

**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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THESIS
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DEPARTMENT HASANUDDIN UNIVERSITY

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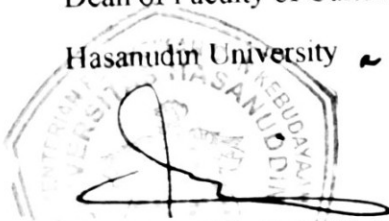
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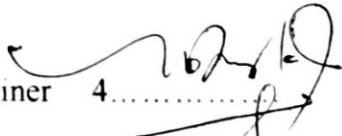
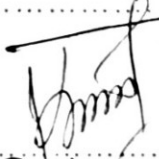



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Today, Friday, 24 July 2020, the Board of Thesis Examination has kindly approved a thesis by ANGGI ANGGRAENI (Student No. F21116030) entitled, **AN ANALYSIS OF BUGINESE STUDENTS IN PRONOUNCING ENGLISH CONSONANTS: A CASE STUDY AT ENGLISH DEPARTMENT 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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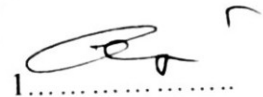
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Sincerely,

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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 ¹konsonan-konsonan yang tidak terdapat dalam bahasa Bugis, ²kesulitan dalam membedakan antara konsonan yang *voiced* dan *voiceless*, dan ³kesulitan 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

ANGGIANGGRAENI. *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

once he has spoken, it will be very difficult to edit or revise (Bailey, 2005: 47).

Therefore, 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 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.



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 cords.



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 diphthongs are those ending in high vowels such as /ɪ/ and /ʊ/. The English rising diphthongs are /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /oʊ/; and the

centring diphthongs are those ending in /ə/ such as /eə/, /ɪə/, and /ʊə/. The diphthong arises in initial, medial, and final position.



3) Triphthongs

Roach (1983: 22) stated that triphthong 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 triphthong 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

referred to as stops. Roach (1983: 28) stated that a plosive is a consonant with articulator 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

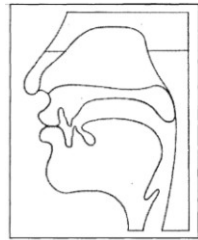


Figure 2.1 Plosive-Bilabial Sound

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

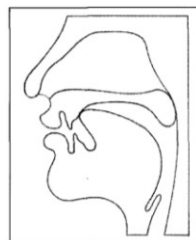


Figure 2.2 Plosive-Alveolar Sound

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



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

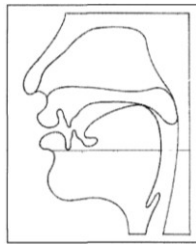


Figure 2.3 Plosive-Velar Sound

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

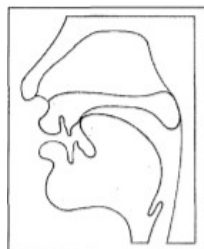


Figure 2.4 Affricates



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

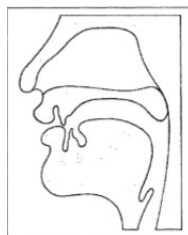


Figure 2.5 Fricative-Labiodental

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 lip makes light contact with the upper teeth. The soft palate is raised. There are two phonemes in labiodental, namely /f/ and /v/. Phoneme /f/ is voiceless and



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

b) Dental

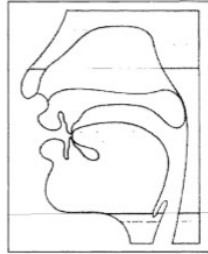


Figure 2.6 Fricative-Dental

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

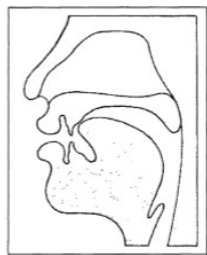


Figure 2.7 Fricative-Alveolar

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 tongue blade makes light contact with the alveolar ridge. The soft palate is raised.



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

d) Palatal

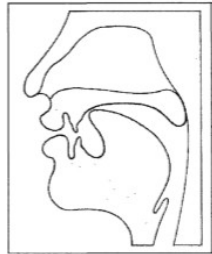


Figure 2.8 Fricative-Palatal

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

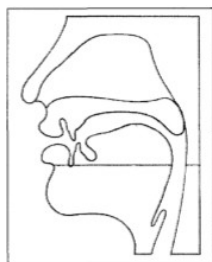


Figure 2.9 Fricative-Glottal

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



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

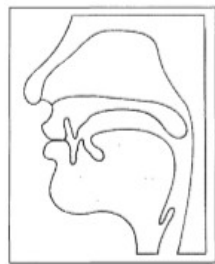


Figure 2.10 Nasal-Bilabial

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 lips are 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

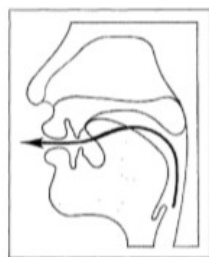


Figure 2.13 Lateral

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 the 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 of articulation, namely, alveolar, palatal, and velar.

a) Alveolar

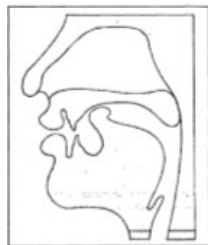


Figure 2.14 Approximants-Retroflex

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 the phoneme is voiced (Kelly, 2000: 53)



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

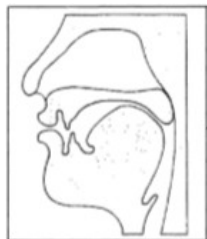


Figure 2.16 Approximants-Velar

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 in this manner of articulation is /w/. The phoneme is voiced (Kelly, 2000: 53)



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.



CHAPTER III METHODOLOGY

A. Research Design

This study used descriptive qualitative research method. Moleong (2011: 6) stated that descriptive qualitative research method aims to provide an overview of phenomena about the experienced faced by the subject of research, such as behavior, perceptions, motivations, and actions in the form of words. Therefore, this research used a descriptive qualitative research in order to present the data about analysis of Buginese students' difficulties when pronouncing English consonants at English department.

B. Research Instrument

In order to collect data and answer the research questions, the writer used three types of research instruments, i.e. short passage, recorder, and questionnaires

Firstly, the short passage contained many words which were considered pronounced improperly by the Buginese students. The passage was given to the students in order to measure and examine the students' problems in pronouncing English consonants.

Secondly, the recorder was used to record the student's voice while reading the passage. The recorded data would be used as the documentation to strengthen the data. Furthermore, the recorded data could be heard anytime in order to find out the students' problem that may happen.

Lastly, the writer collected the data by giving questionnaires to the students.

Questionnaire was used to analyze the students' difficulties in pronouncing consonants. The questionnaire was given after the pronunciation test.



C. Sample of the Study

The samples of this study were taken from English Department students of Hasanuddin University batch 2016. Buginese students were chosen to find out the pronunciation problem that they encountered in pronouncing English consonants. The students were selected from several regions in South Sulawesi that speak Buginese. Those regions are Bone, Soppeng, Sidrap, and Sinjai. There are eight students who participated in this research, each region represented by two students.

D. Method of Collecting Data

To collect the data, the writer followed several steps.

1. Pronunciation Test

The writer gave a pronunciation test to the Buginese students through reading a short passage. The writer provided a passage taken from a scientific article and asked the students to read the passage loudly.

2. Recording Process

The writer recorded the students' voice while reading the passage. In this process, the writer used a recorder. During the recording process, the situation must be quiet to avoid the noise from the surroundings.

3. Note-taking

The next step was note-taking. The writer made some notes about the mispronounced words by the students. This step was very important in order to identify in which word the students made problems in pronouncing English consonants.



4. Questionnaire

Finally, the writer gave a questionnaire to the students after taking the pronunciation test. This step was needed in order to know the factor caused Buginese students pronounce English consonants improperly.

E. Method of Analyzing Data

In this method, the writer analyzed the data from the test result. The writer analyzed data use several procedures. Those are:

1. Listening to the recordings carefully.
2. Marking the pronunciation problems from each recording.
3. Tabulating the mispronounce words. Instead of transcribing the whole pronunciations, the writer only transcribed the English consonant are pronounced improperly.
4. Transcribing the pronunciation problems that found in the recording.
5. Identifying the most dominant pronunciation problems among the troubled English consonants.
6. Identifying the cause of the pronunciation problems made by the students.
7. Drawing a conclusion based on the result of the analysis including the data from the questionnaire.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the writer shows the research findings and the analysis of the data. The findings are presented in the form of data description, and the discussions of the findings are described by giving arguments and further interpretation. This chapter describes the analysis of the troubled English consonants found in the Buginese students' recordings and the factors that cause the problems.

A. Data Presentation and Analysis

The data are in the form of recordings and questionnaires taken from 8 samples. In analyzing the data, the writer used descriptive qualitative method by referring to the theories of Peter Roach and Douglas Brown. Further explanations for both troubled English consonants and the factors are discussed in the following section.

1. Troubled English consonants

In presenting the troubled English consonants, the writer describes the data by grouping them into word classes (noun, verb, and adjective) then each recording that consist of troubled English consonants are marked one by one by bolding the words that were pronounced improperly by the students. The writer also writes the transcription of the error words before determining the troubled English consonants.



a. Datum 1

“Coronavirus Outbreak in China Traced to Snakes”

Emerging **viral infections** from bird flu to Ebola to Zika **infections** pose **major threats** to global public **health**, and understanding their **origins** can help **investigators design defensive strategies against** future outbreaks. A new study **provides important insights** on the **potential** origins of the most recent outbreak of **viral pneumonia** in **China**, which started in the middle of December and now is spreading to Hong Kong, Singapore, Thailand, and Japan. The **findings** are **published** early online in the *Journal of Medical Virology*.

The study notes that **patients** who became infected with the **virus** which is a type of **virus** called a coronavirus and was named 2019-nCoV by the World **Health Organization** were **exposed** to wildlife animals at a wholesale market, where seafood, **poultry**, snake, bats, and farm animals were sold.

By conducting a detailed genetic analysis of the **virus** and comparing it **with available** genetic information on different **viruses** from **various geographic locations** and host species, the **investigators** concluded that the 2019-nCoV appears to be a **virus** that **formed** from a combination of a **coronavirus** found in bats and another **coronavirus** of unknown origin. The **resulting virus developed** a mix or "recombination" of a **viral** protein that **recognizes** and binds to receptors on host cells. Such recognition is key to allowing viruses to enter host cells, which can lead to infection and **disease**.

"Results derived from our **evolutionary** analysis suggest for the first time that snake is the most probable wildlife animal **reservoir** for the 2019-nCoV," the **authors** wrote. "New information obtained from our **evolutionary** analysis is highly significant for **effective** control of the outbreak caused by the 2019-nCoV-induced **pneumonia**."

An accompanying editorial notes that **although** the ultimate control of **viral infections requires the discovery and development** of **effective** and/or antiviral drugs, currently **licensed** antiviral drugs should be tested on the 2019-nCoV.



Below are the list of words that contain English consonants were pronounced improperly by respondent 1.

Table 1: List of nouns contained troubled English consonants found in datum

1.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kə' rəʊnə 'vaɪrəs/	/kɔrɔnʌ fɪrɔs/	/v/ → /f/
2.	health	/helθ/	/helt/	/θ/ → /t/
3.	origins	/'ɔrɪdʒɪnz/	/ɔrɪdʒɪns/	/z/ → /s/
4.	investigators	/ɪn'vɛstɪgeɪtəz/ /ɪn'vɛstɪgeɪtəz/	/ɪnfɛstɪgeɪtər/ /ɪnfɛstɪgeɪtər/	/v/ → /f/ /z/ → 0
5.	insights	/'ɪnsaɪt̩z/ /'ɪnsaɪt̩z/	/ɪnsaɪk/ /ɪnsaɪk/	/t/ → /k/ /z/ → /s/
6.	pneumonia	/nju: 'məʊniə/	/pneməniə/	0 → /p/
7.	China	/'tʃaɪnə/	/'tʃɪnə/	/tʃ/ → /c/
8.	virology	/vaɪ 'rɒlədʒi/	/fɪrɒlədʒi/	/v/ → /f/
9.	patients	/'peɪfnt̩s/ /'peɪfnt̩s/ /'peɪfnt̩s/	/pasɪən/ /pasɪən/ /pasɪən/	/ʃ/ → /s/ /t/ → 0 /s/ → 0
10.	organization	/ɔ: gənəɪ 'zeɪfɪn/	/ɔ: gʌnɪʃeɪfɪn/	/z/ → /ʃ/
	poultry	/'pəʊltri/	/fəʊltri/	/p/ → /f/
	viruses	/'vaɪrəsɪz/	/'faɪrəsəs/	/v/ → /f/



		<i>/ˈvaɪrəsɪz/</i>	<i>/ˈfaɪrəsəs/</i>	<i>/z/ → /s/</i>
13.	disease	<i>/dɪˈzi:z/</i>	<i>/dɪsi:s/</i>	<i>/z/ → /s/</i>
14.	species	<i>/ˈspi:ʃi:z/</i>	<i>/spesiəs/</i>	<i>/ʃ/ → /s/</i>
		<i>/ˈspi:ʃi:z/</i>	<i>/spesiəs/</i>	<i>/z/ → /s/</i>
15.	results	<i>/rɪˈzʌltz/</i>	<i>/rɪsʌlt/</i>	<i>/z/ → /s/</i>
		<i>/rɪˈzʌltz/</i>	<i>/rɪsʌlt/</i>	<i>/s/ → 0</i>
16.	reservoir	<i>/ˈrezəvwa:(r)/</i>	<i>/resərfai:(r)/</i>	<i>/z/ → /s/</i>
		<i>/ˈrezəvwa:(r)/</i>	<i>/resərfai:(r)/</i>	<i>/v/ → /f/</i>
		<i>/ˈrezəvwa:(r)/</i>	<i>/resərfai:(r)/</i>	<i>/w/ → 0</i>
17.	authors	<i>/ˈɔ:θə(r)z/</i>	<i>/aʊtɔrs/</i>	<i>/θ/ → /t/</i>
		<i>/ˈɔ:θə(r)z/</i>	<i>/aʊtɔrs/</i>	<i>/z/ → /s/</i>
18.	discovery	<i>/dɪˈskʌvəri/</i>	<i>/dɪskʌfəri/</i>	<i>/v/ → /f/</i>
19.	development	<i>/dɪˈveləpmənt/</i>	<i>/defeləpmən/</i>	<i>/v/ → /f/</i>
		<i>/dɪˈveləpmənt/</i>	<i>/defeləpmən/</i>	<i>/t/ → 0</i>
20.	vaccines	<i>/ˈvæksi:nz/</i>	<i>/fʌsi:nɪs/</i>	<i>/v/ → /f/</i>
		<i>/ˈvæksi:nz/</i>	<i>/fʌsi:nɪs/</i>	<i>/z/ → /s/</i>

Table 1 above shows that the data consist of 20 nouns which comprised of English consonants were pronounced improperly. There are 10 types of troubled English consonants. Those troubled consonants are /v/, /p/, /z/, /θ/, /ʃ/, /tʃ/, /d/, /t/, /f/, and /w/.



Most of the problems by the student are not being able to distinguish between voiced and voiceless sound as in consonant /z/ and /s/, as well as /v/ and /f/. According to Roach (1983: 34) consonant /v/ and /z/ are categorized as voiced

sound. Nevertheless, the student pronounced those consonants as /f/ and /s/. There are 8 words that student should pronounced as /v/ but it substituted into consonant /f/, namely: *coronavirus*, *investigators*, *virology*, *viruses*, *reservoir*, *discovery*, *development*, and *vaccines*. Meanwhile, there are 9 words that should be pronounced as /z/ but it substituted into consonant /s/, namely: *origins*, *insights*, *viruses*, *disease*, *results*, *reservoir*, *spesies*, *authors*, and *vaccines*.

Furthermore, there are several consonants that also substituted by respondent 1. First, consonant /p/ to /f/. It can be seen in word *poultry*, instead of pronounced it as /'pəʊltri/ the student pronounced it as /fəʊltri/. One of the reasons behind this substitution is that might be on its mother tongue influence. In respondent's region, it is usually found the consonant /p/ which pronounced as /f/. Next, consonant /θ/ substituted into /t/ as in words *health* and *author*. Thus, instead of pronounced *health* as /helθ/ the student pronounced it as /helt/. Same as before, the word *authors*, pronounced as /aʊtɔrs/ instead of /'ɔ:θə(r)z/. Then, consonant substitution also occur in /ʃ/ which substituted as /s/. It can be seen in two words, namely: *patients* and *species*. Instead of pronouncing the word *patients* as /'peɪʃnts/ the student pronounced it as /pasɪən/. Then, in word *species*, instead of pronounced that word as /'spi:ʃi:z/, respondent 1 pronounced it as /speɪsɪəs/. It is because in Buginese alphabet system, consonant /θ/ and /ʃ/ are not found.

As well as stated above, substituting consonant also found in word *China*, in representing the pronunciation, respondent 1 seems to use consonant /c/ instead of before, instead of pronouncing that word as /'tʃaɪnə/, the student pronounced /tʃaɪnə/. Lastly, the word *organization* pronounced as /ɔ:gənɪʃeɪʃn/ instead of /ɔ:zənɪʃeɪʃn/. In this case, respondent 1 substitute consonant /z/ to /ʃ/. It is due to



the presence of consonant /ʃ/ after /z/, therefore the respondent tends to merge the two different consonants into the same consonant. In conclusion, the student seems to substitute the English consonants which do not exist in Buginese or Indonesian.

Moreover, there is a consonant in a word as a silent letter, but respondent 1 mention that consonant. It can be seen in word *pneumonia*. Thus, instead of pronounced as /nju:'mæʊniə/, the student pronounced it as /pnemʊniə/. It happens due to the lack of knowledge by respondent related to medical terms.

Besides, the student seems to omit some consonants when pronounced several words. It can be seen in words like *patients* and *results* where consonant /s/ did not mention. In this case, the student ignore to pronounced suffix /s/ as a plural form sign and just simply to pronounced the root. Then, the student also omitted consonant /t/ as in words *developed* and *development*. Lastly, consonant /z/ in the word *investigators*, and consonant /w/ in the word *reservoir*.

Table 2: List of verbs contained troubled English consonants found in datum

1.

No.	List of Words (Verb)	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪ'zɑɪn/	/dɪ'sɑɪn/	/z/ → /s/
2.	provides	/prə'vaɪdz/	/prɒfaɪd/	/v/ → /f/
		/prə'vaɪdz/	/prɒfaɪd/	/z/ → 0
	resulting	/rɪ'zʌltɪŋ/	/rɪsʌltɪŋ/	/z/ → /s/
	recognizes	/'rɛkəɡnaɪzɪz/	/rɛkəɡnaɪs/	/z/ → /s/



As shown on the table above, datum 2 consist of 4 verbs which comprised of English consonants were pronounced improperly. There are 4 types of troubled English consonants. Those troubled consonants are /v/, /z/, /f/, and /s/.

In the transcription, most of the consonants are generalized by the student. The influence of mother tongue spelling system mainly affects these generalizations. Almost similar to the first table, majority of the problem comes from the difficulty of distinguishing voiced and voiceless consonant. It can be seen when the student pronounced /v/ and /z/. The student pronounced these two consonants voicelessly. There are 3 words which consonant /z/ that should be pronounced as voiced but the student substitute it with a voiceless consonant, namely /s/. Those 3 words are: *design*, *resulting*, and *recognizes*. Meanwhile, there is one word that should be pronounced as /v/ but the student pronounced it as /f/, as in word *provides*.

Another problem is related to consonant omission. It can be seen in the transcription above when the student pronounced *provides*. Consonant /z/ which should be pronounced at the end of that word but it is omitted. Thus, instead of pronounced that word as /prə'vaɪdz/ the student pronounced it as /prə'vaɪd/.

Table 3: List of adjectives contained troubled English consonants found in datum 1.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
	viral	/'vaɪrəl/	/fɪrəl/	/v/ → /f/



2.	defensive	/dɪ'fensɪ <u>v</u> /	/dɪ'fensɪ <u>f</u> /	/v/ → /f/
3.	potential	/pə'ten <u>ʃ</u> l/	/pə'tensɪ <u>ʃ</u> l/	/ʃ/ → /s/
4.	exposed	/ɪk'spəʊ <u>z</u> d/	/ek'spɒ <u>s</u> /	/z/ → /s/
		/ɪk'spəʊ <u>d</u> /	/ek'spɒ <u>s</u> /	/d/ → /θ/
5.	available	/ə'v <u>e</u> ɪləbəl/	/ə'f <u>a</u> ɪləbəl/	/v/ → /f/
6.	various	/'v <u>e</u> əriəs/	/'f <u>a</u> riəs/	/v/ → /f/
7.	geographic	/'dʒ <u>i</u> :ə'græfɪk/	/'g <u>æ</u> ʊgræfɪk/	/dʒ/ → /g/
8.	formed	/fɔ: <u>m</u> d/	/fɔ: <u>m</u> /	/d/ → 0
9.	another	/ə'nʌ <u>ð</u> ə/	/ə'nʌ <u>d</u> ə/	/ð/ → /d/
10.	developed	/dɪ'v <u>e</u> ləpt/	/dɪ'f <u>e</u> ləp/	/v/ → /f/
		/dɪ'v <u>e</u> ləpt/	/dɪ'f <u>e</u> ləp/	/t/ → 0
11.	evolutionary	/'i:və'l <u>u</u> :ʃənəri/	/'e'f <u>ə</u> lu:ʃənəri/	/v/ → /f/
		/'i:və'l <u>u</u> :ʃənəri/	/'e'f <u>ə</u> lu:ʃənəri/	/ʃ/ → /s/
12.	effective	/ɪ'f <u>e</u> ktɪv/	/'e'f <u>e</u> ktɪf/	/v/ → /f/

Table 3 above shows that the data consist of 12 adjectives which formed of English consonants were pronounced improperly. There are 10 types of troubled English consonants. Those troubled consonants are /v/, /z/, /dʒ/, /ʃ/, /d/, /t/, /f/, /ð/, /g/, and /s/.

The problem of substituting consonants are still exist when respondent 1 pronounced adjectives. It can be seen in the transcription above, most of the

come from consonant changes. First, consonant /v/ which substituted into /f/, like in words: *viral*, *defensive*, *various*, *available*, *developed*, *evolutionary*, and *effective*. Next, consonant /ʃ/ substituted into consonant /s/ as in



words *potential* and *evolutionary*. Third, consonant /z/ substituted into consonant /s/ as in word *exposed*. Then, consonant /dʒ/ substituted into consonant /g/ as in *geographic*. Lastly, consonant /ð/ substituted into consonant /d/ as in word *another*. These substitutions mainly affect by the influence of mother tongue spelling system. Moreover, these consonants, /ʃ/, /dʒ/, and /ð/ are unknown in Buginese alphabet system.

Last but not least, respondent 1 also omit consonant /d/ and /t/ in this datum. It can be seen in two words, namely *formed* and *developed*. Thus, instead of pronounced *formed* as /fɔ:md/ the student pronounced it as /fɔ:m/. As well as in word *developed*, instead of pronounced it as /dɪ'veləpt/ the student pronounced as /dɪfeləp/. In this case, the student simply pronouncing the root. In fact, the words are in past participle form.

b. Datum 2

“*Coronavirus Outbreak in China Traced to Snakes*”

*Emerging **viral** infections from bird flu to Ebola to Zika infections pose major threats to global public health, and understanding their **origins** can help investigators design defensive strategies against future outbreaks. A new study provides important insights on the potential origins of the most recent outbreak of **viral pneumonia** in China, which started in the middle of December and now is spreading to Hong Kong, Singapore, Thailand, and Japan. The **findings** are published early online in the Journal of Medical Virology.*

*The study notes that patients who became infected with the **virus** which is a type of **virus** called a coronavirus and was named 2019-nCoV by the World Health Organization were exposed to wildlife animals at a wholesale market, where poultry, snake, bats, and farm animals were sold.*



By conducting a detailed genetic analysis of the **virus** and comparing it with **available** genetic information on different **viruses** from various **geographic** locations and host species, the **investigators** concluded that the 2019-nCoV appears to be a **virus** that **formed** from a combination of a **coronavirus** found in bats and **another coronavirus** of unknown origin. The **resulting virus developed** a mix or "recombination" of a **viral** protein that **recognizes** and binds to receptors on host cells. Such recognition is key to allowing viruses to enter host cells, which can lead to infection and **disease**.

"**Results derived** from our **evolutionary** analysis suggest for the first time that snake is the most probable wildlife animal **reservoir** for the 2019-nCoV," the **authors** wrote. "New information obtained from our **evolutionary** analysis is highly significant for **effective** control of the outbreak caused by the 2019-nCoV-induced **pneumonia**."

An accompanying editorial notes that **although** the ultimate control of emerging **viral** infections **requires** the **discovery** and **development** of **effective vaccines** and/or antiviral drugs, currently licensed antiviral drugs should be tested **against** the 2019-nCoV.

Below are the list of words that contain English consonants were pronounced improperly by respondent 2.

Table 4: List of nouns contained troubled English consonants found in Datum 2.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kə'rəʊnə 'vaɪrəs/	/kɔrɔnΛ fɪrʊs/	/v/ → /f/
	investigators	/ɪn'vestɪgeɪtə(r)z/ /ɪn'vestɪgeɪtə(r)z/	/ɪnfestɪgeɪtərs/ /ɪnfestɪgeɪtərs/	/v/ → /f/ /z/ → /s/



3.	pneumonia	/nju: 'məʊniə/	/pneməniə/	0 → /p/
4.	virology	/vaɪ 'rɒlədʒi/	/faɪrɒlədʒi/	/v/ → /f/
5.	virus	/'vaɪrəs/	/'fɪrəs/	/v/ → /f/
6.	organization	/,ɔ:gənai 'zeɪʃn/	/ɔ:gʌnɪseɪʃn/	/z/ → /s/
7.	viruses	/'vaɪrəsɪz/	/'faɪrəsɪs/	/v/ → /f/
		/'vaɪrəsɪz/	/'faɪrəsɪs/	/z/ → /s/
8.	disease	/dɪ 'zi:z/	/dɪsi:s/	/z/ → /s/
9.	species	/'spi:ʃi:z/	/speɪsɪs/	/ʃ/ → /s/
		/'spi:ʃi:z/	/speɪsɪs/	/z/ → /s/
10.	results	/rɪ 'zʌlts/	/rɪ 'sʌlt/	/z/ → /s/
		/rɪ 'zʌlts/	/rɪ 'sʌlt/	/s/ → 0
11.	reservoir	/'rezəvwa:(r)/	/resərfai:r/	/z/ → /s/
		/'rezəvwa:(r)/	/resərfai:r/	/v/ → /f/
		/'rezəvwa:(r)/	/resərfai:r/	/w/ → 0
12.	authors	/'ɔ:θə(r)z/	/aʊðɔrs/	/θ/ → /d/
		/'ɔ:θə(r)z/	/aʊðɔrs/	/z/ → /s/
13.	discovery	/dɪ 'skʌvəri/	/dɪskʌfəri/	/v/ → /f/
14.	development	/dɪ 'veləpmənt/	/defeləpmən/	/v/ → /f/
		/dɪ 'veləpmənt/	/defeləpmən/	/t/ → 0
15.	vaccines	/'væksi:nz/	/'fæksi:n/	/v/ → /f/
		/'væksi:nz/	/'fæksi:n/	/z/ → /s/



Table 4 above shows that the data contain 15 nouns which consist of English consonants were pronounced improperly. There are 10 types of troubled English consonants. Those troubled consonants are /v/, /p/, /z/, /dʒ/, /θ/, /ʃ/, /d/, /t/, /f/, and /w/.

Almost similar to the first datum, most of the troubled English consonants come from the difficulty of distinguishing voiced and voiceless sound. It can be seen when the student pronounced /v/ and /z/. The student pronounced these two consonants voicelessly. In this transcription, there are several words that student should pronounce /v/ but it changed to consonant /f/, such as: *investigators*, *virology*, *viruses*, *reservoir*, and *vaccines*. Besides, there several words that students should pronounced it as /z/ but it changed to consonant /s/, for instance: *investigators*, *organization*, *disease*, *species*, and *results*.

Additionally, consonant /ʃ/ also substituted into /s/ as in word *species* and consonant /θ/ that substituted into /d/ as in word *authors*. The influence of mother tongue spelling system mainly affects these substitutions. Consonants /v/ and /z/ are not commonly used in Buginese, especially in daily conversation. Moreover, consonant /ʃ/ and /θ/ are unknown in Buginese.

Furthermore, based on the list of nouns above, respondent 2 seems to omit three consonants. First, consonant /s/ omitted as in word *results*. Thus, instead of pronounced that word as /rɪ'zʌlts/, the student pronounced as /rɪ'sʌlt/. Then, consonant /t/ also omitted as in word *development*. The student pronounced it as /defeləpmən/ instead of /dɪ'veləpmənt/. Third, the word *reservoir* also pronounced

ted consonant /w/. Instead of pronounced it as /'rezəvwa:(r)/, the student ed as /resərfai:r/.



Another problem in this datum related to inserting consonant. It can be seen in word *pneumonia* where consonant /p/ at the beginning of the word supposed to be a silent letter but respondent 2 still pronounced it. Thus, instead of pronounced as /nju:'məʊniə/, the student pronounced it as /pneməniə/.

Table 5: List of verbs contained troubled English consonants found in Datum

2.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/di'zain/	/di'sain/	/z/ → /s/
2.	provides	/prə'vaɪdz/ /prə'vaɪdz/	/prə'faɪds/ /prə'faɪds/	/v/ → /f/ /z/ → /s/
3.	published	/'pʌblɪʃt/	/pʌblɪʃ/	/t/ → 0
4.	resulting	/rɪ'zʌltɪŋ/	/rɪsʌltɪŋ/	/z/ → /s/
5.	developed	/di'yeləpt/	/defeləp/	/v/ → /f/
6.	recognizes	/'rekəɡnaɪzɪz/	/rekəɡnaɪs/	/z/ → /s/
7.	obtained	/əb'teɪnd/	/əb'teɪn/	d → 0
8.	caused	/kɔ:zd/	/kɔ:z/	d → 0
9.	requires	/rɪ'kwaɪəz/	/rɪkwai:ə/	/z/ → 0

Table 5 above shows that the data contain 9 verbs which consist of English consonants were pronounced improperly. There are 6 types of troubled English consonants. Those troubled consonants are /v/, /z/, /f/, /s/, /t/ and /d/.



Substituting consonants still become frequently issue in the transcription above. There are 7 words were pronounced improperly by substituting consonant /v/ and /z/ become /f/ and /s/. It is due to the influence of Buginese spelling system where there are no specific guidelines to distinguish between consonant /v/ and /f/ as well as consonant /z/ and /s/. Thus, when there are words contain consonants /v/ and /z/ the student seems generalized it. There are 4 words which consonant /z/ substituted by /s/, those words are: *design*, *provides*, *resulting*, and *recognizes*. Meanwhile, there are 2 words that should be pronounced as /v/ but the student pronounced it as /f/, those words are: *developed*, and *provides*.

Lastly, there are 3 consonants were omitted in the list of verbs above. First, consonant /z/ omitted as in word *requires*. Additionally, consonant /t/ as in word *published*. Then, consonant /d/ omitted as in words *obtained* and *caused*. The last two consonants that omitted happen due to the past participle form where the student did not pay attention to it.

Table 6: List of adjectives contained troubled English consonants found in Datum 2.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/' <u>v</u> aɪrəl/	/f̥aɪrəl/	/v/ → /f/
2.	defensive	/dɪ'fensɪ <u>v</u> /	/dəfensɪf/	/v/ → /f/
	available	/ə'v <u>e</u> ɪləbl/	/ə'f <u>e</u> ɪləbl/	/v/ → /f/
	geographic	/.dʒi:ə'græf <u>ɪ</u> k/	/gəʊgrʌfɪk/	/dʒ/ → /g/



5.	formed	/fɔ:md/	/fɔ:m/	/d/ → 0
6.	another	/ə'nʌðə/	/ə'nʌdə/	/ð/ → /d/
7.	evolutionary	/,i:və'lu:ʃənri/	/efalu:ʃnəri/	/v/ → /f/
8.	effective	/ɪ'fektɪv/	/efektɪf/	/v/ → /f/

Table 6 above shows that the data consist of 8 adjectives which comprised of English consonants were pronounced improperly. There are 6 types of troubled English consonants. Those troubled consonants are /v/, /dʒ/, /d/, /f/, /ð/, and /g/.

There are two issues were found in the transcription above, i.e. substitution and omission. Related to substitution issue, there are 3 consonants were found. First, consonant /v/ substituted into /f/ as in words: *viral*, *defensive*, *available*, *evolutionary*, and *effective*. It is because in Buginese alphabet system, there is no differentiation when someone pronounced /v/ and /f/. Thus, the student may generalized these two consonants. In addition, consonant /dʒ/ substituted into /g/ as in word *geographic* and consonant /ð/ as in word *another*. It is also related to Buginese alphabet system where there is no consonant /dʒ/ and /ð/.

Besides, there is one issue related to consonant omission. In word *formed*, respondent 2 omit consonant /d/ at the end of the word. Thus, instead of pronounced as /fɔ:md/ the student pronounced as /fɔ:m/. Same with previous problems, it is also related to past participle form where the student seems like ignore to pronounce suffix *-ed* at the end of a word.



c. Datum 3

“Coronavirus Outbreak in China Traced to Snakes”

Emerging **viral** infections from bird flu to Ebola to Zika infections pose major threats to global public **health**, and understanding their origins can help **investigators design defensive strategies against** future outbreaks. A new study **provides** important insights on the **potential** origins of the most recent outbreak of viral **pneumonia** in China, which started in the middle of December and now is spreading to Hong Kong, Singapore, Thailand, and Japan. The findings are **published** early online in the *Journal of Medical Virology*.

The study notes that patients who became infected with the **virus** which is a type of **virus** called a coronavirus and was named 2019-nCoV by the World **Health Organization** were exposed to wildlife animals at a wholesale market, where seafood, poultry, snake, bats, and farm animals were sold.

By conducting a detailed **genetic analysis** of the **virus** and comparing it with **available genetic** information on different **viruses** from **various geographic** locations and host **species**, the **investigators** concluded that the 2019-nCoV appears to be a **virus** that formed from a combination of a coronavirus found in bats and **another coronavirus** of unknown origin. The **resulting virus developed** a mix or "recombination" of a **viral** protein that **recognizes** and binds to receptors on host cells. Such recognition is key to allowing viruses to enter host cells, which can lead to infection and **disease**.

"Results derived from our evolutionary analysis suggest for the first time that snake is the most probable wildlife animal **reservoir** for the 2019-nCoV," the authors wrote. "New information **obtained** from our **evolutionary analysis** is **highly** significant for **effective** control of the outbreak caused by the 2019-nCoV-induced **pneumonia**."

An accompanying editorial notes that **although** the ultimate control of **viral** infections **requires the discovery and development** of **effective** and/or antiviral drugs, currently licensed antiviral drugs should be tested on the 2019-nCoV.



Below are the list of words that contain English consonants were pronounced improperly by respondent 3.

Table 7: List of nouns contained troubled English consonants found in Datum

3.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kə' rəʊnə 'vaɪrəs/	/kɔrɔnʌ fɪrɔs/	/v/ → /f/
2.	health	/helθ/	/helt/	/θ/ → /t/
3.	investigators	/ɪn' vɛstɪgeɪtə(r)z/ /ɪn' vɛstɪgeɪtə(r)z/	/ɪnfɛstɪgeɪtərs/ /ɪnfɛstɪgeɪtərs/	/v/ → /f/ /z/ → /s/
4.	pneumonia	/nju: 'məʊniə/	/pnemɔniə/	/θ/ → /p/
5.	virology	/vaɪ' rɒlədʒi/ /vaɪ' rɒlədʒi/	/fɪrɒləgi/ /fɪrɒləgi/	/v/ → /f/ /dʒ/ → /g/
6.	organization	/,ɔ: gənəɪ' zeɪʃn/	/ɔ: gʌnɪseʃn/	/z/ → /s/
7.	analysis	/ə' næləsɪs/	/ænələɪs/	/s/ → /θ/
8.	viruses	/' vaɪrəsɪz/ /' vaɪrəsɪz/	/fɪrɔsɪs/ /fɪrɔsɪs/	/v/ → /f/ /z/ → /s/
9.	species	/' spi: fi: z/ /' spi: fi: z/	/speʃi: s/ /speʃi: s/	/f/ → /s/ /z/ → /s/
10.	disease	/dɪ' zi: z/	/dɪ' ses/	/z/ → /s/
	results	/rɪ' zʌltz/ /rɪ' zʌltz/	/rɪ' sʌlt/ /rɪ' sʌlt/	/z/ → /s/ /s/ → 0



12.	reservoir	/ˈrezəvwa:(r)/	/resərfai:r/	/z/ → /s/
		/ˈrezəywa:(r)/	/resərfai:r/	/v/ → /f/
		/ˈrezəvwɑ:(r)/	/resərfai:r/	/w/ → 0
13.	discovery	/dɪˈskʌvəri/	/dɪˈskʌfəri	/v/ → /f/
14.	development	/dɪˈveləpmənt/	/defeləpmən/	/v/ → /f/
		/dɪˈveləpmənt/	/defeləpmən/	/t/ → 0
15.	vaccines	/ˈvæksi:nz/	/fʌksi:n/	/v/ → /f/
		/ˈvæksi:nz/	/fʌksi:n/	/z/ → /s/

Table 7 above shows that the data consist of 15 nouns which consist of English consonants were pronounced improperly. There are 11 types of troubled English consonants. Those troubled consonants are /v/, /p/, /z/, /s/, /dʒ/, /θ/, /ʃ/, /d/, /t/, /f/, and /w/.

Consonant omission is one of the issues found in the table above. There are three consonants were omitted, those are /s/, /w/, and /t/. Consonant /s/ omitted in word *analysis* and *results*. While consonant /w/ and /t/ were respectively found in words *reservoir* and *development*. These omissions refer to ambiguous problems that are not clear whether it is due to the influence of the target language or the source language system.

Moreover, problems of substituting consonants are also found in this datum.

It comes from several words in the form of minimal pairs, especially in terms of

and voiceless. There are 8 words where consonant /v/ that should be
 ed with voiced but the student substitute it with voiceless consonant,



namely consonant /f/. Those 8 words are: *coronavirus*, *investigator*, *virology*, *available*, *viruses*, *reservoir*, *discovery*, *development*, and *vaccines*. On the other hand, there are 8 words where consonant /z/ that should be voiced but the student replaced with consonant /s/ which is voiceless. Those 8 words are: *investigators*, *organization*, *viruses*, *species*, *diseases*, *results*, *reservoir*, and *vaccines*.

In addition, there are three other consonants that also substituted. First, consonant /θ/ substituted into /t/ as in word *health*. Therefore the student pronounced that word as /helt/ instead of helθ/. Then, consonant /dʒ/ substituted into /g/ as in word *virology*. Thus, instead of pronounced that word as /var' rələdʒi/, the student pronounced as /firələgi/. Lastly, consonant /ʃ/ substituted into /s/ as in word *species*. The student pronounced as /spesi:s/ instead of /'spi:ʃi:z/. It is due to the Buginese alphabet system where we did not find consonant /θ/, /dʒ/, and /ʃ/ in it.

Table 8: List of verbs contained troubled English consonants found in Datum

3.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/di'zain/	/də'sain/	/z/ → /s/
2.	provides	/prə'vaɪdz/	/prə'faɪd/	/v/ → /f/
		/prə'vaɪdʒ/	/prə'faɪd/	/z/ → 0
	published	/'pʌblɪʃt/	/pʌblɪf/	/t/ → 0
	resulting	/rɪ'zʌltɪŋ/	/resʌltɪŋ/	/z/ → /s/



5.	developed	/dɪ'vɛləpt/	/dɪ'fɛləp/	/v/ → /f/
		dɪ'veləpt̩	/dɪ'fɛləp/	/t/ → 0
6.	recognizes	/'rɛkəɡnaɪzɪz/	/rɛkəɡnaɪs/	/z/ → /s/
7.	obtained	/əb'teɪnd/	/ɒb'teɪn/	d → 0
8.	caused	/kɔ:zd/	/kɔ:z/	d → 0

Table 8 above shows that the data contain 8 verbs which consist of English consonants were pronounced improperly. There are 6 types of troubled English consonants. Those troubled consonants are /v/, /z/, /f/, /s/, /t/ and /d/.

In this datum, substitution and omission still become the problems. In substitution issue, there are two troubled English consonants i.e. /v/ and /z/. *Design*, *resulting*, and *recognizes* are the list of words where consonant /z/ substituted into /s/. While *provides* and *developed* are the example of words where consonant /v/ substitutes into /f/. It happens due to the place and manner of these both consonants are very similar. Thus, respondent 3 may generalized when pronounced these two consonants.

Moreover, omission issue in this datum found in three different consonants. Firstly, *provides* is the word where respondent 3 omit consonant /z/. Hence, instead of pronounced as /prə'vaɪdz/, the student pronounced as /prə'faɪd/. Then, consonant /t/ was omitted in *published* and *developed*. The student pronounced these two words as /pʌblɪf/ and dɪ'fɛləp/ instead of /'pʌblɪʃt/ and /dɪ'veləpt/. Lastly, *obtained*

obtained are the words where consonant /d/ were omitted. Instead of pronounced as /əb'teɪnd/, the student pronounced as /ɒb'teɪn/ and



Table 9: List of adjectives contained troubled English consonants found in Datum 3.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/ˈfarral/	/v/ → /f/
2.	potential	/pəˈtenʃl/	/patensɪl/	/ʃ/ → /s/
3.	genetic	/dʒɪˈnetɪk/	/genetɪk/	/dʒ/ → /g/
4.	available	/əˈveɪləbl/	/əˈfeɪləbl/	/v/ → /f/
5.	geographic	/ˌdʒi:əˈgræfɪk/	/gɛʊgrɪfɪk/	/dʒ/ → /g/
6.	another	/əˈnʌðə/	/əˈnʌdə/	/ð/ → /d/
7.	derived	/dɪˈraɪvd/	/dərəfaɪd/	/v/ → /f/
8.	evolutionary	/ˌi:vəˈlu:ʃənri/	/ɛfalu:ʃnəri/	/v/ → /f/
9.	effective	/ɪˈfektɪv/	/ɛfektɪf/	/v/ → /f/

As shown on the table above, there are 9 adjectives which consist of English consonants were pronounced improperly. There are 8 types of troubled English consonants. Those troubled consonants are /v/, /dʒ/, /d/, /f/, /ð/, /s/, /ʃ/, and /g/.

In this transcription, there are four different kinds of troubled English consonants related to substituting issues. Those 4 consonants are: /v/, /dʒ/, /ʃ/, and /ð/. Begins with consonant /v/, there are 4 words that substituted into /f/, namely:

available, derived, and evolutionary. Respondent 3 seems generalized at /v/ and /f/ since these two consonants known as minimal pair. ally, it also happens due to the articulation from both consonants which is



similar. Consonant /v/ and /f/ respectively grouped into fricative-labiodental. As stated in Roach (1983: 39) fricative labiodental articulated with contact between the lower lip that touch the upper front teeth. The difference between these two consonants only based the on state of glottis i.e. consonant /v/ is voiced while /f/ is voiceless.

Furthermore, respondent 3 also faced difficulty to distinguish between consonant /dʒ/ and /g/ when pronounced *genetic* and *geographic*. As a result, instead of pronounced these two words as /dʒɪ'netɪk/ and /,dʒi:ə'græfɪk/, the student pronounced as /genetɪk/ and /geɒgræfɪk/. It is due to the influence of the respondent's mother tongue. These two words in Buginese or even in Indonesian usually pronounced using consonant /g/ instead of /dʒ/. Therefore, when pronouncing these two words, the source language system affects the student.

Likewise, consonant /ʃ/ also substituted into /s/ as in word *potential*. Thus, the student pronounced it as /pətensɪəl/ instead of /pə'tenʃl/. As stated in the previous paragraph about the difficulty of the student to distinguish between /dʒ/ and /g/ when pronouncing particular words, it also happened in this case. In Indonesian or even Buginese, the word *potential* is already familiar, hence it affected the student to pronouncing these words as usual i.e. influenced by source language.

Lastly, *another* is a word where the student substituting consonant /ð/ into /d/. Therefore, the student pronounced it as /ə'nʌdə/ instead of /ə'nʌðə/. In fact,

t /ð/ and /d/ are quite different. Roach (1983: 39) stated that consonant /ð/ into fricative-dental where the tongue was actually placed between the



teeth. Whereas consonant /d/ grouped into plosive-alveolar where the place of articulation of alveolar is the tongue blade pressed against the alveolar ridge (Roach, 1983: 28).

d. Datum 4

“Coronavirus Outbreak in China Traced to Snakes”

*Emerging **viral** infections from bird flu to Ebola to Zika infections pose major threats to global public **health**, and understanding their origins can help **investigators design defensive strategies against future outbreaks**. A new study **provides** important insights on the potential origins of the most recent outbreak of **viral** pneumonia in China, which started in the middle of December and now is spreading to Hong Kong, Singapore, Thailand, and Japan. The findings are published early online in the *Journal of Medical Virology*.*

*The study notes that patients who became infected with the **virus** which is a type of **virus** called a **coronavirus** and was named 2019-nCoV by the World **Health Organization** were exposed to wildlife animals at a wholesale market, where seafood, poultry, snake, bats, and farm animals were sold.*

*By conducting a detailed genetic analysis of the virus and comparing it with **available** genetic information on different **viruses** from **various geographic** locations and host **species**, the **investigators** concluded that the 2019-nCoV appears to be a **virus** that formed from a combination of a **coronavirus** found in bats and **another coronavirus** of unknown origin. The resulting virus **developed** a mix or "recombination" of a **viral** protein that recognizes and binds to receptors on host cells. Such recognition is key to allowing **viruses** to enter host cells, which can lead to infection and **disease**.*

*"Results **derived** from our **evolutionary** analysis **suggest** for the first time that snake is the most probable wildlife animal **reservoir** for the 2019-nCoV," the **author** wrote. "New information obtained from our **evolutionary** analysis is highly **valuable** for **effective** control of the outbreak caused by the 2019-nCoV-induced pneumonia."*



An accompanying editorial notes that **although** the ultimate control of emerging **viral** infections requires the **discovery** and **development** of **effective vaccines** and/or antiviral drugs, currently licensed antiviral drugs should be tested **against** the 2019-nCoV.

Below are the list of words that contain English consonants were pronounced improperly by respondent 4.

Table 10: List of nouns contained troubled English consonants found in Datum

4.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kə' rəʊnə 'vaɪrəs/	/kɔrɔnʌ fɪrʊs/	/v/ → /f/
2.	health	/helθ/	/helt/	/θ/ → /t/
3.	investigators	/ɪn 'vestɪgeɪtə(r)/ /ɪn 'vestɪgeɪtə(r)/	/ɪn'festɪgeɪtərs/ /ɪn'festɪgeɪtərs/	/v/ → /f/ /z/ → /s/
4.	virology	/vaɪ'rɒlədʒi/	/fɪ'rɒlədʒi/	/v/ → /f/
5.	organization	/,ɔ:gənəɪ'zeɪʃn/	/ɔ:gʌnɪseʃn/	/z/ → /s/
6.	viruses	/'vaɪrəsɪz/ /'vaɪrəsɪz/	/fɪrəsɪs/ /faɪrəsɪs/	/v/ → /f/ /z/ → /s/
7.	species	/'spi:ʃi:z/ /'spi:ʃi:z/	/speʃi:s/ /speʃi:s/	/ʃ/ → /s/ /z/ → /s/
8.	disease	/dɪ'zi:z/	/dɪ'si:s/	/z/ → /s/
	reservoir	/'rezəvwa:(r)/ /'rezəvwa:(r)/	/resərfai:r/ /resərfai:r/	/z/ → /s/ /v/ → /f/



		/ˈrezəvwa:(r)/	/resərfai:r/	/w/ → 0
10.	discovery	/dɪˈskʌvəri/	/dɪˈskʌfəri/	/v/ → /f/
11.	development	/dɪˈveləpmənt/	/defeləpmən/	/v/ → /f/
		/dɪˈveləpmənt/	/defeləpmən/	/t/ → 0
12.	vaccines	/ˈvæksi:nz/	/fæksi:n/	/v/ → /f/
		/ˈvæksi:nz/	/fæksi:n/	/z/ → /s/

As shown on the table above, there are 12 nouns which consist of English consonants were pronounced improperly. There are 8 types of troubled English consonants. Those troubled consonants are /v/, /z/, /s/, /θ/, /ʃ/, /t/, /f/, and /w/.

In this transcription, there are two issues were found, namely: substituting and omitting consonant. Related to substituting, consonant /v/ and /z/ still become the most problematic consonant. The table above shows that respondent 4 still does not know to distinguish voiced and voiceless consonant. There are 8 words where consonant /v/ substituted into /f/, those are: *coronavirus*, *investigators*, *virology*, *viruses*, *reservoir*, *discovery*, *development*, and *vaccines*. Whereas, consonant /z/ substituted into /s/ there are 7 words, those are: *investigators*, *organization*, *viruses*, *species*, *disease*, *reservoir*, and *vaccines*. One of the factors that caused this thing happen because the way to pronounce these consonants is almost the same.

Still related to substituting consonant, there are two other consonants that also substituted by respondent 4 i.e. consonant /θ/ and /ʃ/. Consonant /θ/ substituted into word *health*. The student pronounced that word as /helt/ instead of /helθ/. Consonant /ʃ/ substituted into /s/ as in word *species*. Therefore, instead of pronounced that word as /ˈspi:ʃi:z/, the student pronounced as /spesi:s/. In this case,



the student might generalize consonant /θ/ and /ʃ/ into /t/ and /s/ since there is no consonant /θ/ and /ʃ/ in Buginese alphabet system.

Another problem is related to omitting consonant. Based on the table above, there are two consonants were omitted, namely: /w/ and /t/. Consonant /w/ were omitted as in word *reservoir*. Hence, the student pronounced that word as /resərfai:r/ instead of 'rezəvwa:(r)/. In this case, the word *reservoir* may not familiar enough so that the student lack of knowledge about the way to pronouncing it. Whereas, consonant /t/ were omitted as in word *development*. Thus, instead of pronounced that word as /di'veləpmənt/ the student pronounced it as /defeləpmən/. It happened because the student ignores consonant /t/ at the end of a word.

Table 11: List of verbs contained troubled English consonants found in Datum

4.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/di'zain/	/di'sain/	/z/ → /s/
2.	provides	/prə'vaɪdz/ /prə'vaɪdz/	/prə'faɪd/ /prə'faɪd/	/v/ → /f/ /z/ → 0
3.	developed	/di'veləpt/ /di'veləpt/	/di'felap/ /di'felap/	/v/ → /f/ /t/ → 0
4.	Suggest	/sə'dʒest/ /sə'dʒest/	/sʌges/ /sʌges/	/dʒ/ → /g/ /t/ → 0



As shown on the table above, there are 4 verbs which consist of English consonants were pronounced improperly. There are 7 types of troubled English consonants. Those troubled consonants are /v/, /z/, /f/, /s/, /t/, /g/ and /dʒ/.

Based on the transcription above, the writer found several consonants related to consonant changes or known as substitution. It can be seen as in words *provides*, and *developed* where consonant /v/ substituted into /f/. Therefore, instead of pronounced that words as /prə'vaɪdz/, and /dɪ'veləpt/ the student pronounced as /prɒ'faɪd/, and /dɪ'fələp/. Likewise, consonant /z/ substituted into /s/ as in word *design*. Hence, instead of pronounced that word as /dɪ'zaɪn/the student pronounced it as /dɪ'saɪn/. The student seemed to generalize the way to pronouncing consonant /v/ and /f/ as well as consonant /z/ and /s/ in the same way. In fact, consonant /v/ and /z/ is voiced while consonant /s/ and /f/ is voiceless. In addition, consonant /dʒ/ substituted into /g/ as in word *suggest*. Thus, instead of pronounced that word as /sə'dʒɛst/, the student pronounced it as /sʌgɛs/. In this case, the student pronounced the word *suggest* alphabetically using consonant /g/. In fact, the correct pronunciation should use consonant /dʒ/.

Besides, there are two troubled consonants related to omitting issue in this datum i.e. /t/ and /z/. Consonant /t/ omitted as in word *developed*. Hence, respondent 4 pronounced that word as /dɪ'fələp/ instead of dɪ'veləpt/. It happened due to the lack of attention if the word in past participle form. Furthermore, consonant /z/ were omitted as in word *provides*. Thus, instead of pronounced that word as /prə'vaɪdz/ the student pronounced it as /prɒ'faɪd/. In this case, the student did not pay attention

consonant /s/ at the end of a word/. Therefore, suffix /s/ did not mentioned.



Table 12: List of adjectives contained troubled English consonants found in Datum 4.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/ˈfaɪrəl/	/v/ → /f/
2.	defensive	/dɪˈfensɪv/	/dɪfensɪf/	/v/ → /f/
3.	various	/ˈveəriəs/	/ˈferiəs/	/v/ → /f/
4.	geographic	/ˌdʒiːəˈɡræfɪk/	/ɡeʊɡrɪfɪk/	/dʒ/ → /g/
5.	another	/əˈnʌðə/	/əˈnʌdə/	/ð/ → /d/
6.	evolutionary	/ˌiːvəˈluːʃənri/	/eˈfaluːʃnəri/	/v/ → /f/
7.	effective	/ɪˈfektɪv/	/efektɪf/	/v/ → /f/
8.	induced	/ɪnˈdʒuːst/	/ɪnˈdekəd/	/s/ → /k/

Table 12 above shows that the data contain 8 adjectives which consist of English consonants were pronounced improperly. There are 8 types of troubled English consonants. Those troubled consonants are /v/, /dʒ/, /d/, /f/, /ð/, /s/, /k/, and /g/.

In this transcription, the writer found 4 consonants related to substitution issue, namely: /v/, /dʒ/, /ð/, and /s/. At first, consonant /v/ substituted into /f/ as in words *viral*, *defensive*, *various*, *evolutionary*, and *effective*. Instead of pronounced

words as /ˈvaɪrəl/, /ˈveəriəs/, /ˌiːvəˈluːʃənri/, and /ɪˈfektɪv/ the student pronounced it as /ˈfaɪrəl/, /ˈferiəs/, /eˈfaluːʃnəri/, and /efektɪf/. Respondent 4



pronounced /v/ in those words as voiceless. In fact, it should be pronounced as voiced consonant. It happens due to the way to pronouncing these two consonants is almost the same. Therefore, the student may generalize it.

Furthermore, respondent 4 also substituted consonant /dʒ/ into /g/ as in word *geographic*. Thus, the student pronounced that word as /geʊgrʌfɪk/ instead of /ˌdʒiːəˈgræfɪk/. It happens due to the influence of students' mother tongue. The word *geographic* is quite familiar and commonly used in Indonesia, therefore the student pronounced that word using source language system.

Moreover, consonant /ð/ also substituted into /d/ as in word *another*. Thus, the student pronounced that word as /əˈnʌdə/ instead of /əˈnʌðə/. It is due to the influence of mother tongue since there is no consonant /ð/ in Buginese alphabet system. Therefore, the student substituting it using another consonant which has almost the same sound that is consonant /d/. In fact, consonant /ð/ and /d/ are quite different. Though these two consonants are both voiced but the manner and place of articulation are different, consonant /ð/ grouped into fricative-dental whereas consonant /d/ grouped into plosive-alveolar.

Another consonant related to substituting issue in this transcription is consonant /s/ that substituted into /k/. It can be seen in word *induced*, the student pronounced that word as /ɪnˈdekəd/ instead of /ɪnˈdjuːst/. As Buginese and Indonesian as well, the student might think when found alphabet *c* it will be pronounced as *k*. It means that the student did not think about the sound but the

It can happen because it was influenced by several factors. One of the



factors is comprehensibility, this factor related to the students' comprehension of how to pronounce a word properly.

e. Datum 5

“Coronavirus Outbreak in China Traced to Snakes”

*Emerging **viral infections** from bird flu to Ebola to Zika **infections** pose major threats to global public **health**, and understanding their origins can help **investigators design defensive strategies against** future outbreaks. A new study **provides** important **insights** on the potential origins of the most recent outbreak of **viral pneumonia** in China, which started in the middle of December and now is spreading to Hong Kong, Singapore, Thailand, and Japan. The findings are **published** early online in the *Journal of Medical Virology*.*

*The study notes that **patients** who became infected with the **virus** which is a type of **virus** called a **coronavirus** and was named 2019-nCoV by the World **Health Organization** were exposed to wildlife animals at a wholesale market, where seafood, poultry, snake, bats, and farm animals were sold.*

*By conducting a detailed **genetic** analysis of the **virus** and comparing it with **available genetic** information on different **viruses** from **various geographic** locations and host **species**, the **investigators** concluded that the 2019-nCoV appears to be a **virus** that formed from a combination of a **coronavirus** found in bats and **another coronavirus** of unknown origin. The **resulting virus developed** a mix or "recombination" of a **viral** protein that **recognizes** and binds to receptors on host cells. Such recognition is key to allowing **viruses** to enter host cells, which can lead to infection and **disease**.*

*"**Results derived** from our **evolutionary** analysis suggest for the first time that snake is the most probable wildlife animal **reservoir** for the 2019-nCoV," the authors wrote. "New information obtained from our **evolutionary** analysis is **highly***

*at for **effective** control of the outbreak caused by the 2019-nCoV-induced pneumonia."*



An accompanying editorial notes that **although** the ultimate control of emerging **viral infections requires the discovery and development** of effective **vaccines and/or antiviral drugs, currently licensed antiviral drugs should be tested against the 2019-nCoV.**

Below are the list of words that contain English consonants were pronounced improperly by respondent 5.

Table 13: List of nouns contained troubled English consonants found in Datum 5.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kə' rəʊnə 'vaɪrəs/	/kɔrɔnʌ fɪrɔs/	/v/ → /f/
2.	infections	/ɪn' fekʃn̩z/	/ɪn' fekʃn̩/	/z/ → /s/
3.	health	/helθ/	/helɿ/	/θ/ → /t/
4.	Investigators	/ɪn' vestɪgeɪtə(r)/ /ɪn' vestɪgeɪtə(r̩)/	/ɪn' festɪgeɪtər/ /ɪn' festɪgeɪtər̩/	/v/ → /f/ /z/ → /s/
5.	strategies	/'strætɪdʒɪz/ /'strætɪdʒɪz̩/	/strʌteɡɪs/ /strʌteɡɪs̩/	/dʒ/ → /g/ /z/ → /s/
6.	insights	/'ɪnsaɪt̩z/	/'ɪnsaɪt̩/	/s/ → 0
7.	virology	/vaɪ' rɒlədʒi/	/fɪrɒlədʒi/	/v/ → /f/
8.	patients	/'peɪʃnts̩/	/peɪʃnt̩/	/s/ → 0
9.	organization	/,ɔ:ɡənə' zeɪʃn̩/	/ɔ:ɡʌnɪseɪʃn̩/	/z/ → /s/
	viruses	/'vaɪrəsɪz/ /'vaɪrəsɪz̩/	/fɪrɔs/ /fɪrɔs̩/	/v/ → /f/ /z/ → 0



11.	species	/ˈspɪʃi:z/	/spesi:es/	/ʃ/ → /s/
		/ˈspɪʃi:z/	/spesi:es/	/z/ → /s/
12.	disease	/dɪˈzi:z/	/dɪˈses/	/z/ → /s/
13.	results	/rɪˈzʌlts/	/rɪˈsʌlt/	/z/ → /s/
		/rɪˈzʌlts/	/rɪˈsʌlt/	/s/ → 0
14.	reservoir	/ˈrezəvwa:(r)/	/resərfaɪ:r/	/z/ → /s/
		/ˈrezəvwa:(r)/	/resərfaɪ:r/	/v/ → /f/
		/ˈrezəvwa:(r)/	/resərfaɪ:r/	/w/ → 0
15.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
16.	development	/dɪˈveləpmənt/	/defeləpmən/	/v/ → /f/
		/dɪˈveləpmənt/	/defeləpmən/	/t/ → 0
17.	vaccines	/ˈvæksi:nz/	/fæsi:əns/	/v/ → /f/
		/ˈvæksi:nz/	/fæsi:əns/	/k/ → 0
		/ˈvæksi:nz/	/fæsi:əns/	/z/ → /s/

As shown on the table above, there are 17 nouns which consist of English consonants were pronounced improperly. There are 12 types of troubled English consonants. Those troubled consonants are /v/, /k/, /z/, /s/, /dʒ/, /θ/, /ʃ/, /d/, /t/, /f/, /g/, and /w/.

Majority of the problem in this transcription is related to substituting and omitting. Consonant with the most frequently pronounced improperly is /v/. As we

at, this consonant is a voiced, nonetheless the way to pronounce this
 t is almost the same as the consonant /f/. In addition, these two consonants
 the same manner and place of articulation, the difference is only in terms



of voiced and voiceless. Besides, /z/ which is voiced consonant also become the next problem. Respondent 5 replaces the way to pronounce /z/ which is voiced by using consonant /s/ which is voiceless. It seems like the student did not distinguish the pronunciation between these consonants in their daily lives, even when pronouncing words in Buginese or Indonesian.

Furthermore, there are three consonants that substituted too, namely consonant /θ/ which substituted into /t/ as in word *health*. Then, consonant /dʒ/ substituted by using consonant /g/ as in word *strategies*. Lastly, consonant /ʃ/ which is substituted by using consonant /s/ as in the word *species*. Therefore, instead of pronouncing those three words as /helθ/, /'strætɪdʒɪz/, and /'spɪʃi:z/, the student pronounced as /helt/, /strʌtegi:s/, and /spesi:es/. It is due to the influence of respondent's mother tongue since there is no consonant /θ/, /dʒ/, and /ʃ/ in Buginese alphabet system, therefore the student substitute it with /t/, /g/, and /s/ which has almost the same sound.

Besides, a problem that is also commonly found in this datum is related to the student who ignore inflection at the end of words. It is difficult for the student to pronounce several words in plural forms properly. Consonants such as /z/, /t/, /s/ are not mentioned at the end of the word, as in the word *viruses*, *patients*, *results*, *insights*, and *development*. Moreover, consonant /w/ and /k/ also substituted as in words *reservoir* and *vaccines*. Hence, the student pronounced these two words as /resərfai:r/ and /fæsi:əns/ instead of /'rezəvwa:(r)/ and /'væksi:nz/.



Table 14: List of verbs contained troubled English consonants found in Datum

5.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪ'zain/	/dɪ'sain/	/z/ → /s/
2.	provides	/prə'vaɪdz/ /prə'vaɪdʒ/	/prɒ'faɪd/ /prɒ'faɪd/	/v/ → /f/ /z/ → 0
3.	published	/'pʌblɪʃt/	/pʌblɪʃ/	/t/ → 0
4.	resulting	/rɪ'zʌltɪŋ/	/resʌltɪŋ/	/z/ → /s/
5.	developed	/dɪ'veləpt/ /dɪ'veləpt/	/dɪ'felɒp/ /dɪ'felɒp/	/v/ → /f/ /t/ → 0
6.	recognizes	/'rɛkəɡnaɪzɪz/	/rɛkəɡnaɪs/	/z/ → /s/
7.	requires	/rɪ'kwaɪəz/	/rə'kwɪrəs/	/z/ → /s/

Table 14 above shows that the data contain 7 verbs which consist of English consonants were pronounced improperly. There are 5 types of troubled English consonants. Those troubled consonants are /v/, /z/, /f/, /s/, and /t/.

Based on the transcription above, there are two issues were found i.e. substituting and omitting consonant. /z/ and /v/ are both troubled consonants related to substituting issue. There are 4 words which consonant /z/ that should be

ed as voiced but the student substitute it with voiceless consonant that is
4 words are: *design*, *resulting*, *requires* and *recognizes*. Meanwhile, there



are 2 words that should be pronounced as /v/ but the student pronounced it as /f/, as in words *provides*, and *developed*. It happens because the student usually pronouncing /v/ as /f/ as well as /z/ as /f/ both when speaking Buginese and Indonesian. Therefore, when pronouncing English words, the influence of mother tongue is still exist.

Another issue is related to omitting consonants. The troubled consonants in this datum are /z/ and /t/. It can be seen in word *provides* where consonant /z/ is omitted. Thus, instead of pronounced this word as /prə'vaɪdz/ the student pronounced it as /prə'faɪd/. In addition, consonant /t/ is also omitted as in words *published* and *developed*. Therefore, respondent 5 pronounced these two words as /pʌblɪʃ/ and /dɪ'felɒp/ instead of /'pʌblɪʃt/ and /dɪ'veləpt/. The student never pronounced the words in past participle form correctly. Besides, suffix /s/ is also ignored by the student or it just simply pronounced the infinitive words only as in word *provides* above.

Table 15: List of adjectives contained troubled English consonants found in Datum 5.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/ˈfaɪrəl/	/v/ → /f/
2.	defensive	/dɪˈfensɪv/	/dɪfensɪf/	/v/ → /f/
	genetic	/dʒɪˈnetɪk/	/genetɪk/	/dʒ/ → /g/
	available	/əˈveɪləbl/	/əˈfaɪləbl/	/v/ → /f/



5.	various	/ˈvɛəriəs/	/fʌriəs/	/v/ → /f/
6.	geographic	/ˌdʒi:əˈgræfɪk/	/gɛɔgrʌfɪk/	/dʒ/ → /g/
7.	another	/əˈnʌðə/	/əˈnʌdə/	/ð/ → /d/
8.	derived	/dɪˈraɪvd/	/dərəɪfəd/	/v/ → /f/
9.	evolutionary	/ˌi:vəˈlu:ʃənri/	/eɪlu:ʃnəri/	/v/ → /f/
10.	effective	/ɪˈfektɪv/	/efektɪf/	/v/ → /f/

As shown on the table above, there are 10 adjectives which consist of English consonants were pronounced improperly. There are 9 types of troubled English consonants. Those troubled consonants are /v/, /z/, /dʒ/, /d/, /f/, /ð/, /s/, and /g/.

In this transcription, there are three consonants substituted by others. Firstly, consonant /v/ substituted into /f/ as in words *viral*, *defensive*, *available*, *various*, *derived*, *evolutionary*, and *effective*. Like the previous cases, the source of the problem comes from the student that is unable to distinguish between voiced and voiceless consonant. In addition, consonant /dʒ/ substituted into /g/ as in word *genetic* and *geographic*. The student pronounced these two words as /genetɪk/ and /gɛɔgrʌfɪk/ instead of /dʒɪˈnetɪk/ and /ˌdʒi:əˈgræfɪk/. Last but not least, consonant /ð/ substituted into /d/ as in word *another*. Thus, instead of pronounced this word as /əˈnʌðə/ the student pronounced it as /əˈnʌdə/. In this case, consonant /dʒ/ and /ð/ are not found in Buginese alphabet system, therefore the student substitutes it into /g/ and /d/.



f. Datum 6

“Coronavirus Outbreak in China Traced to Snakes”

*Emerging **viral infections** from bird flu to Ebola to Zika **infections** pose major threats to global public **health**, and understanding their origins can help **investigators design defensive strategies against** future outbreaks. A new study **provides important insights** on the potential origins of the most recent outbreak of **viral pneumonia** in China, which started in the middle of December and now is spreading to Hong Kong, Singapore, Thailand, and Japan. The findings are **published** early online in the *Journal of Medical Virology*.*

*The study notes that **patients** who became infected with the **virus** which is a type of **virus** called a **coronavirus** and was named 2019-nCoV by the World Health **Organization** were exposed to wildlife animals at a wholesale market, where seafood, poultry, snake, bats, and farm animals were sold.*

*By conducting a detailed genetic analysis of the **virus** and comparing it with **available** genetic information on different **viruses** from **various geographic** locations and host **species**, the investigators concluded that the 2019-nCoV appears to be a **virus** that formed from a combination of a coronavirus found in bats and **another coronavirus** of unknown origin. The **resulting virus developed** a mix or "recombination" of a viral protein that **recognizes** and binds to receptors on host cells. Such recognition is key to allowing **viruses** to enter host cells, which can lead to infection and **disease**.*

*"**Results derived** from our **evolutionary** analysis suggest for the first time that snake is the most probable wildlife animal **reservoir** for the 2019-nCoV," the **authors** wrote. "New information obtained from our evolutionary analysis is **highly** significant for **effective** control of the outbreak caused by the 2019-nCoV-**induced pneumonia**."*

*An accompanying editorial notes that **although** the ultimate control of viral **infections** requires the **discovery** and **development** of effective and/or antiviral drugs, currently licensed antiviral drugs should be tested against the 2019-nCoV.*



Below are the list of words that contain English consonants were pronounced improperly by respondent 6.

Table 16: List of nouns contained troubled English consonants found in Datum

6.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kə' rəʊnə 'vaɪrəs/	/kɔrɔnʌ fɪrɔs/	/v/ → /f/
2.	infections	/ɪn' feɪʃn̩z/	/ɪn' feɪʃn/	/k/ → 0
		/ɪn' feɪʃn̩z/	/ɪn' feɪʃn̩/	/z/ → /s/
3.	health	/helθ/	/helt/	/θ/ → /t/
4.	investigators	/ɪn' vɛstɪgeɪtə(r)/	/ɪnfɛstɪgeɪtər/	/v/ → /f/
		/ɪn' vɛstɪgeɪtə(r)/	/ɪnfɛstɪgeɪtər/	/z/ → /s/
5.	strategies	/'strætɪdʒɪz/	/strʌtegi/	/dʒ/ → /g/
		/'strætɪdʒɪz/	/strʌtegi/	/z/ → 0
6.	insights	/'ɪnsaɪt̩z/	/'ɪnsaɪt̩/	/s/ → 0
7.	pneumonia	/nju: 'məʊniə/	/pneʊmonɪə/	0 → /p/
8.	virology	/vaɪ' rɒlədʒi/	/fɪrɒləgi/	/v/ → /f/
		/vaɪ' rɒlədʒi/	/fɪrɒləgi/	/dʒ/ → /g/
9.	patients	/'peɪʃnt̩z/	/peɪʃnt̩/	/s/ → 0
10.	organization	/'ɔ: gənəɪ 'zeɪʃn/	/'ɔ: gʌnɪʃɛfn/	/z/ → /s/
	viruses	/'vaɪrəsɪz/	/fɪrɔs/	/v/ → /f/
		/'vaɪrəsɪz/	/fɪrʊs/	/z/ → /s/



12.	species	/ˈspɪʃi:z/	/spesi:es/	/ʃ/ → /s/
		/ˈspɪʃi:z/	/spesi:es/	/z/ → /s/
13.	disease	/dɪˈzi:z/	/dɪˈses/	/z/ → /s/
14.	results	/rɪˈzʌlts/	/rɪˈsʌlt/	/z/ → /s/
		/rɪˈzʌlts/	/rɪˈsʌlt/	/s/ → 0
15.	reservoir	/ˈrezəvwa:(r)/	/rezərfaɪ:r/	/v/ → /f/
		/ˈrezəvwa:(r)/	/rezərfaɪ:r/	/w/ → 0
16.	authors	/ˈɔ:θə(r)z/	/ɔ:ðər/	/θ/ → /ð/
		/ˈɔ:θə(r)z/	/ɔ:ðər/	/z/ → /s/
17.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
18.	development	/dɪˈveləpmənt/	/defeləpmən/	/v/ → /f/
		/dɪˈveləpmənt/	/defeləpmən/	/t/ → 0
19.	vaccines	/ˈvæksi:nz/	/væʒnsɪ/	/k/ → 0
		/ˈvæksi:nz/	/væʒnsɪ/	/z/ → 0

Table 16 above shows that the data contain of 19 nouns which consist of English consonants were pronounced improperly. There are 13 types of troubled English consonants. Those troubled consonants are /v/, /p/, /z/, /s/, /dʒ/, /θ/, /ʃ/, /g/, /t/, /k/, /f/, /ð/, and /w/.

The issue of omitting consonant is one of the problems found in this datum.

There are five consonants that omitted by Respondent 6. Consonant /w/ as in word

consonant /k/ as in word *infections* and *vaccines*, and consonant /t/ as in *development*. Additionally, the pronunciation of inflection in a word still this datum. The student often generalizes the plural form of a word into its



singular form. It can be seen in consonants /s/ as in words *insights*, *patients*, and *results*. Then, consonant /z/ omitted as in words *strategies* and *vaccines*.

In this recording, the writer also found the troubled English consonants are most likely similar to the previous cases. The source of the problem comes from the student who cannot distinguish between voiced and voiceless consonants. It can be seen from the number of words that pronounced improperly. The student pronounced /v/ as /f/ in 7 words, namely: *coronavirus*, *investigators*, *viruses*, *virology*, *reservoir*, *discovery*, and *development*. Whereas, consonant /z/ which should be voiced consonant but the student substitutes it by using consonant /s/ which is voiceless. The student pronounced /z/ as /f/ in 7 words, namely: *infections*, *investigators*, *organization*, *viruses*, *species*, *results*, and *authors*.

Moreover, there are three other consonants that also substituted, namely consonant /θ/ which the student substituted into /t/ and /ð/ as in words *health* and *authors*. Then, consonant /dʒ/ which substituted into /g/ as in words *strategies* and *virology*. Lastly, consonant /ʃ/ which substituted into /s/ as in word *species*. It is due to the influence of Buginese alphabet system since consonants /θ/, /dʒ/, and /ʃ/ are not found.

Another problem is related to inserting consonant. It can be seen in word *pneumonia*. The student pronounced this word as /pneʊmoniə/ instead of /nju:ˈmæʊniə/. Consonant /p/ is pronounced by the student. In fact, /p/ in this word supposed to be a silent letter.



Table 17: List of verbs contained troubled English consonants found in Datum

6.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪ'zɑɪn/	/dɪ'sɑɪn/	/z/ → /s/
2.	provides	/prə'vaɪdz/ /prə'vaɪdz/	/prɒ'faɪd/ /prɒ'faɪd/	/v/ → /f/ /z/ → 0
3.	published	/'pʌblɪʃt/	/pʌblɪʃ/	/t/ → 0
4.	resulting	/rɪ'zʌltɪŋ/	/rɪsʌltɪŋ/	/z/ → /s/
5.	developed	/dɪ'veləpt/ /dɪ'veləpt/	/dɪfelɒp/ /dɪfelɒp/	/v/ → /f/ /t/ → 0
6.	recognizes	/'rɛkəɡnaɪzɪz/	/rɪ:kəɡnaɪs/	/z/ → /s/

As shown in the table above, there are 6 verbs that consist of English consonants were pronounced improperly. There are 5 types of troubled English consonants. Those troubled consonants are /v/, /z/, /f/, /s/, and /t/.

Omitting consonants is one of the issues found in this datum. There are 3 different consonants related to this issue. Firstly, *provides* is the word where respondent 6 omit consonant /z/. Hence, instead of pronounced as /prə'vaɪdz/, the student pronounced as /prɒ'faɪd/. The student did not pronounce suffix /z/ at the

word, and just simply to pronounced the word using the infinitive form. In the existence of suffixes *-d* or *-ed* in past participle words like *published*



and *developed* which should be pronounced using consonant /t/ is also omitted. The student pronounced these two words as /pʌblɪʃ/ and /dɪfelɒp/ instead of /'pʌblɪʃt/ and /dɪ'veləpt/.

In addition, most of the consonants also substituted by the student. The influence of mother tongue spelling system mainly affects these substitutions. Almost similar to the previous table, majority of the problem comes from the difficulty of distinguishing voiced and voiceless sound. It can be seen when the student pronounced /v/ and /z/. The student pronounced these two consonants voicelessly. There are 2 words that should be pronounced as /v/ but the student pronounced it as /f/, namely: *provides*, and *developed*. Meanwhile, there are 3 words which consonant /z/ that should be pronounced as voiced but the student substitute it with voiceless consonant, namely /s/. Those 3 words are: *design*, *resulting*, and *recognizes*

Table 18: List of adjectives contained troubled English consonants found in Datum 6.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/' <u>v</u> aɪrəl/	/fɪrʌl/	/v/ → /f/
2.	defensive	/dɪ'fensɪ <u>v</u> /	/dɪfensɪf/	/v/ → /f/
3.	available	/ə'v <u>eɪ</u> ləbl/	/ə'f <u>aɪ</u> ləbl/	/v/ → /f/
	various	/' <u>v</u> ɛəriəs/	/fʌriəs/	/v/ → /f/
	geographic	/' <u>dʒ</u> i:ə'græfɪk/	/gɛʊgrʌfɪk/	/dʒ/ → /g/



6.	another	/ə'nʌðə/	/ə'nʌdə/	/ð/ → /d/
7.	derived	/dɪ'rərɪd/	/dɪrəfəɪd/	/v/ → /f/
8.	evolutionary	/,i:ʌ'lu:ʃənri/	/efalu:ʃnəri/	/v/ → /f/
9.	effective	/ɪ'fektɪv/	/efektɪf/	/v/ → /f/

Table 18 above shows that the data contain 9 adjectives that consist of English consonants were pronounced improperly. There are 6 types of troubled English consonants. Those troubled consonants are /v/, /dʒ/, /d/, /f/, /ð/, and /g/.

The problem of substituting consonants are still exist when respondent 6 pronounced adjectives. It can be seen in the transcription above, where consonant /v/ which substitutes into consonant /f/, like in words: *viral*, *defensive*, *available*, *various*, *derived*, *evolutionary*, and *effective*.

Furthermore, consonant /dʒ/ substituted into consonant /g/ as in *geographic*. Lastly, consonant /ð/ substituted into consonant /d/ as in word *another*. These substitutions mainly affect by the influence of mother tongue spelling system. As known, there is a relationship between spelling and articulation in the respondent's mother tongue. Moreover, these two consonants, /dʒ/, and /ð/ are unknown in Buginese alphabet system.

g. Datum 7

“Coronavirus Outbreak in China Traced to Snakes”

Emerging viral infections from bird flu to Ebola to Zika infections pose major threats to global public health, and understanding their origins can help researchers design defensive strategies against outbreaks. A new study provides new insights on the potential origins of the most recent outbreak of viral



pneumonia in China, which started in the middle of December and now is spreading to Hong Kong, Singapore, Thailand, and Japan. The findings are published early online in the *Journal of Medical Virology*.

The study notes that **patients** who became infected with the virus which is a type of **virus** called a **coronavirus** and was named 2019-nCoV by the World **Health Organization** were exposed to wildlife animals at a wholesale market, where seafood, poultry, snake, bats, and farm animals were sold.

By conducting a detailed genetic analysis of the virus and comparing it with **available** genetic information on different **viruses** from **various geographic** locations and host **species**, the investigators concluded that the 2019-nCoV appears to be a **virus** that formed from a combination of a **coronavirus** found in bats and **another coronavirus** of unknown origin. The resulting virus developed a mix or "recombination" of a viral protein that **recognizes** and binds to receptors on host cells. Such recognition is key to allowing **viruses** to enter host cells, which can lead to infection and disease.

"Results derived from our **evolutionary** analysis suggest for the first time that snake is the most probable wildlife animal **reservoir** for the 2019-nCoV," the authors wrote. "New information obtained from our evolutionary analysis is **highly** significant for **effective** control of the outbreak caused by the 2019-nCoV-induced pneumonia."

An accompanying editorial notes that **although** the ultimate control of emerging **viral infections** requires the **discovery** and **development** of effective **vaccines** and/or antiviral drugs, currently licensed antiviral drugs should be tested against the 2019-nCoV.



Below are the list of words that contain English consonants were pronounced improperly by respondent 7.

Table 19: List of nouns contained troubled English consonants found in Datum 7.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kə' rəʊnə 'vʌɪrəs/	/kɔrɔnʌ fʌɪrʊs/	/v/ → /f/
2.	infections	/ɪn' fekʃn̩z/	/ɪn' fekʃn̩/	/z/ → /s/
3.	health	/helθ/	/helɪ/	/θ/ → /t/
4.	investigators	/ɪn' vɛstɪgeɪtə(r)/ /ɪn' vɛstɪgeɪtə(r̩)/	/ɪnfɛstɪgeɪtər/ /ɪnfɛstɪgeɪtər/	/v/ → /f/ /z/ → /s/
5.	insights	/'ɪnsaɪt̩z/	/'ɪnsaɪt̩/	/s/ → 0
6.	pneumonia	/nju: 'mɛʊniə/	/pneʊmɔniə/	0 → /p/
9.	virology	/vʌɪ' rɒlədʒi/	/fʌɪrɒlədʒi/	/v/ → /f/
10.	patients	/'peɪʃnt̩s/ /'peɪʃnt̩z/	/peɪʃn̩/ /peɪʃn̩/	/t/ → 0 /s/ → 0
11.	viruses	/'vʌɪrəsɪz/ /'vaɪrəsɪz/	/fʌɪrəs/ /faɪrəs/	/v/ → /f/ /z/ → /s/
12.	species	/'spɪʃi:z/ /'spɪʃi:z̩/	/speʃi:es/ /speʃi:es̩/	/ʃ/ → /s/ /z/ → /s/
	results	/rɪ' zʌlt̩s/ /rɪ' zʌlt̩z/	/rɪ' sʌlt̩/ /rɪ' sʌlt̩/	/z/ → /s/ /s/ → 0



14.	reservoir	/ˈrezəvwa:(r)/	/resərfai:r/	/z/ → /s/
		/ˈrezəywa:(r)/	/resərfai:r/	/v/ → /f/
		/ˈrezəvwɑ:(r)/	/resərfai:r/	/w/ → 0
15.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
16.	development	/dɪˈveləpmənt/	/dɪfeləpmən/	/v/ → /f/
		/dɪˈveləpmənt/	/dɪfeləpmən/	/t/ → 0
17.	vaccines	/ˈvæksi:nz/	/fæsi:nz/	/v/ → /f/
		/ˈvæksi:nz/	/fæsi:nz/	/k/ → 0

As shown on the table above, there are 17 nouns which consist of English consonants were pronounced improperly. There are 10 types of troubled English consonants. Those troubled consonants are /v/, /p/, /z/, /s/, /θ/, /ʃ/, /d/, /t/, /f/, and /w/.

One of the issues found in this datum comes from several words in minimal pair form, especially regarding voiced and voiceless consonant. There are 8 words which consonant /v/ that should be pronounced with voiced but respondent 7 substitute it with voiceless consonant, namely consonant /f/. Those 8 words are: *coronavirus*, *investigators*, *virology*, *viruses*, *reservoir*, *discovery*, *development*, and *vaccines*. Moreover, the student also has difficulty when pronouncing /z/. Consonant /z/ that should be voiced but the student replaced with consonant /s/ which is voiceless. There are 6 words with consonant /z/ as the problem, namely:

species, *investigators*, *viruses*, *species*, *results*, and *reservoir*.



Furthermore, there are two other consonants that also substituted. It can be seen in word *species* where consonant /ʃ/ substituted into /s/. Thus, instead of pronounced this word as /ˈspiʃi:z/ the student pronounced as /spesi:es/. Then, consonant /θ/ substituted into /t/ as in word *health*. Therefore, the student pronounced that word as /helt/ instead of /helθ/. In this case, the student might generalize consonant /θ/ and /ʃ/ into /t/ and /s/ since there is no consonant /θ/ and /ʃ/ in Buginese alphabet system.

Moreover, omitting consonants is also found in this datum. Based on the table above, there are four consonants were omitted. Those consonants are /s/, /t/, /w/, and /k/. First, consonant /s/ was omitted as in words *insights*, *patients*, and *results*. Thus, instead of pronounced these three words as /ˈɪnsaɪts/, /ˈpeɪʃnts/, and /rɪˈzʌlts/. Next, consonant /t/ was omitted as in words *patients* and *development*. The student pronounced that words as /peɪʃn/ and /dɪfələpmən/. Then, consonant /w/ omitted as in word *reservoir*. Hence, the student pronounced that word as /resərfai:r/ instead of /rezəvwa:(r)/. Lastly, consonant /k/ as in word *vaccines*. Therefore, the student pronounced it as /fæsi:nz/ instead of /ˈvæksi:nz/. It is happened due to the student ignored suffix /s/, /t/, /w/, and /k/ in those words and just simply pronounced the infinitive words only.

Another problem related to inserting consonant. It can be seen as in word *pneumonia*. The actual transcription of this word is /nju: ˈməʊniə/ which there is no consonant /p/ at the beginning of the word. Nonetheless, the student pronounced

by added consonant /p/ as /pneməniə/. It happens due to lack of
ge by respondent related to medical terms.



Table 20: List of verbs contained troubled English consonants found in Datum

7.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪ'zain/	/dɪ'sain/	/z/ → /s/
2.	provides	/prə'vaɪdz/	/prə'faɪdz/	/v/ → /f/
3.	resulting	/rɪ'zʌltɪŋ/	/rɪsʌltɪŋ/	/z/ → /s/
4.	developed	/dɪ'veləpt/	/dɪfelop/	/v/ → /f/
		/dɪ'veləpt/	/dɪfelop/	/t/ → 0
5.	recognizes	/'rɛkəɡnaɪzɪz/	/'rɪ:kə;ɡnaɪs/	/z/ → /s/

Table 20 above shows that the data contain 5 verbs which consist of English consonants were pronounced improperly. There are 5 types of troubled English consonants. Those troubled consonants are /v/, /z/, /f/, /s/, and /t/.

In the transcription above, there are two issues were found i.e. substituting and omitting consonant. There are 3 words which consonant /z/ that should be pronounced as voiced but the student substitute it with voiceless consonant that is /s/. Those 3 words are: *design*, *resulting*, and *recognizes*. Instead of pronounced these three words as /dɪ'zain/, /rɪ'zʌltɪŋ/, and /'rɛkəɡnaɪzɪz/ the student pronounced it as /prə'faɪdz/, /rɪsʌltɪŋ/, and /rɪ:kə;ɡnaɪs/. Meanwhile, there are 2 words that were pronounced as /v/ but the student pronounced it as /f/, as in words *provides* and *developed*. The student pronounced it as /prə'faɪdz/ and /dɪfelop/ instead of /prə'vaɪdz/ and /dɪ'veləpt/. The influence of mother tongue still exist in



this issue, since the student usually pronouncing /v/ as /f/ as well as /z/ as /f/ both when speaking Buginese and Indonesian.

Last but not least, there is one issue related to omitting consonant. The student did not pronounce the word in past participle form. It can be seen in word *developed* where the student did not pronounce consonant /t/. Therefore, the student pronounced it as /dɪfelop/ instead of /dɪ'veləpt/.

Table 21: List of adjectives contained troubled English consonants found in Datum 7.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/faɪrəl/	/v/ → /f/
2.	available	/əˈveɪləbl/	/əˈfaɪləbl/	/v/ → /f/
3.	various	/ˈveəriəs/	/fʌriəs/	/v/ → /f/
4.	geographic	/ˌdʒi:əˈgræfɪk/	/gɛɔgrʌfɪk/	/dʒ/ → /g/
5.	another	/əˈnʌðə/	/əˈnʌdə/	/ð/ → /d/
6.	derived	/dɪˈraɪvd/	/dɪˈraɪf/	/v/ → /f/
9.	evolutionary	/ˌi:vəˈlu:ʃənəri/	/efʌlu:ʃnəri/	/v/ → /f/
10.	effective	/ɪˈfektɪv/	/efektɪf/	/v/ → /f/

As shown in the table above, there are 10 adjectives that consist of English consonants were pronounced improperly. There are 5 types of troubled English consonants. Those troubled consonants are /v/, /dʒ/, /f/, /ð/, and /g/.



There are two issues were found in the transcription above, i.e. substitution and omission. Related to substitution issue, there are 3 consonants were found. First, consonant /v/ substituted into /f/ as in words: *viral*, *available*, *various*, *derived*, *evolutionary*, and *effective*. It is because the way in pronouncing consonant /v/ and /f/ is almost the same. Next, consonant /dʒ/ substituted into /g/ as in word *geographic* and consonant /ð/ as in word *another*. It is related to Buginese alphabet system where there is no consonant /dʒ/ and /ð/.

Furthermore, there is one issue related to consonant omission. In word *derived*, respondent 7 omit consonant /d/ at the end of the word. Thus, instead of pronounced as /di'rarvd/ the student pronounced as /di'raif/. Same with some previous problems, it is also related to past participle form where the student seems like ignore to pronounce suffix *-ed* at the end of a word.

h. Datum 8

“Coronavirus Outbreak in China Traced to Snakes”

*Emerging **viral infections** from bird flu to Ebola to Zika **infections** pose major threats to global public **health**, and understanding their origins can help **investigators design defensive strategies** against future outbreaks. A new study **provides important insights** on the potential origins of the most recent outbreak of **viral pneumonia** in China, which started in the middle of December and now is spreading to Hong Kong, Singapore, Thailand, and Japan. The findings are **published early online in the Journal of Medical Virology**.*

*The study notes that **patients** who became infected with the **virus** which is a type of **virus** called a coronavirus and was named 2019-nCoV by the World **Health** Organization were exposed to wildlife animals at a wholesale market, where poultry, snake, bats, and farm animals were sold.*



By conducting a detailed genetic analysis of the **virus** and comparing it with **available** genetic information on different **viruses** from **various geographic** locations and host **species**, the **investigators** concluded that the 2019-nCoV appears to be a **virus** that formed from a combination of a coronavirus found in bats and **another coronavirus** of unknown origin. The resulting virus developed a mix or "recombination" of a **viral** protein that **recognizes** and binds to receptors on host cells. Such recognition is key to allowing viruses to enter host cells, which can lead to infection and **disease**.

"**Results** derived from our **evolutionary** analysis **suggest** for the first time that snake is the most probable wildlife animal **reservoir** for the 2019-nCoV," the authors wrote. "New information obtained from our **evolutionary** analysis is **highly** significant for **effective** control of the outbreak caused by the 2019-nCoV-induced pneumonia."

An accompanying editorial notes that although the ultimate control of emerging **viral** infections requires the **discovery** and **development** of **effective vaccines** and/or antiviral drugs, currently licensed antiviral drugs should be tested against the 2019-nCoV.

Below are the list of words that contain English consonants were pronounced improperly by respondent 8.

Table 22: List of nouns contained troubled English consonants found in Datum 8.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kə'rəʊnə 'vaɪrəs/	/kɔrɔnʌ fɪrʊs/	/v/ → /f/
	infections	/ɪn'fekʃn̩z/	/ɪn'fekʃn/	/z/ → /s/
	health	/helθ/	/helt/	/θ/ → /t/



4.	investigators	/ɪnˈvestɪgeɪtə(r)/ /ɪnˈvestɪgeɪtə(r)/	/ɪnfestɪgeɪtər/ /ɪnfestɪgeɪtər/	/v/ → /f/ /z/ → /s/
5.	strategies	/ˈstrætɪdʒɪz/ /ˈstrætɪdʒɪz/	/strʌteɡɪs/ /strʌteɡɪs/	/dʒ/ → /g/ /z/ → /s/
6.	insights	/ˈɪnsaɪt̩/	/ˈɪnsaɪt̩/	/s/ → 0
7.	pneumonia	/njuːˈməʊniə/	/pneʊmɒniə/	0 → /p/
8.	virology	/ˈvaɪrələdʒi/	/ˈfaɪrələdʒi/	/v/ → /f/
9.	patients	/ˈpeɪfnt̩z/	/peɪfnt̩/	/s/ → 0
10.	viruses	/ˈvaɪrəsɪz/ /ˈvaɪrəsɪz/	/ˈfɪrʊs/ /ˈfɪrʊs/	/v/ → /f/ /z/ → /s/
11.	species	/ˈspiːʃiːz/ /ˈspiːʃiːz/	/speɪsiːes/ /speɪsiːes/	/ʃ/ → /s/ /z/ → /s/
12.	disease	/dɪˈziːz/	/dɪˈsiːs/	/z/ → /s/
13.	results	/rɪˈzʌlt̩z/ /rɪˈzʌlt̩z/	/rɪˈsʌlt̩/ /rɪˈsʌlt̩/	/z/ → /s/ /s/ → 0
14.	reservoir	/ˈrezəvwaː(r)/ /ˈrezəvwaː(r)/ /ˈrezəvwaː(r)/	/resəˈfaɪːr/ /resəˈfaɪːr/ /resəˈfaɪːr/	/z/ → /s/ /v/ → /f/ /w/ → 0
15.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
16.	development	/dɪˈveləpmənt̩/ /dɪˈveləpmənt̩/	/defələpmən/ /defələpmən/	/v/ → /f/ /t/ → 0
17.	vaccines	/ˈvæksiːnz/ /ˈvæksiːnz/	/ˈfæksiːn/ /ˈfæksiːn/	/v/ → /f/ /z/ → 0



Table 22 above shows that the data contain 17 nouns which consist of English consonants were pronounced improperly. There are 11 types of troubled English consonants. Those troubled consonants are /v/, /p/, /z/, /s/, /dʒ/, /g/, /θ/, /ʃ/, /t/, /f/, and /w/.

The pronunciation of voiced and voiceless consonants is still exist in this last recording. There are 8 words where the student pronounced /v/ improperly and replaced it by using consonant /f/. Those words are: *coronavirus*, *investigators*, *virology*, *viruses*, *reservoir*, *discovery*, *development*, and *vaccines*. In addition, consonant /z/ which is also problematic then substituted by using consonant /s/. Those words are: *infections*, *investigators*, *strategies*, *organization*, *viruses*, *species*, *results*, and *authors*. One of the factors caused this thing happen because the way to pronounce /v/ and /f/ as well as /z/ and /s/ consonants are almost the same.

Still regarding substituting consonant, there are three other consonants that also substituted by respondent 8 i.e. consonant /θ/, /dʒ/, and /ʃ/. Consonant /θ/ substituted into /t/ as in word *health*. Consonant /θ/ substituted into /t/ as in word *health*. Then, consonant /ʃ/ substituted into /s/ as in word *species*. Therefore, instead of pronounced that word as /'spi:ʃi:z/, the student pronounced as /spesi:s/. Lastly, consonant /dʒ/ as in word *strategies*. Thus, the student pronounced it as /strʌtʌgɪs/ instead of 'strætɪdʒɪz/. It is due to the student might generalize consonant /θ/, /dʒ/ and /ʃ/ into /t/, /g/ and /s/ since there is no consonant /θ/, /dʒ/ and /ʃ/ in Buginese system.

Another problem based on the table above is related to inserting consonant. seen in word *pneumonia* where consonant /p/ at the beginning of the word



supposed to be a silent letter but respondent 8 still pronounced it. Thus, instead of pronounced as /nju:'məʊniə/, the student pronounced it as /pneməniə/.

Table 23: List of verbs contained troubled English consonants found in Datum 8.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/di'zain/	/di'sain/	/z/ → /s/
2.	provides	/prə'vaɪdz/	/prə'faɪd/	/v/ → /f/
		/prə'vaɪdz/	/prə'faɪd/	/z/ → 0
3.	published	/'pʌblɪʃt/	/pʌblɪs/	/ʃ/ → /s/
		/'pʌblɪʃt/	/pʌblɪs/	/t/ → 0
4.	resulting	/rɪ'zʌltɪŋ/	/rɪsʌltɪŋ/	/z/ → /s/
5.	developed	/di'veləpt/	/defelɒp/	/v/ → /f/
		/di'veləpt/	/defelɒp/	/t/ → 0
6.	recognizes	/'rɛkəɡnaɪzɪz/	/ri:kəɡnaɪs/	/z/ → /s/
7.	suggest	/sə'dʒɛst/	/sʌ'ɡes/	/dʒ/ → /g/
		/sə'dʒɛst/	/sʌ'ɡes/	/t/ → 0

As shown on the table above, there are 7 verbs which consist of English consonants were pronounced improperly. There are 8 types of troubled English consonants. Those troubled consonants are /v/, /z/, /f/, /s/, /t/, /ʃ/, /g/ and /dʒ/.



... issues about substitution and omission consonants still exist in this ... substitution issue, there are four troubled English consonant i.e. /z/, /v/,

/ʃ/, and /dʒ/. First, consonant /z/ substituted into /s/ as in words *Design*, *resulting*, and *recognizes*. Next, consonant /v/ substituted into /f/ as in words *provides* and *developed*. It happens due to the place and manner of these both consonants very similar. Thus, respondent 8 may generalized when pronounced these two consonants. Additionally, consonant /ʃ/ substituted into /s/ as in word *published*. Lastly, consonant /dʒ/ substituted into /g/ as in word *suggest*. In this case, the student might generalize consonant /ʃ/and /dʒ/ into /s/ and /g/ since there is no consonant /ʃ/and /dʒ/ in Buginese alphabet system.

Furthermore, omission issue in this datum found in two different consonants. *Provides* is the word where respondent 8 omit consonant /z/. Hence, instead of pronounced as /prə'vaɪdz/, the student pronounced as /prə'faɪd/. The student did not pronounce suffix /z/ at the end of a word, and just simply to pronounced the word using the infinitive form. Moreover, the existence of suffixes *-d* or *-ed* in past participle words like *published*, *developed*, and *suggest* which should be pronounced using consonant /t/ is also omitted. The student pronounced these three words as /pʌblɪʃ/, /dɪfələp/, and /sʌ'ges/ instead of /'pʌblɪʃt/ /dɪ'veləpt/, and /sə'dʒɛst/. In this case, the student ignored pronouncing those words in past participle form and just simply by pronounced the infinity form.



Table 24: List of adjectives contained troubled English consonants found in Datum 8.

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/ˈfaɪrəl/	/v/ → /f/
2.	available	/əˈveɪləbl/	/əˈfeɪləbl/	/v/ → /f/
3.	various	/ˈveəriəs/	/ˈferiəs/	/v/ → /f/
4.	geographic	/ˌdʒiːəˈɡræfɪk/ /ˌdʒiːəˈɡræfɪk/	/ɡeɒɡrʌpɪk/ /ɡeɒɡrʌpɪk/	/dʒ/ → /g/ /f/ → /p/
5.	another	/əˈnʌðə/	/əˈnʌdər/	/ð/ → /d/
6.	evolutionary	/ˌiːvəˈluːʃənəri/	/efʌluːʃnəri/	/v/ → /f/
7.	effective	/ɪˈfektɪv/	/efektɪf/	/v/ → /f/

As shown in the table above, the data consist of 7 adjectives which comprised of English consonants were pronounced improperly. There are 7 types of troubled English consonants. Those troubled consonants are /v/, /dʒ/, /d/, /f/, /ð/, /p/, and /g/.

Based on the transcription above, there are four different kinds of troubled English consonants related to substituting issues. Those 4 consonants are: /v/, /dʒ/, /p/, and /ð/. Firstly, there are 5 words which consonant /v/ substituted into /s/. Those words are: *viral*, *available*, *various*, *evolutionary*, and *effective*. Respondent 8

generalized consonant /v/ and /f/ since these two consonants almost have the /v/ to pronounce.



Moreover, respondent 8 also faced difficulty to distinguish between consonant /dʒ/ and /g/ when pronounced *geographic*. Hence, instead of pronounced the word as /,dʒi:ə'græfɪk/, the student pronounced as /geʊgrʌpɪk/. Consonant /dʒ/ and /g/ has difference in terms of manner and place of articulation. As cited in Roach (1983: 39) consonant /dʒ/ grouped into fricative-dental where the tongue was actually placed between the teeth. Whereas, consonant /g/ grouped into plosives-velar where the back of the tongue is pressed touching the area where the hard palate and the soft palate begins (Roach, 1983: 29).

Likewise, consonant /p/ also substituted into /f/ as in word *geographic*. Thus, the student pronounced it as /geʊgrʌpɪk/ instead of /,dʒi:ə'græfɪk/. These two consonants sound similar, therefore the student substitute it. In fact, it is different since consonant /p/ grouped into plosives-bilabial where sound made with pressed both of lips together (Roach, 1983: 28). While, consonant /f/ pronounced with the tongue was actually placed between the teeth (Roach, 1983: 39).

Lastly, *another* is a word where the student substituting consonant /ð/ into /d/. Therefore, the student pronounced it as /ə'nʌdə/ instead of /ə'nʌðə/. In fact, consonant /ð/ and /d/ are quite different. Roach (1983: 39) stated that consonant /ð/ grouped into fricative-dental where the tongue was actually placed between the teeth. Whereas consonant /d/ grouped into plosive-alveolar where the place of articulation of alveolar is the tongue blade pressed against the alveolar ridge (Roach, 1983: 28).



2. Some Factors Caused the Troubled English consonants Sounds

There are three major reasons behind the problem faced by Buginese students in pronouncing English consonants, which is influenced by their mother tongue (Buginese), the period when they start to learn English, and lack of motivation and efforts to make their pronunciation better.

The influence of mother tongue is one of the factors that affect Buginese students in pronouncing English consonants. It can be seen from the questionnaires where they all answer their mother tongue has significant influence when they pronounce English words. This makes sense since the transcriptions of the troubled English consonants come from the presence of consonants in English which is not exist in Buginese language, such as /ʒ/, /θ/, /ʃ/, /ð/, and /tʃ/. Then, the students also have difficulties in distinguishing voiced and voiceless consonants, such as consonant /v/ and /z/. Besides, problems that also frequently arose are related to substituting, inserting, and eliminating consonants. This problem commonly found in past participle and plural form.

Furthermore, Buginese students in pronouncing English consonants also affected by the period when they start to learn English. From the distributed questionnaires, most of the students studied for about 9 years. If it is assumed from formal education in Indonesia, the number of Buginese students started studying when they were in junior high school. Though they have studied English for about 9 years, majority of the students admit that they have difficulties in pronouncing

consonants. By all means, it is very different from children who already by their parents in a foreign language since childhood. It is also related to



Brown's theory which states that if someone does not 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.

Another factor that influenced the pronunciation of Buginese students is lack of motivation to improve their English pronunciation skills, it can be seen from the time they have allocated and their effort to make their pronunciation better. None of them practice their pronunciation every day, and majority practice randomly. Most of them do not have a fixed schedule to practice their skills. They only practice when they have leisure time or have willingness to find out the correct pronunciation on difficult words they found. Moreover, related to their efforts to make their pronunciation better, from the questionnaire, most of them answered by reading text, watching movies, and listening to music. Nevertheless, learning about the correct pronunciation is not enough just to rely on the media mentioned above. One of the things to make pronunciation better is learn how to articulate vowels and consonants properly so that it can make pronunciation better.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the analyses in the previous chapter, the write concludes that:

1. There are still many troubled English consonants when the students pronounce English words. The problematic sounds tend to come from the presence of consonants in English which is not exist in Buginese, for instance /θ/, /ð/, /ʃ/, /ʒ/, and /dʒ/. Then, the students also have difficulties in distinguishing voiced and voiceless consonants, such as consonant /v/ and /z/. Besides, problems that also frequently arose are related to substituting, omitting, and inserting consonants. This problem commonly found in past participle and plural form.
2. The cause of the troubled English consonants that occur 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.



B. Suggestion

1. It is suggested for Buginese students to practice their pronunciation ability regularly in order to successfully employ the requirements of pronunciation like native speakers. The more time they spend to practice, the better pronunciation they will achieve since learning pronunciation is not only a matter of speaking. It is more than only focusing on speaking skill. It is also a matter of ‘ear-training’, concerning with certain characteristics of consonants, memorizing, and ability to distinguish nearly-identical sounds.
2. It is recommended that the next researchers can develop this further research since this research is still rarely discussed in language research especially in the field of linguistics and needs a lot of improvements. The writer does hope to the other researchers that this study can give benefits for them as a guideline or reference to conduct many other studies in phonology or pronunciation analysis.
3. It is necessary for the teachers of English Phonetics and Phonology to pay more attention to the main problem faced by the students in pronouncing English, especially English consonant.



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APPENDICES

DATUM 1

1. How long have you been studying English?

Answer: **9 years**

2. Do you think that learning English pronunciation is important?

a. Yes

b. No

3. Do you have difficulties in pronouncing English words?

a. Yes

b. No

4. Do you have any particular difficulties in pronouncing English consonants?

a. Yes

b. No

5. What kind of English consonants are not exist in your mother tongue?

Answer: **/ʒ/, /θ/, /ʃ/, /ð/, and /tʃ/.**

6. What kind of English consonants do you think are the most difficult to pronounce?

Answer: **/f/, /v/, /ʃ/, and /ʒ/.**

7. Do you think your mother tongue (Buginese) influence you in pronouncing English words?

a. Yes

No



8. To what extent your mother tongue influence you in pronouncing English consonants?

a. Strongly significant

b. Significant

c. Less significant

9. Do you make efforts to improve your pronunciation performance?

a. Yes

b. No

How? (Please explain your answer below if you choose *yes*)

- **Listen the correct pronunciation through electronic dictionary.**

10. How often do you practice to pronounce English words?

a. Everyday

b. Three times a week

c. Once in a week

d. Others: twice in a month.

11. Which of the following solutions do you think can help you to rapidly learn

English pronunciation (*you can choose more than one answer*):

a. Focus on the most difficult and unusual sounds

b. Increasing time allocated to pronunciation learning

c. Drills on reading and speaking loudly

d. Other reasons:



DATUM 2

1. How long have you been studying English?

Answer: **9 years.**

2. Do you think that learning English pronunciation is important?

a. Yes

b. No

3. Do you have difficulties in pronouncing English words?

a. Yes

b. No

4. Do you have any particular difficulties in pronouncing English consonants?

a. Yes

b. No

5. What kind of English consonants are not exist in your mother tongue?

Answer: **/z/, /θ/, /ʃ/, /ð/, /dʒ/, and /tʃ/.**

6. What kind of English consonants do you think are the most difficult to pronounce?

Answer: **/z/, /θ/, /ð/, /v/, and /tʃ/.**

7. Do you think your mother tongue (Buginese) influence you in pronouncing English words?

a. Yes

b. No



8. To what extent your mother tongue influence you in pronouncing English consonants?

a. Strongly significant

b. Significant

c. Less significant

9. Do you make efforts to improve your pronunciation performance?

a. Yes

b. No

How? (Please explain your answer below if you choose *yes*)

- **Read books.**

10. How often do you practice to pronounce English words?

a. Everyday

b. Three times a week

c. Once in a week

d. Others: **once a month**

11. Which of the following solutions do you think can help you to rapidly learn

English pronunciation (*you can choose more than one answer*):

a. Focus on the most difficult and unusual sounds

b. Increasing time allocated to pronunciation learning

c. Drills on reading and speaking loudly

d. Other reasons:



DATUM 3

1. How long have you been studying English?

Answer: **9 years.**

2. Do you think that learning English pronunciation is important?

a. Yes

b. No

3. Do you have difficulties in pronouncing English words?

a. Yes

b. No

4. Do you have any particular difficulties in pronouncing English consonants?

a. Yes

b. No

5. What kind of English consonants are not exist in your mother tongue?

Answer: /θ/, /ʃ/, /ð/, and /tʃ/.

6. What kind of English consonants do you think are the most difficult to pronounce?

Answer: /θ/, /ʃ/, /ð/, and /v/.

7. Do you think your mother tongue (Buginese) influence you in pronouncing English words?

a. Yes

c. No



8. To what extent your mother tongue influence you in pronouncing English consonants?

a. Strongly significant

b. Significant

c. Less significant

9. Do you make efforts to improve your pronunciation performance?

a. Yes

b. No

How? (Please explain your answer below if you choose *yes*)

- **Reading text;**

- **Listening news.**

10. How often do you practice to pronounce English words?

a. Everyday

b. Three times a week

c. Once in a week

d. Others: **if I have leisure time.**

11. Which of the following solutions do you think can help you to rapidly learn English pronunciation (*you can choose more than one answer*):

a. Focus on the most difficult and unusual sounds

b. Increasing time allocated to pronunciation learning

c. Drills on reading and speaking loudly

Other reasons:



DATUM 4

1. How long have you been studying English?

Answer: **9 years.**

2. Do you think that learning English pronunciation is important?

a. Yes

b. No

3. Do you have difficulties in pronouncing English words?

a. Yes

c. No

4. Do you have any particular difficulties in pronouncing English consonants?

a. Yes

b. No

5. What kind of English consonants are not exist in your mother tongue?

Answer: **/f/, /v/, /z/, /θ/, /ʃ/, /ð/, and /tʃ/.**

6. What kind of English consonants do you think are the most difficult to pronounce?

Answer: **/z/, /θ/, /ʃ/, and /ð/.**

7. Do you think your mother tongue (Buginese) influence you in pronouncing English words?

a. Yes

b. No



8. To what extent your mother tongue influence you in pronouncing English consonants?

a. Strongly significant

b. Significant

c. Less significant

9. Do you make efforts to improve your pronunciation performance?

a. Yes

b. No

How? (Please explain your answer below if you choose *yes*)

- **Listening music;**

- **Watching movie.**

10. How often do you practice to pronounce English words?

a. Everyday

b. Three times a week

c. Once in a week

d. Others:

11. Which of the following solutions do you think can help you to rapidly learn English pronunciation (*you can choose more than one answer*):

a. Focus on the most difficult and unusual sounds

b. Increasing time allocated to pronunciation learning

c. Drills on reading and speaking loudly

Other reasons:



DATUM 5

1. How long have you been studying English?

Answer: **12 years.**

2. Do you think that learning English pronunciation is important?

a. Yes

b. No

3. Do you have difficulties in pronouncing English words?

a. Yes

b. No

4. Do you have any particular difficulties in pronouncing English consonants?

a. Yes

b. No

5. What kind of English consonants are not exist in your mother tongue?

Answer: /ʒ/, /θ/, /ʃ/, /ð/, and /tʃ/.

6. What kind of English consonants do you think are the most difficult to pronounce?

Answer: /θ/ and /ð/

7. Do you think your mother tongue (Buginese) influence you in pronouncing English words?

a. Yes

b. No



8. To what extent your mother tongue influence you in pronouncing English consonants?
- a. Strongly significant
 - b. Significant**
 - c. Less significant
9. Do you make efforts to improve your pronunciation performance?
- a. Yes
 - b. No**
10. How often do you practice to pronounce English words?
- a. Everyday
 - b. Three times a week
 - c. Once in a week
 - d. Others: I usually practice my pronunciation if I have leisure time.**
11. Which of the following solutions do you think can help you to rapidly learn English pronunciation (*you can choose more than one answer*):
- a. Focus on the most difficult and unusual sounds**
 - b. Increasing time allocated to pronunciation learning
 - c. Drills on reading and speaking loudly
 - d. Other reasons:



DATUM 6

1. How long have you been studying English?

Answer: **12 years.**

2. Do you think that learning English pronunciation is important?

a. Yes

b. No

3. Do you have difficulties in pronouncing English words?

a. Yes

b. No

4. Do you have any particular difficulties in pronouncing English consonants?

a. Yes

b. No

5. What kind of English consonants are not exist in your mother tongue?

Answer: /z/, /θ/, /ʃ/, /ð/, and /tʃ/.

6. What kind of English consonants do you think are the most difficult to pronounce?

Answer: /z/, /θ/, /ʃ/, and /ð/.

7. Do you think your mother tongue (Buginese) influence you in pronouncing English words?

a. Yes

b. No



8. To what extent your mother tongue influence you in pronouncing English consonants?

a. Strongly significant

b. Significant

c. Less significant

9. Do you make efforts to improve your pronunciation performance?

a. Yes

b. No

How? (Please explain your answer below if you choose *yes*)

- **I am trying to improve my pronunciation performance by watching TED;**

- **Listening music.**

10. How often do you practice to pronounce English words?

a. Everyday

b. Three times a week

c. Once in a week

d. Others: **If I have class.**

11. Which of the following solutions do you think can help you to rapidly learn English pronunciation (*you can choose more than one answer*):

a. Focus on the most difficult and unusual sounds

b. Increasing time allocated to pronunciation learning

Drills on reading and speaking loudly

Other reasons:



DATUM 7

1. How long have you been studying English?

Answer: **9 years.**

2. Do you think that learning English pronunciation is important?

a. Yes

b. No

3. Do you have difficulties in pronouncing English words?

a. Yes

b. No

4. Do you have any particular difficulties in pronouncing English consonants?

a. Yes

b. No

5. What kind of English consonants are not exist in your mother tongue?

Answer: **/ʒ/, /θ/, /ʃ/, /ð/, and /tʃ/.**

6. What kind of English consonants do you think are the most difficult to pronounce?

Answer: **/ʒ/, /θ/, and /ð/.**

7. Do you think your mother tongue (Buginese) influence you in pronouncing English words?

a. Yes

b. No



8. To what extent your mother tongue influence you in pronouncing English consonants?

a. Strongly significant

b. Significant

c. Less significant

9. Do you make efforts to improve your pronunciation performance?

a. Yes

b. No

How? (Please explain your answer below if you choose *yes*)

- **Reading text;**

- **Listening music.**

10. How often do you practice to pronounce English words?

a. Everyday

b. Three times a week

c. Once in a week

d. Others:

11. Which of the following solutions do you think can help you to rapidly learn English pronunciation (*you can choose more than one answer*):

a. Focus on the most difficult and unusual sounds

b. Increasing time allocated to pronunciation learning

c. Drills on reading and speaking loudly

Other reasons:



DATUM 8

1. How long have you been studying English?

Answer: **8 years.**

2. Do you think that learning English pronunciation is important?

a. Yes

b. No

3. Do you have difficulties in pronouncing English words?

a. Yes

b. No

4. Do you have any particular difficulties in pronouncing English consonants?

a. Yes

b. No

5. What kind of English consonants are not exist in your mother tongue?

Answer: /v/, /z/, /θ/, and /ð/.

6. What kind of English consonants do you think are the most difficult to pronounce?

Answer: /f/, /v/, /z/, /θ/, /ʃ/, /ð/, and /tʃ/.

7. Do you think your mother tongue (Buginese) influence you in pronouncing English words?

a. Yes

b. No



8. To what extent your mother tongue influence you in pronouncing English consonants?
- a. Strongly significant
 - b. Significant**
 - c. Less significant
9. Do you make efforts to improve your pronunciation performance?
- a. Yes
 - b. No**
10. How often do you practice to pronounce English words?
- a. Everyday
 - b. Three times a week
 - c. Once in a week
 - d. Others: **sometimes.**
11. Which of the following solutions do you think can help you to rapidly learn English pronunciation (*you can choose more than one answer*):
- a. Focus on the most difficult and unusual sounds
 - b. Increasing time allocated to pronunciation learning
 - c. Drills on reading and speaking loudly**
 - d. Other reasons:

