

**DESCRIPTIVE STUDY  
OF PHONOLOGICAL DEVELOPMENT IN ACQUIRING  
ENGLISH PRONOUNCIATION**

**(A Case Study of Children in Aisyiah Pembina Kindergarten  
Salatiga in the Academic Year of 2012/2013)**

A Graduating Paper  
Submitted to the Board of the Examiners in Partial Fullfilments of the  
Requirements for the Degree of *Sarjana Pendidikan Islam (S.Pd.I)*  
In English Education Study Program



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**2012**



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## DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*"In The Name of Allah the Most Gracious and the Most Merciful"*

Hereby the writer declares that this graduating paper is made by the writer herself, and it is not containing materials written and has been published by other people and other people's ideas except the information from the references.

The writer is capable to account to her graduating paper if in the future, it can be proved of containing others' idea or in fact, the writer imitates the others' graduating paper.

Likewise, the declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, August 10<sup>th</sup>, 2012

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ATTENTIVE COUNSELOR NOTE

Case : **Fina Farikhah's Graduating Paper**

Dear  
The Rector of the State  
Institute of Islamic Studies  
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*Assalamu'alaikum, Wr. Wb.*

After reading and correcting Fina Farikhah's graduating paper entitled **DESCRIPTIVE STUDY OF PHONOLOGICAL DEVELOPMENT IN ACQURING ENGLISH PRONUNCIATION ( A Case Study of Children in Aisyiah Pembina Kindergarten Salatiga in The Academic Year of 2012/2013)** I have decided and would like to propose that if it could be accepted by Educational Faculty, I hope this graduating paper can be examined as soon as possible.

*Wassalamu'alaikum, Wr. Wb.*

Counselor

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## GRADUATING PAPER

### DESCRIPTIVE STUDY OF PHONOLOGICAL DEVELOPMENT IN ACQUIRING ENGLISH PRONUNCIATION

(A Case Study of Children in Aisyiah Pembina Kindergarten Salatiga  
in Academic Year 2012/2013)

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Handwritten signatures of the board members: Head, Secretary, 1st Examiner, 2nd Examiner, and 3rd Examiner.

Salatiga, September, 24<sup>th</sup> 2012



## MOTTO

*If You Want To Know Your Past, Look Into Your Present  
Condition, If You Want To Know Your Future, Look Into  
Your Present Action*

*(Padmi Sambha)*

## **DEDICATION**

I hereby dedicate this graduating paper for:

1. STAIN Salatiga
2. All the lecturers of STAIN Salatiga
3. My father (Masyhudi), my mother (Ummu Athiyah), my siblings, and all my big family
4. All the students of STAIN Salatiga
5. All friends in English Education Study Program
6. All friends in TBI B 2008
7. All closest friends

## ACKNOWLEDGEMENT

*Assalamu 'alaikum Wr. Wb.*

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the writer could finish this graduating paper as one of the requirement for the Degree of Educational Islamic Studies (S.Pd.I) at English Department of Educational Faculty of State Institute of Islamic Studies (STAIN) Salatiga in 2012.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this paper would not be finished without those supports, advices, guidance, help and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Imam Sutomo, M.Ag as the rector of the State Institute of Islamic Studies of Salatiga.
2. Suwardi, M.Pd. as the chief of Educational Faculty.
3. Mashlikhatul Umami, M.A as the chief of English Department.
4. Hanung Triyoko, SS., M.Hum., M.Ed., as the writer's counselor who has educated, supported, directed, and given the writer countless advices, suggestions, and recommendation for this graduating paper from the beginning until the end.
5. Faizal Risdiyanto, M.Hum., who has given me an idea and motivation to finish this graduating paper.

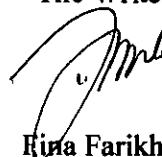
6. All the lecturers at English Department of STAIN Salatiga.
7. All the staffs that have helped the writer in processing of graduating paper administration.
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9. My beloved friends at KOPMA, CEC, IPNU-IPPNU Salatiga, EEE and all my friends at STAIN Salatiga especially B class who helped me finishing this graduating paper.
10. Aisyiah Pembina Kindergarten Salatiga for letting me to conduct a research to their students.

Finally, this graduating paper is expected to be able to provide useful information to the readers. The writer is pleased to accept more suggestion and contribution from the reader for the improvement of the graduating paper.

*Wassalamu 'alaikum Wr.Wb.*

Salatiga, September, 10<sup>th</sup>, 2012

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## ABSTRACT

Farikhah, Fina, 2012, Descriptive Study of Phonological Development in acquiring English Pronunciation ( A Case Study of Children in Aisyiah Pembina Kindergarten Salatiga. In the Academic Year of 2012/2013). A Graduating Paper. Educational Faculty. English Department. Counselor: Hanung Triyoko, SS.,M.,Hum.,M.Ed.

**Key Words:** Descriptive Study, Phonological Development, English Pronunciation

This study was carried out the phonological development of children in acquiring English pronunciation made by students of Aisyiah Pembina Kindergarten Salatiga in 3 up to 5 years old. This study was also intended to give some contributions concerning the kinds of incorrect English pronunciations which made by children and the factor influences the dominant incorrect English pronunciations. This study is descriptive qualitative research. The writer had chosen students in A class which the subject were 20 students. The case study method is used to analyze the problem intensively.

The phonological process types were classified based on phonological patterns such as syllable structure, assimilation, substitution, and deletion of sound which subs divided into 16 processes. The dominant incorrect English pronunciation produced by non contiguous assimilation. The confusion to distinguish the /r/ and /l/ consonants causes the inverted problem to face between both consonants. In addition, there were new inventions of producing incorrect pronunciations which found out outside the theory.

The factor that influenced the incorrectness was found out from the transcription data. There was a difference place and manner of obstruction between Indonesia and English consonant produced through palatal-fricative which the active articulator is tip of tongue, whereas the passive one is hard palate. Meanwhile, the /r/ consonant of Indonesia system produced through alveolar-trill. The alveolar system employs the tip of tongue as active articulator which evokes a vibration and the passive articulator used to support the production of /r/ is alveola. The /r/ consonant of Indonesia closes to /l/ sound which has alveolar-lateral. The same position between /r/ and /l/ evokes the problem above.

According to the result of the study, the dominant factor caused by children's confusion to distinguish the speech sound which likely similar each other. Hence, the writer concludes the children of 3 up to 5 ages produce many incorrect English pronunciations.

## TABLE OF CONTENTS

TITLE .....	i
DECLARATION .....	ii
ATTENTIVE COUNSELOR NOTES .....	iii
CERTIFICATION PAGE.....	iv
MOTTO .....	v
DEDICATION.....	vi
ACKNOWLEDGMENT .....	vii
ABSTRACT.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xii
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Research .....	1
B. Clarification of The Terms.....	5
C. Scope of Research.....	7
D. Research Questions .....	8
E. Objective of Research.....	8
F. Significance of The Research .....	9
G. Sites and Respondents.....	10
H. Organization of The Paper .....	10
<b>CHAPTER II THEORETICAL FOUNDATION</b>	
A. Phonology	
1. Speech sound .....	12
2. Speech sound Classification .....	15
3. The differences of Indonesian and English Consonants.....	24
B. Phonological Development	
1. The Definition.....	27
2. Phonological Patterns .....	27

3. Phonological Processes of Children .....	30
C. English Pronunciation.....	37
D. The Children Development.....	40

**CHAPTER III RESEARCH METHODOLOGY**

A. Research Design.....	44
B. Sites and Respondents.....	47
C. Data Collection .....	48
D. Method of Data Collection .....	49
E. Validity of Research Data .....	50
F. Data Analysis .....	51

**CHAPTER IV RESEARCH FINDINGS AND DATA ANALYSIS**

A. Place of Research.....	53
B. The Research Findings and Analysis Data .....	56

**CHAPTER V CLOSURE**

A. Conclusion .....	74
B. Suggestion.....	76

**BIBLIOGRAPHY**

**CURRICULUM VITAE**

**APPENDIXES**

## LIST OF TABLES AND PICTURE

Picture 2.1 : Speech Organ Scheme .....	14
Table 2.2 : Two ways classification of English Vowel.....	17
Table 2.3 : Vowel Sounds .....	18
Table 2.4 : Consonant Sounds .....	23
Table 2.5 : Indonesian Consonants .....	25
Table 2.6 : English Consonants .....	26
Table 2.7 : The phonological Process of Preschool Children .....	31
Table 4.1 : List of A class students.....	54

# CHAPTER I

## INTRODUCTION

This chapter focuses on describing about the introduction of the research. It includes the background of the research that discusses the phonological development towards children as well as its problem occurred during the acquiring English pronunciations process.

### A. Background of The Research

Language acquisition is defined as a communication process using a language. Human being requires a linguistic competence in order to communicate to each other. At the beginning of language acquisition process, someone will hear some words said by adults. Then, someone will respond those by repeating and saying the same word obscurely even though those have meaningless word. Time by time the pronunciation will develop clearly because the producing of words proceeds similar to the *gnosis* and *cognition* process. (Dardjowidjojo, 2001:111). *Gnosis* presents a recognizing to language, whereas the *cognition* is a process of understanding language. The next step the words which acquired will expand to be a meaningful word.

Human being, more specifically children acquire the language first time absolutely from others for instance parents, grandparents or care takers. The first word or utterance which used to make communication in his life defined

as first language. (Goh&Silver, 2004:29). The first language children acquire differs from others because it depends on some factors such as the place where he lives, culture, economics, family's background, life style, etc influenced the language. Otherwise, the process of children acquisition toward language progress definitely in line with the development of linguistic competence and language device. Moreover, children who able to interact with their friends in a society or join in school or educated institution will obtain vocabularies more various, even peculiar words those never hear before. Therefore, children are not only enough if they acquire first language. By and large, it cannot be denied if children will get more than a language except for first language. Any language learned later in life and usually means at least some of learning is aided by construction or schooling as called second language acquisition. (Goh &Silver, 2004:29)

In Multilingual society, acquiring the learning of second language is required. Nowadays, many countries compete to introduce language from other countries to their society through education and courses. Likewise in Indonesia, acquainting the foreign languages such as English, France, Dutch, Japanese, Chinese, etc have been done. However, English to be the highest foreign language learned in Indonesian because it is internationalized and moved into that country earlier than other languages. Thus, the English learning to the Indonesian have to be concerned and watched out more peculiar than other languages (Abdul&Leonie, 2004:215)

As we know, the position of English initially as foreign language which the government make use it to build interaction and to connect the communication among societies in the world and explore the knowledge, science and technologies deeper which provided by that language, gradually as if it shifts becomes second language along with the development growth. This case reasoned by the fact that many official governments take place English to be one of requirements must be mastered by. Also, almost aspects of human life such as politics, economies, social and cultures affected this language.

Therefore, regarding the growth of English existence, the government incites Indonesian to learn it, proved almost institutions put into English to be one of material in the teaching learning process. Moreover, at the present time it is triggered to be introduced in children. Some preschools or kindergartens take new material in their curriculum to involve English as the one of subjects in their learning activities. The potent influence of English needs to bring about awareness especially for their parents and teachers to acquaint this international language for the children.

In Salatiga, the kindergartens which engage English become an extracurricular subject have amount numbers. Some preschools pursue teachers or instructors to handle the English class although they do not capable the English competence. But, some others choose to join with some institutions which splash around English teaching and learning intensively.

Presenting English material to children has been starting age of 3 up to 6. More specific, it started from Pre School until B class.

Acquiring English to the children is not simple activity. Some problems will come up during they try to learn more about English. These difficulties have to do with the learning of the new sounds system, the learning of new vocabularies, and the learning of the unfamiliar ways of arranging the foreign words into sentences. Basically, children still have disability to receive the language well like adult because of the limited organs competence. The organs such as *articulatory* and *auditory* device of them have not worked well enough yet. It supported by a statement that preschool children cannot maintain all the adult phonetic contrast, but they have system ways of reducing adult pronunciation of words to forms which are within their capabilities (Menn & Stoel-gammon, 1995).

Children acquire adult's phonological system by creating the structure themselves, gradually they transform that construction until grow up to be adult and understand the adult system. Most rules or processes are context dependent "the fate of the target sound depends on its position in a word or syllable and or on the other sounds in the word." ( Menn & Stoel Gammon 1995: 342).

During the process, there are many mistakes created by children. One of them is the phonological acquisition. Inability to utter the words correctly is a general problem appears to the children, especially kindergarten's students.



Based on some theories which supported the problems about the phonological development's problem, the writer intends to focus the research about the phonological development of children. Thus this research entitled **Descriptive Study of Phonological Development in Acquiring English Pronunciation (A Case Study of Children in Aisyiah Pembina Kindergarten Salatiga in the Academic Year of 2012/2013)**

## **B. Clarification of the Terms**

To avoid the misunderstanding of the meaning, the writer is defined as listed below:

### **1. Phonological Development**

Children begin to acquire an inventory of English speech sounds from an early age. Nevertheless, it is not until they reach early primary school (at about the age of eight) when they can produce most of the adult sounds and blends of the English language (Owen, 2001).

Developing the ability to pronounce individual sounds (segmental features); children also begin to adopt the pitch movement in adult speaker's intonation. In fact, the intonation develops preverbal that is even before children produce intelligible words, they may imitate pitch movement they hear in adult speech. Children tend to adopt entirely similar to the adult speak. Pitch movement is more apparent in single word or two word utterances as in the rise tone when in a question.

Young children's phonological development is a long and gradual process. Initial production of many words and sound differs quite substantially from adult form. The sound of children sometimes different with the common sound which said by adult. The children's sound is only understood through rich interpretation. There are some phonological rules that determine most of these modifications (Menn& Stoel-Gammon.1995:owens,2001) such as deletion consist of vowels, final consonants, unstressed syllables (weak forms), consonants in clusters, and initial or middle or medial consonant, back assimilation, reduplication, and substitution (fricatives with plosives, long vowels and diphthongs with sort vowels, approximants with plosives).

## 2. English Pronunciation

English Pronunciation refers to ability to use the correct stress, rhythm and intonation of a word in a spoken English language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education. ([www.wikipedia.com](http://www.wikipedia.com)).

## C. Scope of Research

The writer limits the research problem by focusing on the problems arise in phonological development. The deep analysis of the incorrectness English pronunciation and the dominant incorrect pronunciations produced

by children presents here. Aisyiah Pembina Kindergarten students, particularly A class become the subject of this research which is the representative kindergarten in Salatiga.

#### **D. Research Questions**

The writer formulate question to explain more based on the research background as the followings:

1. What kinds of the incorrect English pronunciations made by children of Aisyiah Pembina Kindergarten Salatiga in the Academic Year of 2012/2013 and which is the most dominant?
2. What factor made by children of Aisyiah Pembina Kindergarten Salatiga in the Academic Year of 2012/2013 in producing dominant incorrect English pronunciations?

#### **E. Objective of The Research**

By formulating the problems above, the writer intends to find out the kinds of incorrect English pronunciations, and the factor influences the dominant incorrect English pronunciation made by children of Aisyiah Pembina Kindergarten Salatiga in the Academic Year of 2012/2013.

#### **F. Significance of The Research**

This research paper opens practical benefits as follows:

**a) For teachers**

This research is able to be a guidance and consideration to teach English for children especially in speaking competence, particular the English pronunciation. They have a reference what are the steps to acquaint the words which easier or more difficult to utter children. Also they arrange and adjust the words suitable with the children's tongue. Making joyful and fun in learning English will enhance the children's curiosity to be sticky with that language.

**b) For parents**

The parents possible to monitor the children's progress in learning English pronunciations. They also do not worry if children have weakness in uttering certain words after knowing the process of words acquisition. They also capable to treat and guide their children step by step until the disability to utter certain words can be disappeared.

**G. Sites and Respondents**

**1. Subject of the Study**

Since the study of this research is qualitative study, the subject of the study will be taken from children, particularly A class' students of Aisyiah Pembina Kindergarten Salatiga in the Academic Year of 2012/2013. The writer chooses that school due to some factors such as the

teachers and the students have big expectation and enthusiasm in procuring English learning there.

Besides that, that is one of Islamic kindergartens in Salatiga which has good rate, proved many achieved students have learnt there. The consideration of taking A class is suitable the age of students who has rate 3 up 5 to years old. That age also belong to perilous age to make incorrect pronunciation based on the theory above.

Seeing the facts above, the writer believes that this subject is fulfilling the requirement of this research and to be representative institutions which applied English as material learning process around Salatiga.

## **H. Organization of The Paper**

In arranging research, the writer divides the research outline into five chapters. The organizational research outline as the following: Chapter I contains the comprehensive explanation about the background of research why the writer wants to critically discuss and analyze the phonological development's problems in children. In addition, it covers the clarification of the terms, scope of the research, research questions, and objectives of the research, significances of the research, sites and respondents, and organization of the paper. Moving on the Chapter II, the writer clarifies the introduction of phonology consist of speech sounds and the classification. The writer also exhibits the comprehensive explanation of phonological

development in Children split into phonological patterns and phonological process and description of English pronunciation. Chapter III defines the research methodology explains that the writer uses descriptive study focuses on case study approach. It contains research design, sites and respondents, data collection data analysis, and procedure of the research. Chapter IV elaborates the profile of Aisyiah Pembina Kindergarten Salatiga includes the history and general description of the institution, the vision and mission, the organizational structure, the location of the school, the condition of teacher and students. In addition, the comprehensive research findings and data analysis of students' incorrect English pronunciations that showed in a transcription. The last research paper closed by Chapter V, the writer presents the conclusion of the research and some suggestions for the development and ways of acquainting children in English pronunciation.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

This chapter will expose a comprehensive theoretical foundation of this research. It encompasses the description of phonology and the components, the introduction of phonological development and the larger information of acquiring English pronunciation. It is aimed to guide the readers to comprehend the content and analysis of this research.

#### **A. PHONOLOGY**

Phonology is the aspect of language concerned with the rules governing the structure, distribution, and sequencing of speech sounds and the shape of syllables. Phonology is the study of phones or speech sounds. (Ramelan, 1999:1), In speaking a language people use speech sounds as the signals to convey message. The study of speech sounds may be carried out from different viewpoints. A study speech sound without regard the function as signalling units of language is called phonetics. Quoted from Hayes, the goal of phonology is to comprehend the tacit system of rules that speaker uses in apprehending and manipulating the sounds of her language. (Hayes,2009:1).

## 1. Speech Sound

Speech sounds are sounds produced by the speech or vocal organs which include the mouth and the respiratory organs (Ramelan, 1991:1). The function of these organs is primarily biological because they are used to preserve people's life. The respiratory organs which consist of the nose, the pharynx, the larynx, the wind-pipe and the lungs are fundamentally used to inhale and exhale air.

Speech sounds are basically produced by a moving air column, either by the in-going air (*ingressive sounds*) or out going air (*egressive sounds*). Speech sounds used by people in speaking mostly of latter type, whereas ingressive sounds are rarely used in communication. (Ramelan, 1999:17)

### a. Phoneme

Each language employs a variety of speech sounds or phonemes. A phoneme is the smallest linguistic unit of sound that can signal a difference in meaning. English has approximately forty-five phonemes, give or take a few dialectical variations. Phonemes are classified by their acoustic or sound properties, as well as by the way they are produced and their place of production. (Owens, 2001:23). The other definition of phoneme also described by Ramelan which is a group or unit of sounds that distinguish meaning. (Ramelan, 1999:165)

Several studies have attempted to establish an order of phoneme acquisition by young children as listed below :



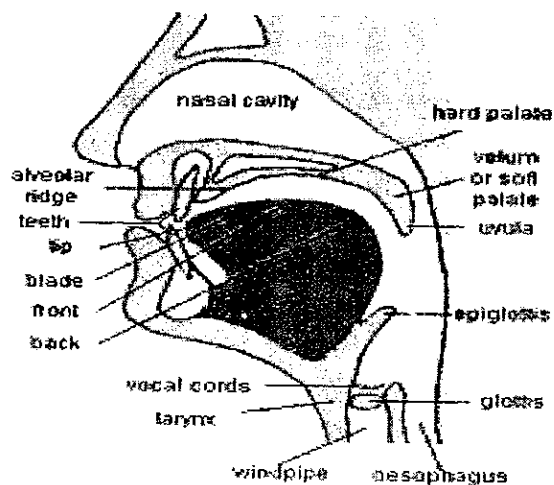
1. As a group, vowels are required before consonants. English vowels are acquired by age three.
2. As a group, the nasals are acquired first followed by the plosives, approximants, lateral approximants, fricatives, and affricatives.
3. As a group, the glottals are acquired, followed by bilabials, velars, alveolars and post-alveolars, dental and labiodentals, and palatals.
4. Sounds are first acquired in the initial position in the words.
5. Consonant clusters and blends are not acquired until age of seven or eight although some clusters appear as early as age four. These early clusters include /s/ + nasals, /s/ + approximant, /s/ + stop approximant in the initial position and nasal + stop in the final position.
6. There are great individual differences and the age of acquisition for some sounds may vary by as much as three years. (Clark&Clark, 1977:98)

One speaker may possibly pronounce a given word differently at different times although the differences are very slight. The reason is human speech organs are not machines that can produce and reproduce sounds with exactly the same qualities. Such factors as the emotional set-up of the speaker may affect his pronunciation at a certain time. (Ramelan, 1999:165). However, all those differences can be ignored or do not bring the different meaning. Consequently, the different sounds will be interpreted as the same sounds. On the other hand, if the differences between the sounds result in a difference meaning, they are said to be significant and the sounds are interpreted as different sounds. This way, the significant or non-significant difference between sounds are interpreted in the light of meaning, that is either the utterance evokes a differential response on the hearer or miss it.

Producing the utterance or sentence basically need a system establishes the system of sounds. Human favored the speech organ in

their body to assist their communications. The structure of human speech organ can be seen below.

**Picture 2:1 Speech Organ Scheme**



- Epiglottis : A flap behind the tongue root.
- Tongue : somewhat deceptive in its size and shape. The parts consist of tip and blade.
- Lips : consist of two parts, upper and lower lips.
- Teeth : consist of two parts, upper and lower lips.
- Alveolar ridge : a bony ridge just behind the base of the upper incisors. Most people can feel their alveolar ridge by moving the tongue along the roof of the mouth.
- Hard palate : The part of the roof of the mouth underlain by bone.

- Uvula : sounds are made by moving the tongue body straight back to touch the uvula and neighboring portions of the soft palate.
- Velum : The flap of soft tissue that separates the mouth from the nasal passages. It is attached at the front (to the hard palate) and at the sides, but hangs loose at its rear edge.
- Palate : The bony dome constituting the roof of the mouth
- Esophagus : The tube going to the stomach
- Larynx: Containing the vocal cord.

(Source: Bruce Hayes, 2009: p.4-5)

## 2. Speech sounds Classifications

The classification of speech sounds into vowels and consonants is based on the differences in their functions in an utterance and in their ways of production.

### a. Vowels sound

Vowels are produced by articulatory gestures mainly associated with the position of the tongue. (Clark&Clark, 1977:182). The other description, vowel is resulted when there is no obstruction in human speech organs; it is only the vocal cords vibrated (Marsono, 1999:16). A vowel has been defined as a voiced sound (resonant) during the production of which the air goes out through the mouth (oral) along the middle part of the tongue (central) in a continuous stream without

meeting such a narrowing in the mouth as would result in an audible friction. (Ramelan, 1999:99)

Thus, vowel established by producing a sound without obstruction in the speech organ and it is not belongs to articulation. Vowel production varies widely among children, but the basic triangle of /a/, /i/, and /u/ is probably established early. The highest part of the tongue can be in the front, center and in the back. Also, the height of the tongue can be high, mid and low. This two ways classification of vowels, according to the dimensions of front-central-back and high-mid-low,

Vowel sounds are classified and described on the basis of the following variables:

- 1) Which part of the tongue is raised

The raised of tongue split into high (i, u), mid (e, ε, ə, o, ɔ) and low (a, ɑ)

- 2) How high in the mouth some part of the tongue is raised

In producing vowel sounds, it is usually considered sufficient to distinguish only four degrees of rising, such as open, half-open, half-close, and close-vowels.

The tongue may also remain low on the bottom of the mouth in producing some vowel sound is called *open vowels*, for example (a) and (ɑ). Meanwhile the *half-open* is vowels established by

raising the tongue in one third heights over the lowest vowel or two third under close vowels. The vowels are (ɛ) and (ɔ). Then, the *half-close* defined as vowels created the tongue raises one third height under close vowels or two third above the lowest vowel, e.g : (e) and (o). The last is degrees is *close vowels* which produced by raising the tongue as high as possible to make closer the alveolum. (i) and (u) is the kind of close vowels.

3) The position of the two lips

The position of two lips are split into two, those are *rounded* or *unrounded*. (Ramelan,2003:52).

The *rounded vowels* are produced with the round lips which it can open or close form. The open rounded form can be seen in saying (ɔ), whereas the close rounded can be observed in utterance (o, u).

In the other hand, the *unrounded vowels* is a vowel produced by spreading the lips, such as in (i, e, ə, ε, a)

**Table 2.2 Two way Classification of English Vowels**

Height of Tongue	Front	Central	Back	Stricture
High	I		U	close vowels
Mid	E	ə	o	half-close
	E			half-open

			ɔ	
Low	A		ɑ	open vowels

**Table 2.23 Vowel sounds**

<b>Symbols</b>	<b>Key-words</b>	<b>Phonetic writing</b>
/i:/	See	/si:/
/ɪ/	Sit	/sɪt/
/ɛ/	Set	/sɛt/
/æ/	Sat	/sæt/
/ə/	Ahead	/əhed/
/ɛ:d/	Bird	/bɛ:d/
/ɑ:/	Father	/fɑ:ðe/
/ʌ/	Love	/lʌv/
/ɔ/	Hot	/hɔt/
/ɔ:/	Haughty	/hɔ:tl/
/ʊ/	Pull	/pʊl/
/u:/	Food	/fu:d/
/eɪ/	Day	/deɪ/
/oʊ/	So	/soʊ/

/ aɪ /	High	/ haɪ /
/ aʊ /	Cow	/ kaʊ /
/ ɔɪ /	Boy	/ bɔɪ /
/ hɪə /	Here	/ hɪə /
/ ɛə /	There	/ ðɛə /
/ ʊə /	Your	/ yʊə /
/ ɔə /	Your	/ yɔə /

b. Consonant sounds

Consonants are established by obstructing the air in particular speech organs. In other words it can be described an articulation process because there is a voice cords vibration. (Marsono, 1999:16)

The consonants differ from one another in three major ways, they are in the part of the mouth that is constricted, in the manner in which it is constricted, and in whether or not this constriction is accompanied by the vibration of the vocal cords. (Clark&Clark, 1977:180-181).

First, consonants differ in their place of articulation. In English there are seven major points at which the mouth can be constricted, these are shown such as :

- 1) Bilabial : the two lips are the primary articulations. For instance :  
*b,p,m,w*
- 2) Labio-dental : The lower lip articulates with the upper teeth,e.g.: *f,v*
- 3) Dental : The tongue tip and rims articulate with the upper teeth,  
e.g.: *ð,θ*
- 4) Alveolar : the blade, or tip and blade of the tongue articulate with  
the alveolar ridge,e.g.: *t,d,l,n,s,z*
- 5) Post-alveolar : the tip and rims of the tongue articulate with the  
rear part of the alveolar ridge, e.g.: *r*
- 6) Palato-alveolar : the blade or the tip and blade of the tongue  
articulate with the alveolar ridge and there is at the same time a  
raising of the front of the tongue towards the hard palate,e.g.: *ʃ, ʒ,  
tʃ, dʒ*
- 7) Palatal : The front of the tongue articulates with the hard  
palate,e.g.: *j*
- 8) Velar : The back of the tongue articulates with the soft palate, e.g.  
*:k,g,ŋ*
- 9) Glottal : an obstruction or a narrowing causing friction but not  
vibration between the vical cords,e.g.: *h*

Besides that, consonants also differ in their manner of articulation, the mechanical means by which the sound is produced. The six main categories are as follows :

- 1) Stops consonants / plosives: *p,b,t,d,k,g*



2) Fricatives : *f, v, θ, ð, s, z, h*

3) Affricates : */tʃ, dʒ/*

4) Nasals : *m, n, ŋ*

5) Laterals : *l*

6) Semivowels : *w, r, y*

The first point is *stops consonants* or *plosives*. The most “consonantal” of the consonants are produced by a complete closure at a point of articulation. For example the consonant *[p, b, t, d, k, g]* is produced by a closure of the two lips and the release of a slight rush of air that has built up with the closure. Moving on the *fricatives*. It produced by a constriction at the point of articulation, which sets up turbulence as the air rushes through. The consonant *[f, v, θ, ð, r, h, ʃ, ʒ]* uttered by air rushing between the almost complete closure of the bottom lip against the upper front teeth. Unlike stops which necessarily have a brief duration, fricatives can be sustained as long as there is air in the lungs.

Continuing to the *affricates*, it produced by a sequence of complete closure followed by a fricative-like rushing of air through a constriction. Some linguists consider affricates to be an amalgamation of a stop and a fricative, like writing *[ tʃ ]* and *[ dʒ ]* ( in words *church* and *judge*). The *nasals* are formed by a complete closure of the mouth at some point of articulation along with the opening of the nasal cavity

(by lowering the velum) to let the air rush through the nose. Nasals can be held indefinitely too as in the humming.

Finally, *laterals* and *semivowels* are produced by shaping the tongue in different ways. The main opening is at the sides of the tongue for the lateral [l] and the middle for the semivowels [w], [r], and [y]. Each of these different mechanical means leads to a different quality of sound, so manner of the articulation is very important in the specification of phonetic segments. The classification of consonants by place and manner of articulations can be seen in the consonants chart in Table below.

Apart from obstruction that takes place in the mouth cavity for the production of a consonant, the vocal cords in the larynx may or may not be made to vibrate simultaneously. The production of a consonant is accompanied by the vibration of vocal cords. On the basis, all consonants can be grouped into two classes, voiced and voiceless consonants.

A voiced consonant is fully voiced consonants when it occurs immediately between two voiced sounds or *intervocally* (between two vowels). In other words the production of the consonant by vibrating the vocal cords e.g. *b, d, g, v, ð, z,*

Otherwise, a voiceless consonant differs from an unvoiced consonant in that the breath force of the former is stronger than that of the

latter or the production need not the vibration of vocal cords, e.g.

*p, t, k, f, s, tʃ, θ, h.*

**Table 2.4 Consonants Sounds**

<b>Symbols</b>	<b>Key words</b>	<b>Phonetic writing</b>
/ p /	<i>Part</i>	/ pa: t /
/ b /	<i>Bed</i>	/ bɛd /
/ t /	<i>Tell</i>	/ tɛl /
/ d /	<i>Dark</i>	/ da:k /
/ k /	<i>Cat</i>	/ kæt /
/ g /	<i>Gap</i>	/ gæp /
/ f /	<i>Ferry</i>	/ fɛrɪ /
/ v /	<i>Very</i>	/ verɪ /
/ θ /	<i>Thigh</i>	/ θaɪ /
/ ð /	<i>Thy</i>	/ ðaɪ /
/ s /	<i>Sea</i>	/ si: /
/ z /	<i>Zoo</i>	/ zu: /
/ ʃ /	<i>Shoe</i>	/ zu: /
/ ʒ /	<i>Rouge</i>	/ ru:ʒ /
/ h /	<i>Head</i>	/ hɛd /
/ tʃ /	<i>Chain</i>	/ tʃeɪn /
/ dʒ /	<i>Jane</i>	/ dʒeɪn /
/ m /	<i>Man</i>	/ mæn /

/ n /	Name	/ neIm /
/ ŋ /	Sing	/ sɪŋ /
/ l /	Lap	/ læp /
/ r /	Red	/ rɛd /
/ w /	Wet	/ wet /
/ y /	Yes	/ yɛs /

Two consonants were most likely to be confused when they were similar in their articulatory features. Here are the list of highly confused pairs.

m-n      f-θ      v-ð      p-t-k      d-g

(Clark&Clark, 1977:175-184)

### 3. The Differences of Indonesian and English Consonants

Every language has its own structure, sound system including its segmental and suprasegmental system. Segmental refers to sound units arranged in a sequential order. While, the suprasegmental described such features as stress, pitch, length, intonation, and other features that always accompany the production of segmental. (Marsono, 1999: 22)

There may be similar elements between two or more languages. However, it has difference pattern each other which it does not exist in the one language, but it exists in other language. Based on this research, Indonesian and English language also has characteristics.

Table 2.5 THE INDONESIAN'S CONSONANTS

Stricture	Manner of Articulation	Place of Articulation												
		Bilabial	Labiodental	Apikodental	Apiko-Alveolar	Apiko-Palatal	Laminar Alveolar	Laminar palatal	Medio-palatal	Dorsal-velar	Uvular	Laryngeal	Glottal hamza	
Rapat lepas tiba-tiba		p			T				c		k			?
Rapat lepas tiba-tiba		b							j		g			
Rapat lepas tiba-tiba	Nasal	m			N						n			
Rapat lepas pelan-pelan	Afrika t													
Renggan g lebar	Lateral				L									
Renggan g	Frikatif		f			s	j				x		h	
Rapat Renggan g			v			z								
Rapat Renggan g	Trill				R									
Renggan g lebar	Semi-vokal			w							y			



## **Phonological Development**

### **1. The definition**

Children begin to acquire an inventory of English speech sounds from an early age. Nevertheless, it is not until they reach early primary school (at about the age of eight) when they can produce most of the adult sounds and blends of the English language (Owen, 2001). However, they have unique system in acquiring process considering their disabilities to maintain the adult's phonetic contrasts. Frequently, they produce the new words by adding or reducing the syllable of them. The process of pronouncing the words correctly by children need long process and gradual, so that we can find some incorrect pronunciation they produce during the language acquisition because of the articulator and language device capabilities are limited.

### **2. Phonological patterns**

During the first two year, children learn the sound sequences can carry distinct meanings. These sequences and meanings are associated in the brain. Categorization and storage are based initially on the entire phonological pattern or auditory image of the world rather than on the individual phonemes.

With the first words, the child shifts to greater control of articulation. Babbling requires less constrained production, but when the child adds meaning the sound, he or she needs some phonological consistency to transmit messages. After the onset of meaningful speech, there is much

individual variation in the pattern and rate of vocabulary growth, the use of invented words, and the syllable structure of the words acquired.

a) Single word Utterances

Almost all of the initial words are monosyllabic CV or VC or CVCV constructions, like labial (/p,b,m,w/), alveolar consonants (/t,d/), mostly plosives (/p,b,t,d,g,k/). Whereas, the fricatives (/s,f/) and nasals (/m,n/) are occasional.

Different children exhibit different “favorite sounds” and use these in selecting the first words that they will produce. Thus, vocabulary expansion occurs at the expense of phonological differentiation. Although there is a wide range of individual differences (Grunwell, 1981; Owens, 2001), certain language –based phonetic tendencies are seen in most children, including a preference for monosyllables over long strings and stops (/p,b,t,d,k,g/) over all other types of consonant production (Locke,1983; Owens, 2001). They have characteristics distinguish one others depend on their capability to utter the syllable or letter. It is related to articulatory and language device of children’s own.

b) Multiword Utterances

Children begin to combine words; they continue to use phonological process to produce single words. They will accustom to use CVCV words in their conversation. For example words (*papa*) or (*mama*). This



step shows the process of language acquisition more complicated along with the gradual development of children's brain.

Phonological patterns are not easy to reproduce. The child's initial attempts at word production involve trial and error and may be very unstable. In addition, the process of phonology exhibit tremendous individual variation for several reasons (Ingram, 1986, Owens: 2001). First, the entire system of each child is constantly changing. At the beginning, the child may have one phonemic form for several adult words or several forms for the same word. Thus *baba* may be used for *baby*, *bottle* and *rabbit*, or *doddie* and *goggie* may be used for *doggie*. Gradually, the child develops processes that enable him or her to distinguish between similar adults words. Word production strategies may even precede the development of selection patterns. For instance, a child with the rule CV / d / and /o/ may produce *no*, which becomes *do / dou /* and *key*, which becomes *dee / di /*.

Second, some words are produced consistently, while others vary greatly. Within a given word there may be "trade-offs" i.e. the acquisition of one part of the word may, in turn distort another part which the child procedure correctly in the past.

Third, Phonological variation may be the result of toddlers' use of differing phonological production patterns or processes such as *reduplication*, *diminutives*, *open syllables*, and *consonant cluster reductions*.

*Reduplication* occurs when the child attempts a polysyllabic word (*daddy*) but is unable to produce one syllable correctly. He or she change by repeating the other syllable (*dada*). In contrast, the *diminutive* is an /i/ added to the end of a word, frequently a CVC (*dog*) to produce a CVCV (*doggie*).

Open syllables which those end in a vowel predominate in multisyllabic words. The word *dirty* may become /dɔti/ and *blanket* may become /bæki/. Consonant/ cluster reduction results in single-consonant production, as in *poon* for *spoon*.

Finally, individual phonological variation may reflect each child's phonological preferences as well. Such preferences may involve different articulatory patterns, classes of sound, syllable structures, and location in words. Particular words may conform to the child's production patterns. As the child learns different phonological patterns, he or she applies them to the production of words.

#### b. Phonological Processes of preschool Children

Phonological processes are systematic procedures for making adult words pronounceable. The patterns and systems enable children to produce an approximation of an adult model. In other words, for children, phonological processes are a way of getting from an auditory model to speech production. In other words, phonological processes are a method of achieving a goal of production. For example the children familiar with CV

words may adopt a CV strategy for CVC words, producing /kʌ/ for *cup* /kʌp/. (Owens, 2001:268).

The acquisition of second language does not proceed abruptly; otherwise it needs long process and gradual time. The children's pronunciation changes between correct and incorrect frequently and progressively until the uttering is similar to the adults. The process of producing words by preschool children can be seen as listed below.

**Table 2.5 The Phonological Process of preschool Children**

Process	Example
Syllable structure	
Deletion of final consonants	<i>Cu</i> (/kʌ/) for <i>cup</i>
Deletion of unstressed syllables	<i>nana</i> for <i>banana</i>
Reduplication	<i>mama, dada, wawa</i> (water)
Reduction of Clusters	/s/+consonant (stop) = delete /s/ (top)
Assimilation	
Contiguous	
Between consonants	<i>beds</i> (/bedz/), <i>bets</i> (/bets/)
Regressive VC (vowels alters toward some feature of C)	nasalization of vowels : <i>can</i>
Nontiguous	
Back assimilation	<i>dog</i> becomes <i>gog</i> <i>dark</i> becomes <i>gawk</i>
Substitution	
Obstruants (plosives, fricatives, and affricatives)	
stopping : replace sound with a plosive	<i>this</i> becomes <i>dis</i>
Fronting : replace palatals and velars (/k/ and /g/) with alveolars (/t/ and	<i>Kenny</i> becomes <i>Tenny</i>

/d/	
	<i>go becomes do</i>
Nasals	
Fronting (/ŋ/ becomes /n/)	<i>something becomes something</i>
Approximants replaced by	
Plosive	<i>yellow becomes yedow</i>
Glide	<i>rabbit becomes wabbit</i>
Another approximants	<i>girl becomes gaul (/gɔl/)</i>
Vowels	
Neutralizations : vowels	
reduced to /ə/ or /a/	<i>want to becomes wanna</i>
Deletion of sounds	<i>Ballon becomes ba-oon</i>

Source: Drawn from D. Ingram, *Phonological Dissability in Children*. London: Edward Arnold, 1967; Owens, 2001)

#### 1) Syllable structure Processes

The basic speech unit used in children during the preschool years is CV syllable. They frequently attempts to simplify production by reducing words to this form or to the CVCV structure.

The most basic form of this process affects the final consonant. It may be deleted, thus producing a CV structure for a CVC-*ba* ( /bɔ/ ) for *ball*- or followed by a vowel to produce a CVCV structure-*cake-a* (/k eɪ kə/) for *cake*. The children may also lengthen the vowel that precedes the final consonant or may substitute a glottal stop or plosive (/h/) for the consonants. These three behaviors such as a final vowel, lengthening of the preceding vowel, and glottal stop substitution are usually the first steps in the acquisition of final consonants. Nasal sounds are the first to appear

as final consonants. Final consonant processes usually disappear by age three (Grunwell, 1981).

In addition, the children may delete unstressed syllables to produce, for instance, *way* for *away*. At the beginning, any unstressed syllable may be eliminated although they gradually adopt a pattern of deleting only initial unstressed syllables. Syllable reduction may be more complex rather than simply deleting the unstressed syllable and may reflect the interaction of syllable stress, location within the word and boundaries (Snow, 1998; Owens, 2001). This deletion process continues until four ages.

*Reduplication* is a third process for simplifying syllable structure in which one syllable becomes similar to another in the word, resulting in the reduplicated structure. It appears that reduplication is a step in the acquisition of final consonants; thus it should not surprise that this process disappears for most children before thirty months of age (Grunwell, 1981; Owens, 2001). The reduplication of stressed final syllables may reflect the increased duration of the final syllable when it follows an unstressed syllable or the reduced vowel quality of the unstressed syllable to a middle or neutral vowel, such as /ə/. This occurs in the second syllable of *elephant* (ɛləfɪnt/). In this case, the final syllable receives more emphasis and the child is likely to produce word such as “ehfafa” (/ɛfʌfʌ/).

*Cluster reduction* is one of the most common phonological processes which reduce or simplify consonant clusters, usually by deleting one consonant. The deleting consonant appears in the first or second syllable, For example a child say words *stop* becomes /*top*/ and word *bring* becomes /*bing*/. Besides that, *nasal clusters* are more complex. If a nasal plus a plosive or fricative is reduces, children will delete the nasal. So, word *bump* becomes *bup*. The older preschoolers will delete the plosive if it is voiced. Employing the rule, the child reduces *mend* to *men*. He or she may exhibits the producing both consonants with a vowel between them. Thus, *tree* becomes *teree*. This vowel-insertion process is infrequent.

In the other hand, the more elaboration about classification of reduction of consonant clusters reported by N. Smith (1973) as quoted by Clark&Clark, 1977&398-399). The child systematically simplified the cluster into four categories as the followings:.

a. Cluster : (s) + consonant

Rule : omit (s)

e.g.: small : (mɔ)

slide : (laid)

desk : (dek)

b. Cluster : stop + liquid

Rule : Omit Liquid (c,l,r)

e.g.: clock : (gɔk)

milk : (mlk)

bring : (bɪŋ)

c. Cluster : fricative + liquid or glide

Rule : omit liquid or glide (r,l,w)

e.g.: from : (fɒm)

few : (fu)

d. Cluster : Nasal + stop

Rule : omit nasal (m,n,ŋ)

e.g.: bump : (bʌp)

tent : (tɛt)

The rules in point *a* until *d* were applied very generally by Smith's child and are typical of other young children's speech. The way consonant clusters are reduced appears to be closely linked to the order of acquisition noted by Jakobson. He states that roughly speaking, the order in which children master segments is stops, nasals, fricatives, and then liquids and glides. (1968; Clark&clark, 1977: 399)

## 2) Assimilation Processes

Assimilation process simplifies production by producing different sounds in the same way. In general, one sound becomes similar to another in the same word. This process may be contiguous or noncontiguous and progressive or regressive. Contiguous assimilation occurs when the two elements are next to each other or has similar consonant nearby.

Meanwhile, noncontiguous assimilation the two elements can be distinguished each other.

### 3) Substitution Processes

Many children substitute sounds in their speech. These substitutions are not random. Specific, substitutions are usually in one direction. In addition, when the child masters a phoneme, it does not over generalize to words in which the substituted sound is the correct sound. For example, the child may say *wabbit* and *wooster* until mastering /j/. At the point, the child can produce *rabbit* and *rooster*, but the /j/ does not over generalize to the /w/ in *what* and *wanna*, in which /w/ is correct.

In general, the types of substitutions can be described according to the manner of production of target sound. Obstruant sounds which include fricatives and affricates may experience *stopping*, in which plosive is substituted. Stopping is most common in the initial position in words like in *dat* for *that* or *dis* for *this*. This process decreases gradually as the child masters fricatives although stopping with *th* sounds (/ð, θ/) may persist until early school age (Grunwell, 1981). Early production of nasal sounds may also be accompanied by stopping. This denasalization is similar to “head cold” speech; substitutes a plosive form the similar position in the oral cavity for a nasal (*Sam* becomes *Sab*)

Another process is fronting, a tendency to replace palatals and velars with alveolar sounds. Thus /t/ and /d/ are substituted for /k/ and /g/,



producing *tan* for *can* and *dun* for *gun*. As many as 23 percents of three year-olds demonstrate fronting. This percentage decreases rapidly so that by age four-and a-half only about 3.5 percent of children still exhibit this behavior (Lowe, Knutson & Monson, 1985; Owens, 2001). Fronting is also evident in nasal sounds which the /n/ may be substituted for /ŋ/, as in *sinin* for *singing*.

Approximants, /l/ and /ɹ/ may also experience stopping initially but are generally replaced by another approximant. *Gliding*, in which /j/ or /w/ replaces /l/ or /ɹ/.

Syllabic nasals and liquids may also be replaced. Frequently, a vowel is substituted for the syllabic unit. For example, *flower* becomes *fawa*. In contrast, glides and vowels are not difficult for most children. There is a tendency, however for vowels to be neutralized or reduced to /ə/ and /a/.

## **B. English Pronunciation**

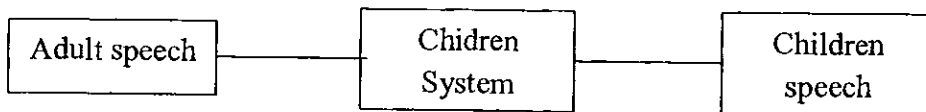
Childhood is become the first stage of acquiring language especially first language. However, it may possible to get the foreign language in early age due to along with the modernization, the development of language raise significantly. It is a lingua franca defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as second

language (Harmer, 2001:1). English becomes one of foreign languages learned by Indonesian people starts from young children up to students' level. The competences of English consist of four parts which categorized into two competences. Listening and reading is receptive competence and speaking and writing include productive ones.

Speaking is one of parts of English acquisition. During the speaking process, it cannot be separated by pronunciation. This feature of speaking described as the ability to use the correct stress, rhythm and intonation of a word in a spoken language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, the social class, or their education.([www.wikipedia.com](http://www.wikipedia.com))

The processing of acquiring English in children basically is the one of steps in bilingualism process. Bilingualism is taken place by children who is learning second language in early childhood (Diebold,1968 :10). It cannot be denied that this step is the lowest rate of bilingualism, nevertheless it will be the basic of the development of bilingualism sequence later. The range of bilingualism steps begun by mastering the first language acquisition (L1) as mother tongue, adding up acquaint little bit second language (L2). The next step the gaining of second language progress slowly but surely until the position between L1 and L2 acquisition is balance.(Chaer and Leonie, 2004 :87). Besides that, based on Piaget theory,

the phonological development through *assimilation* and *accommodation* process continuously, change the structure to harmonize suitable with real sound. This is the scheme of theory.



Most rules or processes are context dependent “the fate of the target sound depends on its position in a word or syllable and or on the other sounds in the word.” (Menn&Stoel Gammon 1995,p.342).

A child may be able to articulate individual sounds in a word, yet be unable to combine or blend them when they appear in a sequence. Not every child will experience similar problems, but they adopt the same broad phonological rules for simplifying sounds that they find hard to articulate. Most of these rules are discarded by ages four or five. Some difficult sounds, in particular the voiced ‘th’ sound ð, are not mastered until much later.

Acquiring Pronunciation in learning English not only makes the students aware of different sounds and sound features, but also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed. For all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.(Harmer, 2001: 183-185).

The problem of learning English pronunciation may possible made by children because of their organs of speech. Ability in hearing and identifying the acoustic quality of the English sound is prerequisite for the ability to producing them. Imitation the speaker sound is common ways to acquire the language to children. (Ramelan, 1999: 7-8) Therefore, adults as the model of learning have to produce the utterance correctly appropriate with phonetic transcription during the process of acquiring English pronunciation to children. The ability to hear the English pronunciation must be trained and drilled in order to accustom them and to make familiar the acoustic quality.

The English pronunciation problems faced by children as foreign language learners are especially caused by differences found between the student's language and the target language. These differences may be differences in the individual sounds, the phonetic features of similar sounds, distributions of equivalent sounds and so on. The acquisition of any habit is accomplished through repeated and untiring practice on the part of learner. The children conduct to succeed in speaking the mother tongue through constant imitation and repetition of the utterance production. (Ramelan, 1999:6-7)

### **C. The Children Development**

Regarding the detail explanation about the language acquisition above which the process is started from the early age. Then it will grow and develop

to be more complex in producing words, even sentences and so on along with the development of speech organs. Therefore, the writer will exhibit the steps of children growth related to gain the second language.

#### 1. Age three to Five Years

As the preschool children develop, children exhibits new independence which are very mobile and very curious about the world. During the preschool years, they acquire many self-help skills, including dressing and feeding, increased the memory enables them to solve the problems with less dependence on physical input, to understand temporal concept, and to recall the past. Language skills develop rapidly during the preschool years. By age five the children have acquired about 80 percent of the syntactic structures that they will use as an adult. Recall and increased language skills combine in the five-year-old to produce a delightful storyteller and recounter. The five-year-old with a better defined personality, is a more openly social being than they were at age two.

#### 2. The four-year-old

The motor skills of the four-year-old reflect the increased control of independent movements of the right and left sides. The child of four can hop on one foot for a short period and can ascend and descend steps with alternating foot movements. Hand preference is also more pronounced, and the child is able to copy simple block letters with the dominant hand. That person can name the primary colors and label some coins. Although

he or she can count to five by rote, he or she has a notion of quantity only through three. In Social, most four-year-olds play well in groups and cooperate well with others.

In general, four-year-olds are very social beings who have the linguistic skills and the short-term memory to be good, if somewhat limited, conversationalists. The increased language skills enable the child to form more complex sentences. The vocabulary has increased to 1,500 to 1,600 words, with approximately 15,000 used each day. Most four-year-olds can articulate the consonant sounds correctly such as /p/, /m/, /h/, /n/, /w/, /b/, /k/, /g/, /d/, /t/, /ŋ/, /f/, and /j/. At least 50 percent of all four-year-olds can produce /r/, /l/, /s/, /t/, /tʃ/, and /z/. Most sentences average four or five words, and the four-year-old demonstrates good usage of declarative, negative, interrogative, and imperative forms..

### 3. The Five-year-old

By the fifth birthday, the child has good sense of the person he or she become. The child possesses a good awareness of the body and how to use it to accomplish complex tasks and games. He or she knows left and right but cannot transfer them to others. Each hand can be employed independently for tasks such as dressing and cutting meat with a knife. Small-muscle control enables the child to draw recognizable pictures, to color within the lines, and to copy short words.

The child uses its body in play and enjoys group games. By increased memory skills, the child of five is able to play organized games with simple rule. He or she can concentrate on playing and still carry through certain rules of play.

Five-year-olds use very adultlike language although many of the more subtle syntactic structures are missing. In addition, the child has not acquired some of the pragmatic skills needed to be a truly effective communicator. Expressive vocabulary has grown to be 2,200 words. Most five-year-olds can correctly articulate the /p/, /m/, /h/, /n/, /w/, /b/, /k/, /g/, /d/, /t/, /ŋ/, /f/, /j/, /l/, /s/, /tʃ/, /ʃ/, /z/, /dʒ/, and /v/ consonant sounds. At least 50 percent can produce the /ð/ or “th” in “there” sound correctly. The child still has difficulty with a few consonant sounds and with consonant blends, as in “street” or “clean”. (Clark&Clark, 1977:102)

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodological research which applied by the writer in producing this research. By employing the qualitative approach and emphasizing the case study in a certain subject of research, the explanations in each aspect of proper methodology will be explained specifically.

#### **A. Research Design**

According to Bodgan and Taylor (cited in Moleong, 2010: 4), “qualitative research is a research that presents written or oral descriptive data of observed people and behavior”. Meanwhile, the other description says that the term of qualitative research is determined as a kind of research which doesn’t conclude its finding by statistical procedure and other arithmetical forms. It involves the research about social life, biography, someone’s attitude, role of organization and social interaction. Actually, however there is no certain definition of qualitative research since people have their own understanding about qualitative research. Sometimes, it is possible to use statistical procedure if it is needed. It may use observation, interview,



documentation, book and video or audio recording. (Strauss and Corbin, 2003:5). It means that this approach intend to present deep analysis in certain people's behavior. Moreover, the writer does not emphasize on using the statistical and arithmetical form which is used in quantitative research.

In another way, Silverman (1993) gives the characteristic of qualitative research as follows:

1. Qualitative research should be theoretically driven rather than determined by technical consideration (what measured, what can be sampled).
2. The members of society also use the theories about social order routinely.
3. It should attempt to make problematic common-sense reasoning used in definition of variables and in establishment of basic research problem. It means that it should have common-sense assumption about what constitute the field.
4. It should be done in natural condition, nor artificial setting.

Considering the characteristics above, the strategy to employ this approach, the writer tends to look for the common sense problems happen around the society and attempts to analysis critically by theories from expert. Also, the writer forbidden to conduct the observation unnatural and artificial because it becomes the invention of research is indecisive and invalid.

One reason why the qualitative research is adapted in this research because the chosen problems observed is not definite and dynamic. This situation needs not the probability of obtaining data through quantitatively such as the use of test and questionnaires. However, the writer intend to explore the circumstances deeply to find its patterns and also find hypothesis or theories within the social circumstances (Sugiyono, 2006:399)

Accordance with the use of qualitative research, the analysis approach of this research depends on the descriptive study which describes phenomenon, facts and events of individual or groups systematically and accurately (Zuriah, 2007:47; Iqdami, 2011:45). This analysis connected with the problem that is the children phonological problem occurred in acquiring the second language attempts to give clear description about the part where the fault is happened and most common incorrect pronunciation made by them.

Besides that, the use of case study is chosen because to deepen the analysis of phenomenon occurred in certain location and situation. As quoted by Creswell (1998) in Kusmarni (2008:5), Case study to be useful when a writer want to comprehend a certain problem or phenomenon deeply where he capable to identify a case through full information. This approach shows a difference of individual or unique variation from a problem. The focus of this study is to specify a case not only include the personal, ethnic group or life portrait. Moreover, Bogdan and Bikien statement (1982) quoted by aflahcynthia clarifies that intensive examining toward of a subject or document storage or certain phenomenon. Meanwhile, as quoted Ary, Jacobs and Razavieh (1985) in aflahcynthia (2008) that a case study should be attempted to examine a unit or person intensively. Researcher endeavors to find all salient variables.

From statements above, it can be concluded the limitation of case study covers the subject of research consist of person, events, situation, and

documents. These are analyzed deeply as a totality of research appropriate with the context to comprehend some variables related with.

One of case study types is observation case study, defined as emphasizing a data collection technique through participant observation. Then the subject of research focuses on an institution, like school. The part of subjects that should be observed is students, school activity and certain place inside the school (Aflah Cynthia: 2008). Hence, the writer also applied that case study type to analyze deeply the incorrect pronunciation in the phonological process of children in order to present the result of research descriptively and holistically.

## **B. Sites and Respondents**

The subject of this research is children who are studied English in “A class” of kindergarten. That institution is chosen in purpose, as stated by Sugiyono (2006:299) that subject for the research study should be selected in purpose. The students of “A class” actually represent the goal of the research suitable with the age of children development growth which produces error pronunciations frequently. Meanwhile, Aisyiah Pembina Kindergarten Salatiga becomes the selected institution of this research because of some reasons.

First the teachers are welcome with pleasure and high enthusiastic in introducing English to their children. Their intention is to enhance the students' ability more qualified and competent. Second, the students are also having high interests to learn English, proved they always expect the English

is conducted, as stated from the headmasters and teachers. Hence, parents support the educational activities by enrolling their children there. Appropriate to the “Islamic” label, the curriculum that has been done depends on the Islamic rule that respect Islamic values. Moreover, the circumstance of the school is supported by Islamic boarding school around there so that the moral and behaviour learning can be maintained well. The last, the location of the school is reachable because is located the bank of street and it is close from the writer’s house.

### **C. Data Collection**

Data collection is considered as the most prominent step in a research due to the fact that the main purpose of conducting a research is to obtain needed data. In qualitative research, data can be taken from archival documents, written and oral expressions of people or their behaviour, etc (Moleong, 2010:157). Based on the reason above, the methods that are utilized in the process of gathering the research data are:

1. Observation
2. Recording
3. Documentation

In the other hand, the descriptive approach split into some categorized, such as survey studies, case studies, developmental studies, follow-up studies, documentary analysis, and correlation studies. The writer focuses on case

study research to observe the problem in the phonological development of children. Arikunto (2005:238) states in the case study, the writer attempts to observe a person accurately or a unit intensively. He or she attempts to find all important variables stimulated the problem and the development of them. Besides that, the writer tries to collect the data related to the problem include the incorrectness of pronunciation, the factors influence the incorrectness of children through analyzing the family's background data from teachers.

#### **D. Method of data Collection**

##### **1. Observation**

The first step of collecting data, the writer visits the kindergarten which indicated as the subject of the study. Then, the writer asks permission to school apparatus to conduct an observation to their students. The problem that will be analyzed is about phonological development's problem in acquiring English pronunciations. The kindergarten have four classes divided into two classes of A and two classes of B, therefore the writer takes all A classes which represent the requirement of research.

##### **2. Recording**

The writer tries to invite the children to pronounce some words in English. By attracting their attention using funny picture, the writer asks one by one of children to take a video-record from mobile phone as the documentation. Every child has to repeat words which said the writer first. The writer has prepared the list of words before doing observation.

The purpose of using recording technique is to assist the writer in analyzing deeply the data collection about children's pronunciation. These data can be played repeatedly in order to ensure and clarify it as detail as possible.

### 3. Documentation

Documentation is a method use to get the data from some variables like book, letters and magazine (Kuntjoroningrat,1985). The statement above means the writer have to search for things or variables un the forms of notes, transcripts, books, letters, magazines, etc. Meanwhile, Sugiyono (2006:329) asserts document is a record of events in the past in the forms of handwriting, pictures, or even literature works. To complete the data, the writer search the children's data about the personal data, families background also the children's activity during learning process.

### E. Validity of the Research Data

The fundamental step in a qualitative research is examining the validity of research data. Sugiyono (2006:330) recognizes triangulation as a useful means to check data validation. He defined "*triangulasi diartikan sebagai teknik pengumpulan data yang bersifat menggabungkan data dari berbagai teknik pengumpulan data dan sumber data yang telah ada*".

(Triangulation can be interpreted as a technique of data collection that combines data from various techniques of data collection and the existing data).

That statement means that the purpose of triangulation is to gather and combine the data from various data collection. In addition, Sugiyono (2006:330) distinguishes triangulation into technical triangulation and resource triangulation.

Technical triangulation utilizes various data collection techniques in order to obtain data from a source. Otherwise, resource triangulation obtains the data from various sources through one technique. The writer uses the first technique that is technical triangulation. Thus, the technical triangulation conducted by the researcher is done through two steps i.e. recording the children's pronunciation and analysing the data about the children's background.

## **F. Data Analysis**

A qualitative data analysis is an approach that operates data, organizes them, categorizes them, synthesizes them, finds their pattern, and eventually presents them as a research report (Moleong, 2010: 248). Meanwhile, Sugiyono (2006:335) states :

*“Analisis data kualitatif ialah proses mencari dan menyusun secara sistematis data yang diperoleh dari hasil wawancara , catatan lapangan dan dokumentasi dengan cara mengorganisasikan data ke dalam katogori, menjabarkan ke dalam unit-unit, melaksanakan sintesa, menyusun ke dalam pola, memilih mana yang penting dan yang akan dipelajari dan membuat kesimpulan sehingga mudah dipahami oleh diri sendiri maupun orang lain”* ( A qualitative data analysis defines a process of searching and organizing the obtained data systematically from interviews, field notes and documentation through organizing data into categories, explaining into units, synthesizing, arranging into patterns, choosing which the necessary ones, and making the conclusion in order to be comprehended easily by writer or readers).

The definition of qualitative research between Moleong and Sugiyono is almost similar. They use same stages in analyzing the data such as organizing, categorizing, synthesizing and concluding the data to be presented by readers.

In this research, the writer also adopts the stage above as follows:

- a. The collected data identified the incorrect pronunciation of children.
- b. The data separated and grouped based on the some categorized based on the theories.
- c. The categorized data is analyzed in accordance with the basic theories of phonological development.
- d. The data has to be verified to make validity.
- e. Concluding the final data
- f. Presenting the result descriptively.



## CHAPTER IV

### RESEARCH FINDING AND DATA ANALYSIS

#### A. Place of Research

##### 1. The Profile of Kindergarten

Aisyiah Pembina Sidomukti sub district, Kindergarten is one of school shaded by Aisyiah foundation. It was established in August, 16th 1956 as base camp office of Aisyiah and move the function becomes a kindergarten in July, 15th 2007. The location was stated in suropati street 14 Togaten Salatiga, but some months ago, actually, this school move to LMU Adi Sucipto street 13 Salatiga.

##### 2. Vision, Mission and Goals

###### a. The vision

Aisyiah Pembina Sidomukti Kindergarten has a vision “Realizing the readiness of children age 4 up to 6 to enter the education field higher appropriate Islamic values”. The indicators such as Improving the school achievements, increasing the effectiveness of extracurricular programs, composing the discipline and *akhlakul karimah* behavior to the students and providing the general life skill consist of self awareness, thinking skill, social skill, and empowering the religiousness, culture, development and natural surroundings.

#### b. The Mission

To realize the vision of Aisyiah Pembina Salatiga, there are supported by some missions such as:

- 1) Providing the students by faith and virtue.
- 2) Improving the potency of students as early as possible.
- 3) Improving the multi-intelligence of students
- 4) As teaching theory and expanding the teaching process and cooperation activity to the institution related with.
- 5) Providing general life skill to the entire students.
- 6) Accustomizing the students to do religious activities in their daily life.
- 7) Attempting to get excellent achievement based on Qur'an.

#### c. The Goals

Regarding the vision and mission above, the goals that will be reached Aisyiah Pembina Salatiga Kindergarten in the Academic Year 2012/2013 are:

- i. Providing the effective learning service using learning source sufficiently.
- ii. Preparing the facility and infrastructure to guide the extracurricular.
- iii. Upgrading the management of teacher professionalism
- iv. Coordinating the study and developing the teaching process.

- v. Arranging the cooperation among the parents to establish *akhlakul karimah* behavior of students.
- vi. Providing the general life skill to the entire students
- vii. Emphasizing the facility and infrastructure to support teaching process completely.
- viii. Increasing the quality of teaching process that refers to KTSP (Kurikulum Tingkat Satuan Pendidikan)
- ix. Interlacing cooperation among the parents, society and institution.

d. The Strategies and school programs

The strategies of Aisyiah Pembina Sidomukti Kindergarten to increase the quality of teaching learning process through some ways such as increasing the quantity and quality of teachers, completing the learning facilities, developing the learning design towards the general life skills of students, developing and improving the extracurricular, and increasing the cooperation among parents and connected institutes.

In the other hand, the work plan to increase the standard of quality in teaching learning process such as improving the academic activity and The increasing of teachers' quality. The priorities to increase the standard of quality in teaching learning process such as increasing the learning facilities and the books' collection like books for teacher, story books, and student's activity books. Then, efforts apply to increase the teachers' quality such as improving the teachers'

performance, holding “In House training” program, improving the method of teaching learning process and arranging the KTSP (Kurikulum Tingkat Satuan Pendidikan)

## B. The Research Findings and Analysis Data

From the recording process, the writer collects the data twenty students of Aisyiah Pembina Salatiga Kindergarten which come from “A” class, the age 3 up to 5. They produce the incorrect pronunciations frequently at that time. The children improve themselves to learn language step by step, particularly English as second language. Actually there are many steps they did suitable the age development, but the writer focuses on this step, the age 3 up to 5 which also has characteristic development in English language learning. They have to say list of vocabularies which prepared in the instrument of research. By repeating the writer’s say, they attempt to be able to utter the words have said before. Here are the results of students’ pronunciation as the followings:

**Table 4.1 List of A class Students**

No.	Name of Respondents	Place and date of Birthday	Age
1.	Rama Pasya Septriansa	Salatiga, September, 23 <sup>rd</sup> 2007	4:10
2.	Raisya Luna Pramesti	Wonosobo, October 29 <sup>th</sup> 2007	4:9
3.	Aurellia Lintang M.	Salatiga, January, 3 <sup>rd</sup> 2008	4:6
4.	Athaya Risqy Fadhillah	Salatiga, August 25 2008	3:11

5.	Salsabila Mulya Revi R.	Salatiga, January 24th 2008	4:6
6.	Lunar Kharisma Jati H.	Boyolali, September, 17 <sup>th</sup> 2008	3:10
7.	Budi Pratama Putra	Kab.Semarang, Nopember,4 <sup>th</sup> 2008	3:8
8.	Tabriza Alya Mukhbita	Kab. Semarang, January 6 <sup>th</sup> 2008	4:6
9.	Almaqhvira Najwa A.	Salatiga, August, 27 <sup>th</sup> 2008	4:1
10.	Jihan Nabila Faiha	Salatiga, August, 22 <sup>nd</sup> 2008	4:1
11.	Tsaqila Wafa' Tsabita	Kab. Semarang,September,8 <sup>th</sup> 2008	3:10
13.	Robby Talem Benua	Salatiga, September 19 <sup>th</sup> 2008	3:10
14.	Nadin Gesya Nowanda	Salatiga, October 31st 2007	4:9
15.	Farah Fauizatul Muna	Surakarta, May 7th 2008	4:2
16.	R. Rizky Dwi Putra R.	Salatiga, September 4th 2008	3:10
17.	Deliana Aura Reksa	Ungaran, December 12nd 2007	4:7
18.	Rr. Kamila Azzahra	Salatiga, June 27th 2008	4:1
19.	Davina Sava prabowo	Salatiga, March, 23 <sup>rd</sup> 2009	3:4
20.	Mahardika Dira M.	Kab. Semarang, August, 17th, 2007	4:11

1. The kinds of the incorrect pronunciation which made by children in second language acquisition.

There are some data which are obtained through interview. The list of transcription data can be shown in the appendixes. Meanwhile, the detail description about the children's incorrect pronunciation exhibited below.

- **Maed** /mæd/ made from **map** /mæp/ : the final consonant of /p/ replaced by /d/. It belongs to *contiguous assimilation* due to between consonant /p/ and /d/ is likely has similar sound and place of articulation. The difference is consonant /p/ produced by bilabial, meanwhile /d/ is raised by alveolar.
- **Pepayan** /pə'payan/ made from **papaya** /pə'payə/ : The last syllable is followed by consonant /n/ and it belongs to part of *final consonant process* which one of the processes there is an addition of a final vowel. But it is little different that it is found the case the children adds the consonant in the end of utterance /n/.
- **Paaye** /pa:yə made from **papaya** /pə'payə/ : the children reduce the initial syllable of Papaya (CVCVCV syllable) pa /pə/ becomes CVCV syllable, paaye /pa:yə/. It is involved in *deletion of unstressed syllable*.
- **Papayə** /pa'payə/ made from **Papaya** /pə'payə/ : Altering the vowel /ə/ to be /a/ in saying the initial syllable /pa/ included *vowel neutralization* or *altering vowel* as the part of substitution process.
- **Tobito** /təbi:təʊ/ made from **tomato** /təma:təʊ/ : The incorrect pronunciation occurs in the middle of syllable which the /ma:/ altered by /bi:/. This is a *substitution of obstruant sound in nasal sound*. Between consonant /m/ and /b/ has similar place of articulation in the oral cavity, although the manner of articulation is different. /b/ is produced by plosive, whereas /m/ is made by nasal.

- **Bəmaito** /bəmatəʊ/ made from **tomato** /təma:təʊ/ : It is nearly similar to /tobito/ but the children replace the initial syllable (CV) or /bo/ consonant, it should be /to/. The consonant /b/ and /t/ are parts of plosive. Thus this case include *contiguous assimilation process*.
- **Bable** /'bɒbl/ made from **bottle** /bɒtl/: It shows the incorrect pronunciation which a children change the consonant /t/ become /b/ is the part of *progressive contiguous assimilation*.
- **Badl** /bɒdl/ made from **bottle** /bɒtl/ : The approximants which replace the consonant /t/ into /d/. It is the which the consonant /d/ gather with consonant /l/ and make cluster /dl/ then may be affected by the voicing of the vowel /a/. Between /t/ and /d/ has similar place and manner of obstruction, plosive-alveolar.
- **Bato** /bato/ made from **bottle** /bɒtl/ : It occurs two incorrectness pronunciation, in other word it is called multiple processes. Those are *deleting final consonant* which reduce the last consonant /l/ and *altering the vowel /ə/* becomes /o/.
- **Watel** /wɔtel/ made from **water** /'wɔ:tə(r)/ : the children replace the final consonant /r/ to be /l/. Includes the *approximant of semi vowel to lateral*. This common case persist in child's pronunciation whose dissability to utter lateral letter.

- **Waar** /wa:r/ made from **water** /'wɔ:tɔ(r)/ : Discarding the middle of CV structure te /tɔ/ belongs to part of *deletion of unstressed syllable process*.
- **Waade(r)** /wa:də(r)/ made from **water** /'wɔ:tɔ(r)/ : The substitution process changes the consonant /t/ becomes /d/. It occurs in same manner of articulation, plosive. It is the *process of regressive contiguous assimilation*.
- **Baemi** /baemi/ made from **baby** /beibie/ : the children substitute the last syllable becomes /mi/ which should be /bi/. The distort process of nasal from /bi/ to /mi/ namely *regressive contiguous assimilation*. The closeness of consonant /m/ and /b/ which have similar manner of articulation that is bilabial. The difference is /b/ is plosive and /m/ is nasal.
- **Bewi** /beewi/ made from **baby** /beibie/ : The other children have pronounced /beibie/ become /beiwie/ which change the consonant /b/ to be /w/. This case shows the *substitution process of plosive to glide*. /b/ as bilabial-plosive and /w/ as bilabial-glide has similar manner of articulation. It may cause the child is little puzzled to distinguish both of them.
- **Baidi** /beidie/ made from **baby** /beibie/ : Altering the consonant /b/ becomes /d/ which /b/ belongs to bilabial-plosive substituted by alveolar-plosive /d/. It is included the *process of regressive contiguous assimilation*.



- **Bebi** /bəbie/ made from **baby** /beibie/ : Deleting the vowel /i/ in pronouncing /beibie/ included *deletion of sound process*.
- **Setar** /sətar/ made from **star** /star/ : Children have problem to utter star /star/ which he adds the vowel /e/ between /s/ and /t/ to simplify the utterance. Based on theory describes that process includes *epenthesis*, which produce both consonants with a vowel between them. In addition, for instance English and Indonesia has /p/, /s/, /k/, /r/ and /l/. But, the English may be able to fuse in initial consonant, like /sprite/ and /split/. However, Indonesians are not able to utter those words; moreover they insert a vowel between the consonants. So the utterance is to be /səprit/ and /səplit/. (Dardjowidjojo, 2003: 41).
- **Stau** /stau/ made from **star** /star/ : The case of changing the last consonant to be vowel /u/ is far enough from the pronunciation properly. The precise utterance is /star/ which the syllable is /r/. It happens a child has mispronounced disorder the consonant /r/. This case is not belonging to the categorization, the other word it is include the new classification.
- **spa** /spa: /made from **star** /star/ : The *back assimilation process* of /t/ consonant become /p/ known as plosive to plosive. The similar pronunciation makes some children disable to distinguish both of consonants.
- **Setal** /sətal/ made from **star** /star/ : Changing the last consonant /r/ become /l/ is contiguous assimilation which between two consonants

above are liquid. It happens a child has mispronounced disorder the consonant /r/.

- **Sliet /sliet/** made from **sleep /sliɛp/** : This case almost similar to **spa: /spa:/** case. If in the /spa:/ the children change the /t/ become /p/. Otherwise, this case shows the /p/ change to be /t/. The consonant /p/ is bilabial-plosive and /t/ is alveolar-plosive. This process included *back assimilation*, a part of noncontiguous assimilation.
- **Milek /milək/** made from **milk /mɪlk/** : Adding vowel /e/ between consonant /l/ and /k/ is like */setar/* case belongs to *epenthesis*. In addition, Indonesians have problem to utter two consonant. Thus, he needs a helping vowel to utter it.
- **Mik /mɪk/** made from **milk /mɪlk/** : this is a *reduction of consonant clusters*, CVCC structure which the stop /k/ meets the liquid /l/. The child deletes the liquid consonant, thus the production of word becomes /mɪk/ or CVC structure.
- **Kaloud /Kaloud/** made from **cloud /klaʊd/** : the adding vowel /a/ between two consonants /c/ and /l / is part of Indonesian problem disable to utter the series of two consonants equally. It can be categorized as *epenthesis* process.
- **Kloss /kɫɔs/** made from **cross /krɔs/** : A problem happens because the children disable to utter /r/ consonant. Adapting with the Indonesian speech system, they substitutes the alveolar-thrill consonant /r/ which has closeness in place of obstruction that is lateral-alveolar /l/. This

process can be included as *back assimilation process* because the /r/ and /l/ is close consonant.

- **Tenk yuw /tænk yuw/** made from **thank you /θæŋk yuw/** : Substituting /t/ consonant to be /θ/ includes back assimilation. It caused Indonesia consonant has not /θ/. Therefore, the children compensate the close consonant, /t/.
- **Thaengk ku /θæŋk ku/** made from **thank you /θæŋk yuw/** : two consonants or cluster in uttering /kɣ/ stand equally make difficulty to say that. Thus, one of consonant is deleted, that is the second consonant i.e./y/. It categorized *reduction of clusters*.
- **Saenk yuw /sænk yuw/** made from **thank you/θæŋk yuw/** : A child gets trouble to say dental-fricative /θ/ in the word thank and change it with alveolar-fricative /s/. This process can be identified as *fronting substitution*. The children who produce this incorrectness caused by the nonexistence of /θ/ consonant in Indonesia.
- **Kaelot /kælot/** made from **carrot /kærət/** : This case consist of two incorrectness. First, changing the consonant /r/ become /l/ is the process of back assimilation from alveolar-thrill to alveolar-lateral. However, some children have mispronounced disorder the consonant /r/. Second, replacing the /ə/ become /o/ belongs to substitution of vowel.
- **Carrel /carrəl/** made from **carrot /kærət/** : the final consonant of carrel /l/ replaces the consonant /t/. /t/ is dental-plosive altered by /l/ alveolar-lateral. The change between /t/ and /l/ consonant namely

- **Gon /gɔn/** made from **corn /kɔrn/** : the consonant /g/ as velar-plosive changes the consonant /c/ as palato alveolar-affricate.. It belongs to back assimilation process. The initial consonant is modified towards the influence of the vowel /o/. The sound between /co:n/ and /Go:n/ is nearly same in order to the child difficult to distinguish them.
- **Krɔn /krɔn/** made from **corn /kɔrn/** : Changing the position between consonant /r/ and vowel /ɔ/ made by most of children. /r/ consonant in English consonant produced in the palatal fricative, it means the British cannot utter the /r/ clearly. Nevertheless, The Indonesia consonant has different manner and place of articulation that is alveolar-thrill. Therefore, Indonesian particularly the children say /r/ clearly. This altering position is new problem which does not describe on the theory.
- **Ko /Kɔ/** made from **corn /kɔrn/** : Deleting the last two consonants or ending syllable /rn/ belongs to deletion of consonant cluster.
- **kon /kɔn/** made from **corn /kɔrn/** : Omitting the liquid consonant /r/ for children is the most case arisen. The disability to utter /r/ in cluster /rn/ and reduce the one consonant belongs to reduction of clusters process.
- **Nes /nəs/** made from **nurse /nɜ:s/** : Omitting the one consonant /r/ in cluster consonant /rs/ between include reduction of clusters.

- **Dork /dɔrk/** made from **dark /da:k/** : replacing the vowel /a/ to be /o/ is the part of vowel substitution or altering vowel.
- **Dawk /dawk/** made from **dark /da:k/** : Replacing the liquid consonant /r/ becomes glide consonant /w/ is part of substitution of approximant.
- **Daak /Da:k/** made from **dark /da:k/** : Omitting the consonant /r/ in saying /dark/ includes the *reduction of consonant cluster process*. Moreover, the sound /r/ does not say vaguely makes the child to perceive there is no consonant /r/.
- **Darek /darək/** made from **dark /da:k/**: Adding the vowel /e/ between the consonant cluster /rk/ is the process of epenthesis. It elaborates that the CVCC structure becomes CVCVC which this problem undergone by most Indonesian.
- **Raedit /ræedit/** made from **rabbit /ræbit/** : Replacing the consonant /b/ to be /d/ is made by some children. The substitution of fronting which change the consonant /b/ to be becomes alveolar /d/. The first consonant as bilabial-plosive replaces to be alveolar-plosive that has similarity in the manner of articulation.
- **Raewit /ræwit/** made from **rabbit /ræbit/**: Replacing the consonant /b/ to be /w/. It is likely the incorrect pronunciation to say raedit /ræedit/ but the substitution process takes place plosive to glide sounds. The similarity between consonant /b/ and /w/ are the manner of articulation which both of them produce the sound through bilabial. The upper and the lower lip meet each other is needed to utter these consonants.

- **Raedib /rædib/** made from **rabbit /ræbit/** : The substitution of consonant /b/ and /t/ to be /d/ and /b/ is the most incorrect pronunciation that children made. All these consonants include the plosive so that the substitution process occurs in the same kinds sounds. Consonant /b/ as bilabial-plosive and /t/ and /d/ as dental-plosive. All these processes involved the back assimilation as the part of non contiguous assimilation.
- **Rabit /rabit/** made from **rabbit /ræbit/** : The diphtong /æ/ is changed to be /a/. The altering of diphtong defined as the substitution of vowel.
- **Bis /bis/** made from **this /θis/** : Replacing the consonant /θ/ to /b/ is the process of substitution, particularly in the obstruant sound that the fricatives /θ/ may experience stopping or bilabial substitution /b/.
- **Dis /dis/** made from **this /θis/** : It is similar to utter /bis/ which the consonant /θ/ altered as consonant /d/. The obstruant sound may persist between fricative /θ/ and bilabial sound /d/.
- **Samfis /samfis/** made from **something /sʌnθɪŋ/** : The change of final syllable /fis/ from /θis/ happened because the similarities consonant between consonant /f/ and /θ/ based on the theory. Both of these consonants included as fricative. However, the Indonesia consonants have not /s/ consonant, so that he may compensate the consonant approximation that is /f/. The other case exhibits the consonant /s/ changes /ɲ/. It can be happened because the impact of saying /s/ meets the vowel /i/. The children disable to say /s/ and may find the close

consonant /f/, then utilize the vowel /i/ result the use of consonant /s/.

This process can be identified as obstruant sound.

- **Samfing** /*samfiŋ*/ made from **something** /*sʌmθɪŋ*/ : It is like the *samfis* /*samfis*/ pronunciation which replace the /θ/ to be /f/ consonant. Back assimilation process can involve this incorrect pronunciation.
- **samsing** /*samsiŋ*/ made from **something** /*sʌmθɪŋ*/: Distorting the consonant /θ/ to be /s/ is still in the same manner of articulation. The difference shows /θ/ consonant is dental-fricative while /s/ consonant is alveolar-fricative. However, Indonesia consonants have not /θ/ so that the children compensate the close consonant /s/.
- **Samsim** /*samsim*/ made from **something** /*sʌmθɪŋ*/: Changing the consonant /θ/ and /ŋ/ to be /m/ is the substitution of nasals sound. /θ/ consonant as dental-fricative, /ŋ/ as velar-nasal and /m/ as bilabial-nasal. This is back assimilation
- **Samfing** /*Samfiŋ*/ made from **something** /*sʌmθɪŋ*/ : The child has problem to utter / θ/ and change it by consonant /f/. Between /θ/ and /f/ has the similarities sound, that is fricative. Indonesian children use the /f/ consonant as substitution the /θ/ consonant because it cannot be seen in their consonant. This case include back assimilation process.
- **Santhin** /*santhin*/ made from **something** /*sʌmθɪŋ*/: The replacing the /m/ consonant to be /n/ is the back assimilation which both of them has same manner of articulation. The final consonant changed to be /n/ involved a process of obstruent sound.

- **Rurel /Ru:rəl/** made from ruler /ru:lər/: Replacing the position of middle consonant /l/ with /r/ appears in the child pronunciation. The English consonants point out that /r/ consonant produced by Alveolar and /l/ consonant produced by palatal. It differs from Indonesian consonants which indicate /r/ and /l/ consonant as alveolar. This substitution can be defined as the fronting which changes the consonant to be alveolar. The consonant /r/ between Indonesian and English is different. The /r/ consonant in Indonesia happens when the active articulator speech sound (tip of tongue) makes a thrill. Gums become the passive articulator device. Meanwhile in the English consonant, the production of /r/ consonant occurs when the active articulator device is the tip of tongue and the passive one is hard palate contiguous.
- **Luler /lulər/** made from ruler /ru:lər/ : Replacing the initial consonant /r/ to be /l/ occurred as back assimilation process.
- **Rurer /rurər/** made from ruler /ru:lər/: The middle consonant /l/ is changed by consonant /r/. This case shows as the *back assimilation*.
- **Lurer /Lurər/** made from ruler /ru:lər/: The children substitute the position of /r/ and /l/ consonants which exhibit the *back assimilation process*.



- **Bred/ brɜd/** made from **bird /bɜ:d/** : Distorting the position between /r/ consonant and /e/ vowel experienced by children. This case is similar with the kron /krɔn/ .
- **Bed /bɛd/** made from **bird /bɜ:d /**: Discarding /r/ consonant in the consonant cluster /rd/ involved *reduction of clusters*.
- **Soldjes /soldʒəs/** made from **soldier /səʊldʒə(r)/** : The final consonant of word /soldier/ is /r/ have been changed by /s/ consonants. The process of substituting the /r/ to be /s/ is defined as back assimilation process from alveolar to fricative.
- **Sowldjel /soldʒəl/** made from **soldier /səʊldʒə(r)/** : The change of final consonant /r/ to be /l/ is done by most children. The difference manner and place of obstruction between Indonesia and English consonant in uttering /r/ makes the children to get difficulty. In addition, this incorrect pronunciation caused by showing dissability to say /r/ due to get problem in their speech organ.
- **Sowrdjel /sordʒəl/** made from **soldier /səʊldʒə(r)/**: Distorting the /l/ consonant to be /r/ and changing the final consonant /l/ is included the back assimilation process. It is most common problem that persisted by children.

- **Sordjer** /*sowrd*/ made from **soldier** /*səʊldʒə(r)*/: The consonant /r/ after the vowel /o/ changes the position of consonant /l/ in the proper uttering. Meanwhile, the last consonant /r/ said clearly, differ from the English language which shouts the /r/ obscurely. The difference manner and place of obstruction between /r/ and /l/ in Indonesia and English is the reason why the pronunciations of Indonesia children are vary.
- **Soldjen** /*sowldʒən*/ made from **soldier** /*səʊldʒə(r)*/: The final consonant /n/ changes the position of /r/ consonant. It is included the substitution of nasal sound that alters the alveolar to nasal.
- **Soldjer** /*sowldʒər*/ made from **soldier** /*səʊldʒə(r)*/: The final consonant /r/ said clearly that differs from the English language which shouts the /r/ vaguely. The reason is a difference manner and place of obstruction between /r/ and /l/ in Indonesia and English consonants.
- **Mathel** /*mæthel*/ made from **mother** /*mʌðə(r)*/: Discarding the final consonant /r/ and compensates by /l/ consonant involved back assimilation.
- **Made** /*mæd*/ made from **mother** /*mʌðə(r)*/: Omitting the final syllable /r/ is caused the system of their speech organ have not operated completely. Also, replacing the consonant /θ/ become /d/ is the obstruant sounds as the part of substitution process.

- **Maaden** /mɔ:den/ made from **mother** /mʌðə(r)/: Replacing the final syllable /r/ to be /n/ The final consonant /n/ changes the position of /r/ consonant. It is included the substitution of nasal sound that alters the alveolar to nasal.
- **Mader** /madər/ made from **mother** /mʌðə(r)/ : replacing the /θ/ consonant becomes /d/ is the substitution process of obstruant sound which Indonesian do not know the /θ/ consonant. The saying /r/ clearly signs that Indonesian has characteristic organ system and the difference of manner and place of articulation from British.

## 2. The Dominant incorrect pronunciation

The amount of thirty five vocabularies which pronounced by twenty children in A class from the table above can be found there are seventy seven incorrect pronunciation were made by them. From the data above, we can find out the dominant incorrect pronunciation classified in the back assimilation process. This process influence the mispronunciation because the similarities between two consonants in the manner and place of obstruction. The results, if these are produced from the oral, the sound one consonant resemble the other consonants. For instance the /b/ /p/ /t/ /d/ /k/ /m/ /n/ /ŋ/ /l/ and /r/ are the group consonants which frequently confused by children.

The number of incorrectness utterance dominated by soldier / *səʊldʒə(r)*/ word. It exhibits the 17 children say those words inappropriately. This children incorrectness belongs to contiguous assimilation. There is similar consonant (/r/ and /l/) in Indonesia version based on the place and manner of obstruction.

### 3. The reason of conducting incorrect pronunciation for children

From the data above, it can be analyzed that the dominant incorrect pronunciation is soldier/ *səʊldʒə(r)*/. A class children have problem to say it because they confuse to distinguish between /r/ and /l/ consonant. As we know, the difference of Indonesia and English consonant spelling based on the manner and place of obstruction is the probability factor cause the incorrectness. The /r/ consonant of Indonesia rule produced through alveolar. Human basically utilize the active and passive articulator to utter words or sentences. Likewise, the alveolar system employs the tip of tongue as active articulator which evokes a vibration. Meanwhile, the passive articulator that be used to support the production of /r/ is alveola. The process of uttering /r/ consonant is the soft palate and uvula raised up until the air does not exit through nasal cavity but through oral cavity. Afterwards the tip of tongue constructs a curve close to uvula then release it up to create the way of vibration.

But on the contrary, the /r/ English consonant is little bit differs from /r/ in Indonesia sound. The /r/ consonant English consonant produced through palatal which the active articulator is tip of tongue whereas the passive one is hard palate. The process explained such as: first, the soft palate and uvula is raised up until the air does not exit through nasal cavity but it is forced to exhale through oral cavity. The next step the tongue and the tip of tongue form a curve point at hard palate behind the alveola. The front tip declines and the back tongue are up. The tip does not close the palate but there is small space causes the air move. Afterwards, the lip position is rounded, particular /r/ consonant in the first word. The last point result the vibration of voice record.

Moreover, the /l/ consonant between Indonesia and English consonant have similar place and manner of obstruction. Both of them produce /l/ consonant through alveolar-lateral. This part made by closing the air way in the middle of oral cavity. Thus, the air releases through left and right sides of oral cavity. Whereas, the /l/ process started with the tip and alveola is raised up. Next, the tip and the blades stick to the alveola that cause the air of the middle oral cavity is blocked. Then, the impact the air is exhaled from the lungs release through the untouched part of tongue. The voice cord also is vibrated in this consonant's production.

The incorrectness of pronunciation by substituting /r/ to be /l/ consonant or vice versa caused by the position of tongue tip is close. If the /l/ uttered by the tip stocked and endured in the alveola, but the /r/

consonant, the tip position is move frequently close to the alveola. This closeness position makes the children confuse to utilize them in a word.

The writer also invents some words which cannot be categorized in the classification of children phonological process. It caused some children produce the incorrectness outside the available theory. The words are /bred/ brɔd and Krɔn /krɔn/.

## **CHAPTER V**

### **CLOSURE**

Conclusions and suggestions can be drawn by referring to the research findings and discussions in chapter IV.

## A. Conclusion

The result of the study shows that there are some types of phonological process in acquiring the second language, particularly in English. Due to the incorrectness above, it can be concluded that types of incorrect pronunciations, the dominant incorrectness of phonological process and the dominant factor influence the incorrectness.

### 1. The kinds of incorrectness pronunciation

There are many processes in the phonological process of children, such as syllable structure that sub divided into deletion of final consonants, deletion of unstressed syllables, reduplication and reduction of clusters., The assimilation process which distributed two categorizes, contiguous and non contiguous assimilation. Meanwhile, The next process is substitution that consist of obstruants sound, stopping or plosive, fronting, nasal, and approximant and vowel alteration. The last process is deletion of sound which some of syllable do not uttered by the children. This research find out there are some processes that have not been made by children such as reduplication. It means that all the students capable to utter multiword utterance (CVCVCV structure).

### 2. The dominant incorrect pronunciation

Children are actually experience the phonological development process during acquire the second language. The result of the observation can be concluded that the dominant incorrectness pronunciation of children classified as back assimilation process which exhibit two consonants who has closenes in the manner and place of articulation. For children, these encourage a confusion to distinguish them; one of the reasons is the incomplete of the speech organ system.

### 3. The dominant factor of conducting incorrect pronunciation

The most similar consonant which make incorrect pronunciation is the consonant (/r/ and /l/). It caused there is a difference speech system between Indonesia and English. the /r/ English consonant is little bit differs from /r/ in Indonesia sound. The /r/ consonant English consonant produced through palatal which the active articulator is tip of tongue whereas the passive one is hard palate. Meanwhile, the /r/ consonant of Indonesia rule produced through alveolar. The alveolar system employs the tip of tongue as active articulator which evokes a vibration and the passive articulator that be used to support the production of /r/ is alveola

In addition, the writer also invents some words which cannot be categorized in the classification of children phonological process. It caused some children produce the incorrectness outside the available theory. The words are /bred/ brɔd and Krɔn /krɔn/.

## B. Suggestion



Learning the second language, particularly English for children should apply the certain technique. The compatible way to guide the child for reducing incorrect pronunciation through drilling method. Moreover, accustoming the child as early as possible to utter word tend to difficult or complex pronunciation until waiting their speech organ's development. Time by time they will capable to reduce their problem and say the words normally like adult.

### **1. For teachers**

This paper is able to be a guidance and consideration to teach English for children especially in speaking and pronunciation. They have a reference what are the steps to acquaint the words which easier or more difficult to utter children. Also they can arrange and adjust the words suitable with the children's tongue. Moreover, teachers or trainers are able to say the word or utterance repeatedly until the child capable to imitate the adult pronunciation. Make sure they look the teacher's articulation because basically they need the real object directly in acquainting pronunciation not only in English, but also other languages. They are put on the auditory visual approach in order to simplify and make easier the second language learning.

### **2. For parents**

The parents possible to monitor the children's progress in pronouncing English words. They also do not worry if the children have weakness in

uttering certain words after knowing the process of words acquisition.  
They also capable to treat and guide their children step by step until the  
disability to utter certain words can be disappeared by accustoming ways.

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# APPENDIXES

## CURRICULUM VITAE

Name : Fina Farikhah  
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Educational Background :

1. TK Taruna Utama, graduated in 1996
2. SD Negeri Ledok 06, Salatiga, graduated in 2002
3. SMP Negeri 1 Salatiga, graduated in 2005
4. SMA Negeri 1 Salatiga, graduated in 2008

### The Classification of Incorrect Pronunciation

No.	Correct Pronunciation	Incorrect pronunciation	Phonological process	Total
1	Map /mæp/	mad/mæd/	back assimilation	6
2	Papaya /pə'paya/	paye /payə/ pepayan /pə'payan/ papayə /pə'payə/	deletion of unstressed syllable. Adding final consonant vowel neutralization or altering vowel	4 1 1
3	Tomato /təma:təu/	tobito /tebi:təu/ bemaito/bemateu/	obstruant sound in nasal sound. back assimilation	1 1
4	Bottle /bɒtl/	bable /'bɒbl/ baki /baki/ Badl /'bɒdl/ batho /'bɒθo/	progressive contiguous assimilation. back assimilation back assimilation deletion of final consonant & vowel alteration	1 1 2 1
5	Water /'wɔ:tə(r)/	watel /wɒtel/ waar /'wɔ:r/	back assimilation deletion of unstressed syllable	4 4
6	Baby /beɪbi/	baidi /beɪdi/ beimi /beɪmi/ bebie /bebi/	back assimilation regressive contiguous assimilation deletion of sound	1 1 3
7	Star /stɑ:(r)/	spa: /spɑ:./ setar /sətɑ:(r)/ setal /sətɑ:l/	back assimilation epenthesis back assimilation	1 2 1
8	Thank you /θæŋk yuw/	tenk yuw /tæŋk yuw/ thaengku /θæŋk ku/ senk you /sɛnk yuw/	Obstruant sounds (fricative to plosive) deletion of sound back assimilation	4 1 4
9	Sleep /sli:p/	siiet /sliet/	back assimilation	1
10	Milk /mɪlk/	milek /mɪlək/ mik/mik/	epenthesis reduction of consonant clusters	4 3
11	Clown /klaʊn/	ko /kɔ/	reduction of consonant clusters	1
12	Corn /kɔ:n/	Kon /kɔn/ /gɔ:n/	reduction of clusters (fricative+liquids) back assimilation and reduction of cluster	3 1

		kron /krɔn/	New invention		
13	nurse /nɜ:s/	nes /nɛs/	reduction of consonant clusters	4	4
14	Dark /dɑ:k/	dork /dɔrk/ darek/darɛk/ daak/dɑ:k/	altering vowel epenthesis reduction of consonant cluster	2 2 2	
15	Rabbit /ræbIt/	rædɪb /rædɪb/ rabit /rabit/ ræwɪt /ræwɪt/ rædɪt /rædɪt/	back assimilation vowel alteration back assimilation back assimilation	6 1 1 1	
16	This /ðɪs/	Bɪs /bɪs/ dɪs /dɪs/	obstruant sound (Part of substitution) obstruant sound (Part of substitution)	1 2	
17	Something /sʌmθɪŋ/	samsɪŋ/samsɪŋ/ samsɪm /samsɪm/ samfɪs /samfɪs/ sanθɪn /sanθɪn/ samfɪŋ/samfɪŋ/	back assimilation substitution of nasals sound and back assimilation back assimilation and obstruant sound back assimilation and substitution of nasal sound back assimilation	7 1 1 1 4	
18	Ruler /ru:lɜr/	rurɜl/ru:rɜl/ lurɜl/lu:lɜr/ rurɜr/ru:rɜr/ lurɜr/lu:rɜr/	back assimilation back assimilation back assimilation back assimilation	10 1 1 2	
19	Bird /bɜ:d/	/brɛd/ brɜd Bed/ bɛd/	New invention reduction of consonant cluster	4 8	
20	Soldier / səuldʒɪə(r)/	sowldʒɪs /səuldʒɪs/ sowldɛl /səuldʒɛl/ sowrdɜr /səuldʒɜr/ sowldɛn /səuldʒɛn/	back assimilation back assimilation back assimilation Added final consonant by nasal sound	1 11 3 1	
21	Mother /mʌðɜ(r)/	mʌθɜl /mʌðɜl/ mʌθɜ /mʌðɜ/	back assimilation reduction of consonant clusters	4 2	



THE TRANSCRIPTION DATA

Vocabularies	Name of Respondents				
	1 (RAMA)	2 (LUNA)	3 (LINTANG)	4 (ATAHAYA)	5 (REVI)
Cup /kʌp/	v	v	v	v	v
Map /mæp/	v	maed /mæd/	maed /mæd/	v	maed /mæd/
Banana /bəna:nə/	v	v	v	v	v
Papaya /pe'payə/	v	v	v	pepayan /pe'payan/	v
Tomato /təma:təu/	tobito /təbi:təu/	v	v	v	v
Bottle /bɒtl/	v	bable /'bɒbi/	v	v	v
Water /'wɔ:tə(r)/	v	watel /'wɒtəl/	v	v	v
Baby /belbi/	v	v	baidi /beldi/	v	v
Star /stɑ:(r)/	spa: /spɑ:/	v	v	v	v
Sleep /sli:p/	v	v	v	v	v
Milk /milk/	v	milek /milk/	v	v	v
Clown /klaʊn/	v	v	v	v	v
Cloud /klaʊd/	v	v	v	v	v
Cross /kros/	Closs /Klɒss/	v	v	v	v
Thank you /θæŋk yuw/	tenk yuw /tæŋk yuw/	v	tenk yuw /tæŋk yuw/	tenk yuw /tæŋk yuw/	v
Bump /bʌmp/	v	v	v	v	v
Fish /fiʃ/	v	v	v	v	v
Carrot /kærət/	v	v	v	v	v
Co:n /kɔ:n/	/gɔ:n/	v	v	v	v
Nurse /nɜ:s/	nes /nes/	v	nes /nes/	v	v
Dog /dɒg/	v	v	v	v	v
Dark /dɑ:k/	v	v	dork /dɔrk/	v	v
Yellow /jele/	v	v	v	v	v
Duck /dʌk/	v	v	v	v	v
Rabbit /ræbɪt/	v	v	raedit /ræedit/	v	raewit /ræwɪt/
This /ðɪs/	Bis /bɪs/	v	dis /dɪs/	dis /dɪs/	v
Seven /sevan/	v	v	v	v	v
Something /sʌmθɪŋ/	samfɪs /sʌmfɪs/	v	samfɪŋ /sʌmfɪŋ/	v	samsɪŋ /sʌmsɪŋ/
Blink /blɪŋk/	v	v	v	v	v

Ruler /ru:lər/	rurel/ru:rɜl/	rurel/ru:rɜl/	luler/lu:lər/	rurel/ru:rɜl/	rurer/ru:rɜr/
Bird /bɜ:d/	/bred/ brɜd	/bred/ brɜd	/bed /bɜd/	/bed /bɜd/	/bed /bɜd/
Soldier / səuldʒe(r)/	sowldʒes / səuldʒəs/	sowldel/ səuldʒəl/	sowrdʒel/ səurdʒəl/	sowrdel/ səurdʒəl/	sowldel/ səuldʒəl/
Mother/ mʌðə(r)/	mʌtheɪ/ mʌðeɪ/	mʌtheɪ/ mʌðeɪ/	mʌtheɪ/ mʌðeɪ/	v	v
<b>Incorrect Pronunciation</b>	12	8	12	6	6

Name of Respondents

6 (RIZMA)	7 (TAMA)	8 (ECHA)	9 (ALMA)	10 (JIHAN)	11 (SYAQILA)
v	v	v	v	v	v
v	v	v	v	maed /maed/	v
v	v	v	v	v	v
v	v	v	papaya /pa paya/	paye /paya/	v
v	bəmaito/bəmatəu/	v	v	v	v
v	v	Badl /bodl/	batho /boθo/	Badl /bodl/	v
watel /wətəl/	waar /wə:r/	v	v	waar /wə:r/	watəl /wətəl/
v	v	beimi /beimi/	v	v	v
v	v	setar /sətə:(r)/	v	v	v
v	sijet /sijet/	v	v	v	v
v	milek /mlək/	mik/mlk/	v	milek/mlək/	mik/mlk/
v	v	v	v	v	v
v	v	v	v	v	v
closs /Klɒs/	v	v	v	v	v
v	thaengk ku /θæŋk ku/	saenk yuw /sæŋk yuw/	saenk yuw /sæŋk yuw/	v	tenk you /tɛŋk yuw/
v	v	v	v	v	v
v	v	v	v	v	v
calet /kælət/	v	v	v	v	carrel /kærrəl/
v	kron /krɒn/	kron /krɒn/	kon /kon/	kron /krɒn/	v
v	nes /nɛs/	v	v	v	nes /nɛs/
v	v	v	v	v	v
v	dork /dɔ:k/	daak /da:k/	v	darek/da:rək/	v
v	v	v	v	v	v
v	v	v	v	v	v
v	v	v	raedib /rædlb/	raedib /rædlb/	raedib /rædlb/
v	v	v	v	v	v
v	v	v	v	v	v
santhin /sænθɪn/	samfing /samfɪŋ/	samfing /samfɪŋ/	samsing /samsɪŋ/	samsim /samsɪm/	v
v	v	v	v	v	v

rurel/ru:rɜl/	rurel/ru:rɜr/	rurel/ru:rɜl/	v	v	v
/bed /bɜd/	/bed /bɜd/	/bed /bɜd/	v	/brɛd/ brɜd	v
sowldel/sɔuldɜl/	v	sowldel/sɔuldɜl/	sowldɛn/sɔuldɜn/	sowldɛl/sɔuldɜl/	sowldɛl/sɔuldɜl/
mɛthel/mɛðɛl/	mɛthel/mɛðɛl/	v	v	v	v
8	12	11	7	11	7

Name of Respondents

12(ROBBY)	13 (KASIH)	14 (NADINE)	15 (MUNA)	16 (RIZKY)	17 (DELIA)
v	v	v	v	v	v
v	v	v	v	v	maed /maed/
v	v	v	v	v	v
paye /paye/	paye /paye/	v	v	v	v
v	v	v	v	v	v
v	v	v	v	v	v
wafel /wɔ'tɛ(l)/	waar /wɔ:r/	waar /wɔ:r/	v	v	v
v	bebi /bebi/	v	v	v	v
v	setar /setɑ:(r)/	v	setal /setɑ:l/	v	v
v	v	v	v	v	v
v	v	v	milek /mɪlek/	v	v
v	ko /kɔ/	v	v	v	v
v	Kaloud /kalaod/	Kaloud /kalaod/	v	v	v
v	v	v	v	v	v
v	v	v	v	v	senk you /s ɛ nk yuw/
v	v	v	v	v	v
v	v	v	v	v	v
v	v	v	v	v	v
v	kron/kron/	v	Kon /kɔn/	Kon /kɔn/	Kon /kɔn/
v	v	v	v	v	v
v	v	v	v	v	v
v	darek /darek/	v	v	v	v
v	v	v	v	v	v
v	v	v	v	v	v
v	rabit /rabit/	v	raedib /raedib/	v	raedib /raedib/
v	v	v	v	v	v
v	v	v	v	v	v
v	samsing /samsinj/	v	samfij /samfij/	samsing /samsing/	samsing /samsing/
v	v	v	v	v	v

v	rurel/ru:r3l/	rurel/ru:r3l/	lurer/lu:r3r/	rurel/ru:r3l/	v
v	bred/ br3d/	v	Bed/ b3d/	v	v
sowrdjel/səuɪdʒəl/	sowɪdeɪ/səuɪdʒəl/	v	sowɪdeɪ/səuɪdʒər/	sowɪdeɪ/səuɪdʒəl/	v
mʌθeɪ/mʌðəl/	v	v	v	v	v
4	13	3	8	4	5

Name of Respondents		Total of
18 (KAMILA)	19 (SHAFIA)	Incorrect Pronunciation
v	v	0
v	v	6
v	mad/mæd/	0
paye /paye/	v	7
v	v	2
v	bakl /bokl/	5
v	v	8
bebie /bebi/	v	5
v	v	4
v	v	1
mik/mik/	v	7
v	v	1
v	v	2
v	v	2
v	senk you /sɛnk yuw/	9
v	v	0
v	v	0
v	v	2
v	v	8
v	v	4
v	v	0
daak/da:k/	v	6
v	v	0
v	v	0
v	raedib /raedib/	9
v	v	3
v	v	0
samsing/samsɪŋ/	v	14
v	v	0
	samsing/samsɪŋ/	
	v	0

rurel/ru:r3l/	rurel/ru:r3l/	v	14
v	Bed /bed/	v	12
sowldel/səuld5a/	sowrder/səuld3ər/	v	16
v	v	v	9
7	5	4	