VARIETIES OF ENGLISH CONSONANTS PRONUNCIATION AMONG ENGLISH UNDERGRADUATE STUDENTS

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ABSTRACT

This research involved Thailand and Indonesia which is a multilingual country and has 749 dialects thoroughly. Dialect influences the way people speak foreign language in term of pronunciation, grammar and accent; the speech of people from different social and region. This paper investigates problems with English pronunciation among Javanese, Sundanese, Thai, and Thai-Malay students. Identifying key reasons of the pronunciation problems began by discussing the value of intelligible pronunciation and reviewing the relevant literature. Next, it focuses on the participants' pronunciation problems in term of consonant phonemes. The method of this research is mixed method research. It means, the researcher employed qualitative and quantitative method to collect, to analyze, and to draw the conclusion of the data analysis. As the result, the researcher found varieties of English consonants pronunciation uttered by four dialects. Thai has difficulties in pronouncing allophones /z/, /θ/, /ð/, /ʃ/, /v/, /tʃ/, /b/, /dʒ/, /d/, /l/, /t/, /s/, /k/, /b/. Thai-Malay had difficulties in pronouncing allophones /z/, /θ/, /ð/, /ʃ/, /v/, /tʃ/, /b/, /dʒ/, /k/, /s/. Meanwhile, Javanese had difficulties in pronouncing /θ/, /ð/, /ʃ/, /v/, /tʃ/, /z/, /dʒ/, /k/, /w/, /g/. Sundanese had difficulties in pronouncing allophones /ð/, /v/, /tʃ/, /θ/, /p/, /ʃ/, /f/, /s/. Furthermore, Thai student had the highest varieties of pronouncing English consonants. Otherwise, Sundanese was the lowest one.

Keywords: *English consonants, Indonesian native, Thai native, pronunciation varieties.*

Introduction

Despite the existence of thousands of languages all around the world, there are millions of people speak English as their mother tongue. Moreover, there are millions of others who use English either as their second language or an foreign language when communicating with people all around the world. Crystal (2003: 61) estimated the number of English speakers worldwide between 1.1 billion and 1.8 billion, and only 320 to 380 million of English native speakers. The number of English speakers lead to vary pronunciation influenced by the speakers' dialects or mother tongues. As posted by Kompas 26th of March 2015 edition that Indonesia has 749 dialects. Indubitably, Indonesian-English learners (IEL) have varieties and difficulties in pronouncing English phonemes. Holmes (2008: 137) states that dialect does not influence the pronunciation only, but also grammar; the speech of people from different social, regional, as well as groups may differ in this case. This study will discuss IEL and Thai-English learners (TEL) in pronouncing English phonemes. Thai itself has four dialects, which are broadly categorized as Central, Northern, Southern (Pak Tai/Malay-Pattani), and Isaan (Northeastern) (Slayden, 2009). The objectives of this research are to identify the causes of non-native English speakers differentiate English consonants pronunciation and to describe the kind of English words influenced by regional dialects.

This study focuses on English consonants pronunciation. Each language has its own phonemes. Different phonemes among languages lead to cause difficulties for Non-Native English speakers (NNES). In this case, Javanese, which does not have phoneme /θ/, /ʃ/, has difficulties in pronouncing *mash, think*, etc. It is also happened in other dialects which do not have same phonemes in English, such as Sundanese, Isaan (Thailand), etc. (Dardjowidjojo: 2009: 11). Also, different phonemes among languages lead to cause mispronunciation as in *night* pronounced as /naig/. Kelly (2002:11) states that a learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. A learner who learns a language as a native will not find the difficulties. However, a learner who learns a language as a second or foreign language will often find some difficulties, especially in mastering the pronunciation

of the words itself. This case is influenced by their mother tongue which has different phonetic sounds to target language, English. The learners have difficulties in producing sounds that are similar to their first language sounds (Bohn & Flege, 1992; Trofimovich et al,, 2007). Also, Trask (1996) stated that Imperfections in the use of one language is a result of the influence of another language, such as a 'foreign accent' in speaking a second/foreign language. In addition, Eltrug (1984) in Yiing (2011) affirmed that mother tongue interference can contribute to a large number of pronunciation errors made by students. For instance, Sundanese student has difficulties in pronouncing phoneme /f/, /p/, and /v/ as in *heap* pronounced as /hi:f/, *vain* pronounced as /peɪn/. It is resulted from old Sundanese, originally, does not have those sounds, and now those phonemes are available in its phonetic chart as loan-phonemes. Hence, Sundanese student is hard to pronounce those sounds affected by his/her mother tongue.

Result and Discussion

Before going further, this study uses Contrastive Analysis (CA) theory pioneered by Charles C. Fries (1945) assumed that the mispronounced sounds caused by the different elements between native and target language. Furthermore, CA is expanded by Robert Lado (1957). According to Khalilzadeh (2014:5), contrastive analysis is a systematic and synchronic comparison of two or more languages aim to establish similarities and differences between them. Whitman (1970) concluded four steps for conducting CA for syntactical elements: description, selection, comparison and prediction. Archibald (1998) applied Whitman' notion (1970) and proposed a procedure for phonology comparison. First, a formal description of two languages was made or consulted. Second, a particular part of the languages was selected for analysis, such as segments (consonant and vowels). Third, the two systems were then compared. Areas of differences were sorted out. Finally, areas of the difficulty were predicted. It was the traditional starting point for conducting CA, then elements that were missing from the second/foreign language would be assumed to cause difficulty (Archibald, 1998).

In addition, this research also uses supporting theory, such as phoneme, phonetics, and phonology. Phoneme deals with Phonetics and Phonology, when the topic is the

attempt to learn the phonology of a particular foreign language, many of the phonetic dynamics of the mother tongue have to be sidelined (Bardakci, 2015). Phonetics as the study of the physiological, aerodynamic, and acoustic characteristics of speech-sounds. Whereas phonology studies how sounds are organized into systems and utilized in languages (Catford, 1992: 187). Phonemes are the smallest units which cannot be further divided (Roach, 1992). Phonemes can be divided into two main categories, vowels, which are subdivided into monophthongs and diphthongs, and consonants, which are subdivided into voiced and unvoiced.

Furthermore, the method of this research is mixed method research. It means qualitative method for collecting data by recording and interview and analyzing the data, and quantitative method for drawing conclusion of the data. The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than research approach itself (Bulsara). Besides, the technique of collecting data, the researcher provided instrument of research containing English consonant words and recorded by the respondents. Also, the researcher interviewed the respondents dealing with their identities. The respondents of this research are 3rd year English undergraduate students from Javanese, Sundanese, Thai-Malay, and Thai (Isaan). Based on the theory and method of research, the researcher gets the result of this research dealing with English consonants pronunciation. The following table below shows varieties of English consonants pronunciation uttered by students from four dialects in term of initial and final consonant phonemes.

In this section, the results gleaned from the mispronunciation among the participants from different dialects. A large variety of words found to be mispronounced. English has vowel and consonant, yet this study focuses on consonant which consist of 24 consonant phonemes. The instrument of this research contains 158 similar conosnant words. As showed on table above, the four dialects have different varieties in pronouncing English consonant phonemes. From 24 English consonant phonemes, the participants mispronounce some phonemes, such as /f/, /v/, /b/, /θ/, /ð/, /z/, /ʃ/, /tʃ/, /dʒ/, etc. It is

Table 1. Differences of mispronounced sounds by the respondents

No.	Intended word	Dictionary transcription	As recorded	Subject
1	Chore	/tʃɔː(r)/	/sɔː/	Thailand
2	Chore	/tʃɔː(r)/	/kɔː(r)/	Javanese
3	Chore	/tʃɔː(r)/	/kɔː(r)/	Sundanese
4	Vain	/veɪn/	/peɪn/	Sundanese
5	Vain	/veɪn/	/feɪn/	Javanese
6	Zip	/zɪp/	/θɪp/	Thai-Malay
7	Zip	/zɪp/	/sip/	Thailand
8	Thawed	/θɔːd/	/tɔːd/	Thailand
9	Thawed	/θɔːd/	/ðɔːd/	Thai-Malay
10	Mesh	/meʃ/	/mes/	Sundanese
11	Mesh	/meʃ/	/mes/	Javanese
12	Mesh	/meʃ/	/mes/	Thai-Malay
13	Mesh	/meʃ/	/metʃ/	Thailand
14	Math	/mæθ/	/mæd/	Thailand
15	Math	/mæθ/	/mæt/	Thai-Malay
16	Graze	/greɪz/	/greɪt/	Thailand
17	Graze	/greɪz/	/greɪs/	Thai-Malay
18	Pooch	/pɔːtʃ/	/pɔːs/	Thai-Malay
19	Pooch	/pɔːtʃ/	/pɔːh/	Javanese
20	Swathe	/sweɪð/	/sweɪt/	Javanese
21	Swathe	/sweɪð/	/sweθ/	Sundanese
22	Swathe	/sweɪð/	/sweɪd/	Thai-Malay
23	Scythe	/saɪð/	/saɪd/	Thai-Malay
24	Scythe	/saɪð/	/saɪt/	Javanese
25	Scythe	/saɪð/	/saɪθ/	Sundanese

caused of the four dialects have different consonant phonemes that influence the sepakers make varieties in pronouncing English consonants. Ramelan (1994:5) classified the reason of pronunciation difficulty in learning foreign language, first, each dialect has different elements found in mother tongue and target language. Second, each dialect has the sounds in the same phonetic features but different in the distribution. Third, each dialect has similar sounds but different allophones. Fourth, each dialect has similar sounds but different in phonetic features. The researcher agrees with Ramelan's statement because in this paper found many varieties resulted from different elements, different allophones, different phonetic features among the dialects.

The types of varieties among the dialects consist of substitution, addition, and omission in initial and final consonants. Based on the data showed on the table above, Javanese (Banyumas dialect), which has 21 consonant phonemes, has difficulties in pronouncing /tʃ/ substited as /k/ and /h/ as in *pooch*, /v/ substituted as /f/, /ʃ/ substituted as /s/, /ð/ subsituted as /t/, addition of /g/ as in *night* prnounced as /naɪg/, etc. Those difficulties happened to Javanese student be-

cause Javanese does not have those allophones, /v/ also only loan-phonemes in Javanese. It underlies Javanese student feel difficult to pronounce those phonemes. Sundanese (Ciamis dialect), which has 20 consonant phonemes, has difficulties in pronouncing c /v/ substituted as /p/, /ʃ/ substituted as /s/, /ð/ substituted as /θ/, /p/ substituted as /f/ as in *heap* pronounced as /hi:f/. The most significant difficulties of Sundanese student is /v/ and /f/ because both phonemes are loan-phoneme. Besides, those difficult phonemes are unavailable in Sundanese. Thai (Isaan dialect), which has 44 consonant phonemes, has difficulties in pronouncing /tʃ/ substituted as /s/, /z/ substitutes as /s/, /θ/ substituted as /t/, /ʃ/ substituted as /tʃ/, /z/ substi-

tuted as /t/, /v/ substituted as /w/, and omission of /l/ as in *vile* /vaɪl/ pronounced as /waɪ/. While, Thai-Malay (Pak Tai / Malay -Pattani) has difficulties in pronouncing /z/ substituted as /θ/, /θ/ substituted as /ð/, /ʃ/ substituted as /s/, /θ/ substituted as /t/, /tʃ/ substituted as /s/, /ð/ substituted as /d/, and omission of /θ/ as in *growth* /grəʊθ/ pronounced as /grəʊ/. Those difficulties happened to Thai and Thai-Malay students because of Thai does not have those allophones. Thai has phoneme /tʰ/ which is the pronunciation is not /θ/ but /t/. In conclusion, the researcher simplifies the varieties of English consonants pronunciation among the four dialects into following table.

Table 2. Frequency of mispronounced sounds by the respondents

Dialect	Problems		Frequency	
	Initial phoneme	**Final phoneme**	**Initial**	**Final**
Thailand	b, v, θ, ð, z, ʃ, tʃ, dʒ	b, t, d, k, v, θ, s, z, ʃ, l	8	10
Thai-Malay	v, θ, ð, s, z, ʃ, tʃ, dʒ	k, v, θ, ð, s, z, ʃ, tʃ	8	8
Javanese	v, θ, ð, ʃ, tʃ, w	k, g, v, θ, ð, z, ʃ, tʃ, dʒ	6	9
Sundanese	p, v, θ, ð, tʃ	p, f, v, ð, s, ʃ	5	6

Different language different phoneme. Each dialect has different varieties among four dialects in pronouncing English consonants. In addition, the frequency of varieties among four dialects also have similarities and differences. Based on the table above, it can be classified which dialect is the highest and the lowest frequency in pronouncing English consonants. Here is the chart representing the frequency of mispronounced sounds.

Chart of Varieties of English Consonants Pronunciation among English Undergraduate Student
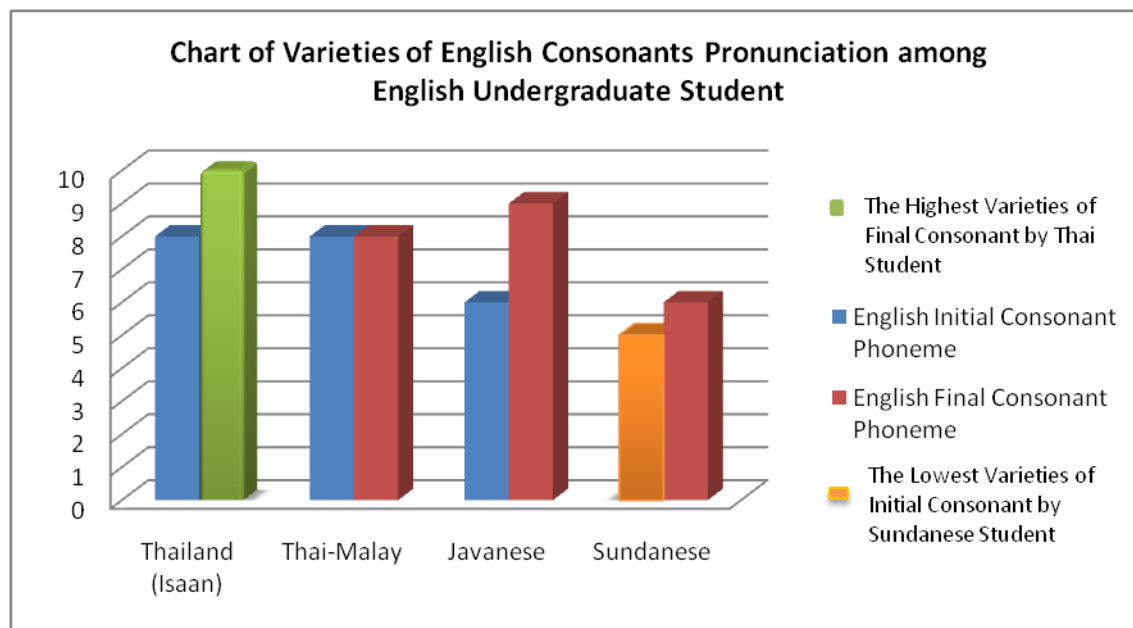
The chart describes that the highest varieties of English consonant pronunciation among four dialects. The red chart represents English final consonant, while the blue one represents English initial consonant. The four dialects have different rating of varieties in pronouncing English consonant phonemes. Thai student makes eight varieties in pronouncing English initial consonants, and ten varieties in pronouncing English final consonants. Thai-Malay student make eight varieties in initial and final English consonants. Javanese student makes six varieties in pronouncing English initial consonants, and nine varieties in final English consonants. Sundanese student, which is the lowest one, makes five varieties in pronouncing English initial consonants, and six varieties in final consonants.

Furthermore, Thai and Thai-Malay students have the highest varieties in pronouncing English initial consonants (eight varieties), Javanese is thes second (six varieties), and Sundanese is the lowest one (five varieties). In English Final consonants, Thai is the highest with ten varieties, then followed by Javanese with nine varieties and followed by Thai-Malay with eight varieties, then the lowest is Sundanese with six varieties. In conclusion, Thai has the highest varieties in pronouncing English consonants, and Sundanese has the lowest varieties in pronouncing Englsih consonants.

Conclusion

Generally, The researcher compares two languages in pronouncing English consonants namely Indonesian and Thai. Furthermore, Indonesian has many dialects calculated 749 dialects (Kompas, March 26th 2015). Nevertheless, the researcher focuses on two dialects namely Javanese and Sundanese. Javanese is divided into some dialects and accents, here, *Basa Banyumasan* or *Basa Ngapak* is the object of this research. In addition, Sundanese is also divided into some dialects and accents, yet, Ciamis is the object of this research. Also, Thai has four dialects namely northern dialect called as Kham Muang dialect, southwestern dialect called as Isaan / Lao dialect, middle dialect called as middle Thai, and southern dialect called as Tai or Pak Tai (Malay language). In this case, Isaan dialect and Tai or Pak Tai (Malay language) are the objects of this research. Those dialects have its own varieties of consonant phonemes which underly

the varieties of English consonants pronunciation.

Each dialect has differences and similarities in pronouncing English consonants pronunciation. The types of varieties can be identified as substitution in initial consonants, substitution in final consonants, substitution in middle consonants, addition in initial consonants, addition in final consonants, and omission in final consonants. In conclusion, Thai has eight difficulties in pronouncing initial consonant phonemes, such as /b/, /v/, /θ/, /ð/, /z/, /ʃ/, /tʃ/, /dʒ/ and ten difficulties in final consnant phonemes, namely /b/, /t/, /d/, /k/, /v/, /θ/, /s/, /z/, /ʃ/, /l/. Thai-Malay has eight difficulties in pronouncing initial consonant phonemes, such as /v/, /θ/, /ð/, /z/, /ʃ/, /tʃ/, /dʒ/, addition of /s/ and also eight in final consonant phonemes, like /k/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /tʃ/. Meanwhile, Javanese has six difficulties in pronouncing initial consonant phonemes, namely /v/, /θ/, /ð/, /ʃ/, /tʃ/, addition of /w/, and nine difficulties in final consonant phonemes, such as /k/, /g/, /v/, /θ/, /ð/, /z/, /ʃ/, /tʃ/, /dʒ/. Sundanese has five difficulties in pronouncing initial consonant phonemes, such as /p/, /v/, /θ/, /ð/, /tʃ/ and six difficulties in final consonant phonemes, namely /p/, /f/, /v/, /ð/, /s/, /ʃ/.

First language really has important role in influencing the way people speak. The ways people speak represent their dialects. Why varieties of English consonants pronunciation influenced by regional dialects because these following reasons: first, each dialect has different dialect found in mother tongue and target language. Second, each dialect has the sounds in the same phonetic features but different in the distribution. Third, each dialect has similar sounds but different allophones. Fourth, each dialect has similar sounds but different in phonetic features.

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