

PRONUNCIATION ERRORS IN SYLLABIC CONSONANTS (AN INVESTIGATION OF THE STUDENT'S PHONOLOGICAL UNDERSTANDING)

Nirwana¹

¹UIN Alauddin Makassar, Makassar, Indonesia

E-mail: nirwana.nirwana@uin-alauddin.ac.id, Tlp: +6285299393833

Abstract

This research examined pronunciation errors in syllabic consonant sounds uttered by fourth-semester students in the English and literature departments. This study aimed to find out how fourth-semester students read the text and pronounce syllabic consonant sounds. The theories of English phonetics and phonology were proposed by Peter Roach and Corder's theory of error analysis. The data was gathered using the descriptive qualitative method. The researcher used the phone as an instrument to record herself reading aloud text. According to the findings, the students made three errors: addition, omission, and selection. First, they began using the schwa sound with long syllabic consonant words. Second, some syllables were removed, which was most common in the final syllable. Third, they identified where a syllable in a word should go because they heard a vowel sound that should not be there or a sound in a syllable that was in the wrong location. This mistake occurs in the middle and last syllables.

Keywords: *pronunciation, errors, syllabic consonant.*

Abstrak

Penelitian ini mengkaji kesalahan pengucapan dalam bunyi konsonan suku kata yang diucapkan oleh mahasiswa semester empat di jurusan Bahasa Inggris dan Sastra. Penelitian ini bertujuan untuk mengetahui bagaimana siswa semester empat membaca teks dan melafalkan bunyi konsonan suku kata. Teori fonetik dan fonologi bahasa Inggris dikemukakan oleh Peter Roach dan teori analisis kesalahan Corder. Pengumpulan data dilakukan dengan metode deskriptif kualitatif. Peneliti menggunakan telepon sebagai instrumen untuk merekam dirinya membaca teks dengan nyaring. Berdasarkan temuan, siswa membuat tiga kesalahan: penambahan, penghilangan, dan pemilihan. Pertama, mereka mulai menggunakan suara *schwa* dengan kata-kata konsonan suku kata yang panjang. Kedua, beberapa suku kata dihilangkan, yang paling umum terjadi pada suku kata terakhir. Ketiga, mereka mengidentifikasi di mana suku kata dalam sebuah kata harus pergi karena mereka mendengar suara vokal yang seharusnya tidak ada atau suara di suku kata yang berada di lokasi yang salah. Kesalahan ini terjadi di suku kata tengah dan terakhir.

Kata kunci: *pengucapan, kesalahan, suku kata konsonan.*

1. Introduction

Naturally, the first problem in studying a foreign language is pronunciation. Pronunciation is important in English because good pronunciation will make people easy to understand and respond to the meaning of conversation. On the other hand, bad pronunciation will confuse the listener and lead to a mistake. Furthermore, poor pronunciation skills lead to a loss of confidence in English-speaking persons and negatively impact their talents (Morley, 1998). Pronunciation is

the first thing people notice when they use English in conversation. As stated by Seidlhofer (1995) in Celce-Murcia (2006:117), Pronunciation is a technique of arranging to mean in conversation, anchored in specific socio-cultural and interpersonal circumstances. As a result, the study of pronunciation is important. When people study a foreign language, one of the first ways to demonstrate their proficiency is to become good speakers. According to Dincer (2017), someone can be considered good at English if they speak it fluently.

Pronunciation is related to learning to produce the sound correctly, discussed in phonetics and phonology. According to (Panevova& Hana, 2010: 1), phonology focuses on sound and how sounds are organized in a particular language. So, in phonology, the students learn about systematic sound in human language. At the same time, phonetics is a science that discusses how sound can be formed by using some parts of the body like the lip, tooth, tongue, pharynx, and lungs. Therefore, you will only be able to completely appreciate how sounds are used in English speech if you study both the phonetics and phonology of the language (Roach, 2000: 4).

One of the problems that cause pronunciation errors is because foreign words are not familiar, besides that between one language and another sometimes there are far different phonemes. Studying a language or foreign language talks about the problem of habit. When someone tries to learn a language, it means learning new habits. The old ones will interfere with the new ones. This error cause is called first language interference (Norrish 1983: 19).

The researcher chose this case because many student speaks carelessly, and sometimes they do not notice the phonetic transcription or how to pronounce the word. In Nigeria, although English is used in their daily lives, it does not make them master it well (Chitulu and Njemanze, 2015). Many factors caused them to have difficulty pronouncing English correctly. The dominant factor is in the surroundings. English speakers are not paying attention to its rules. Sometimes, students' speech is not suitable for transcription (Rusli, 2018). Based on this research, people should care about phonetics and pronunciation so that the interlocutor can understand. This is significant because people that learn a language can identify and define the sound of a language with the writer using phonetic symbols. In phonetics, pronunciation takes the most important role. A good pronunciation can be achieved if the speaker knows the place of articulation and the manner of articulation. The places of articulation consist of bilabial, labiodental, dental, alveolar, etc. While the manner of articulation consists of plosives, fricatives, affricates, etc.,

The purpose of the pronunciation study is students can pronounce or speak like a native, being able to pronounce the word accurately and can be understood by the listener, so when the language is used to communicate, then the rate of miscommunication can be minimized. Another reason is that so many students ignore and do not care about phonetics and producing sound. Caring about phonetics is necessary because people have to possess good speaking skills to understand what the speaker says. Sometimes the students speaking are not suitable enough with the phonetics transcription. Pronunciation is closely related to knowing about the IPA (International Phonetics Alphabet).

However, the researcher will focus on syllabic consonant material. A syllabic consonant is an element of phonetics usually used as a consonant but can also fill a slot volcanically in a syllable. In other words, a syllable consonant is a consonant that can form an entire syllabic without any vocalization. A syllabic consonant can be named a vocalic consonant, consisting of nasal and liquid. Nasal sounds in syllabic consonants are m, n, and, and liquid sounds in syllables are l, and r. So in this syllabic consonant, there are five letters: r, l, m, n, and. In semi-formal registers, syllabic consonants are frequently described as obligatory because it is considered a

mispronunciation to say (pi: pl) rather than (pi: pl) for "people". However, the researcher will focus on syllabic consonant material. A syllabic consonant is an element of phonetics that is usually used as a consonant but can also fill a slot vocally in a syllable. In other words, a syllabic consonant is a consonant that can form an entire syllable without any vocalization. A syllabic consonant can be named a vocalic consonant, consisting of nasal and liquid. Nasal sounds in syllabic consonants are m, n, and, and liquid sounds in syllables are l, and r. So in this syllabic consonant, there are five letters: r, l, m, n, and. In semi-formal registers, syllabic consonants are frequently described as obligatory, because it is considered a mispronunciation to say (pi: pl) rather than (pi: pl) for "people".

In learning language significantly, studying vocabulary, pronunciation, sound system, grammar, and other aspects of language are different from daily language or mother tongue. Studying language will be difficult or rare to find out that people do not make mistakes, especially in pronouncing or formulating sentence. Therefore, in learning a language, repetition and practice is needed. Richard in Jaya (2009: 6) explains that elements like vocabulary, pronunciation, structure, and sound system which resemble with native language will be easy to study, whereas for those areas that are different will be difficult. The difficulty will make the learner make mistakes in learning the second language. This error commonly happens to some students that study the language. Mostly, the students make errors at spelling, vocabulary, pronunciation, and structure, known as components of language. The learners, especially in second language learning, are naturally faced by the people and cannot avoid them. Mostly the students are not aware of their errors.

Dullay et al (1993 :138) in (Jeklin, 2016) explain errors as the flawed side of learners when speaking and writing. It means that there is no wrong in norms of language performance, and error from the learners of the target language is an unavoidable process. Besides, making errors is one part of learning, and there are no people who can learn without making errors. When people talk about errors, some learners think about mistakes. Error and mistake are different, and many people are confused about them. It is crucial to know the difference between them.

Furthermore, Ellis (1994:700) in (Ulfa et al., 2014) states that error is a deviation that makes by students or learners of the language that is out of the rules of the language. The learners make errors because there are language rules, but sometimes they don't know it. Mostly, the target language learners make mistakes because they are not focused but they know. Another explanation by Richards et.al (1992: 26) in (Supeno, 2019) explains mistakes made by learners of the target language are writing and speaking because of lack of fatigue, attention, carelessness, and another aspect. So, In general, distinctions made between errors and mistakes are not the same. From the both definitions, it can be concluded that site distinction between mistakes and errors are systematic and non-systematic deviation. According to Gass and Selinker (2008:102) mention that errors are systematic that happen repeatedly and cannot be aware by the learners. Mistakes also had explained by Norrish (1983 : 17) in (Ulfa et al., 2014) that a mistake is a deviation that is inconsistent because sometimes they get it right but sometimes is wrong. Second language learners frequently make mistakes of these kinds and sometimes made by native speakers. However, native speakers generally can correct themselves quickly, including slips of their tongue and random ungrammatical formations

The researcher will use the object from the fourth semester of the English and literature department to analyze the syllabic consonant. The reason for this Research chose this object. After all, the researcher wants to see the pronunciation skill and see the alteration in English study after learning about phonology especially from syllabic consonant material, because this constitutes the basics of pronunciation. Good pronunciation is important when we will speak in

order there is no miscommunication between them. This research has similarities and differences from the previous researches that mentioned earlier. The similarities of the researches are studied about pronunciation problems. Then, the differences between three previous findings with this research are; 1) previously founded by Rusli explain about an error in English fricative of sound, and the researcher analysis about an error in syllabic consonant sound. 2) Algifari is about pronunciation skills used Miles and Huberman model to analyze data, but here the researcher used Corder's theory to analyze the errors. 3) Relating pronunciation errors in reading a text and the researcher focused on pronunciation errors of the syllabic consonant sound produced by the fourth semester students of English Literature. Therefore, the research question that will be addressed in this research is how is the analysis of pronunciation errors in syllabic consonant sounds uttered by the fourth semester of English students English and literature department?

2. Method

2.1 Research Method

This study employed a descriptive qualitative method to look at the students' pronouncing errors while reading a book. According to Gregory et al (2005:2), qualitative research is defined as research that employs procedures that necessitate the utilization of a sample or participant. Following that, the researcher observes utilizing a descriptive account. Qualitative methods are an observation process of understanding based on real methodological traditions in society and exploring human problems, as Creswell (2014:183) explains.

2.2 Object of the Research

The researcher chose the fourth semester students at the English and literature department. There are three classes in this semester and the researcher took 5 students per each class with random sampling. Further, the researcher used a text for students to read one by one. The researcher took a sample from the fourth semester because they had learnt phonetics and phonology in the third semester.

2.3 Instrument of the Research

The researcher used text for reading as an instrument, which contains syllable consonant words, and continue to analyze errors in students pronouncing with recording their sound a using mobile phone. The object of this Research was the students of the fourth semester at English Literature department.

2.5 Techniques of Analyzing Data

In analyzing data, the researcher used Corder's theory in (Richard : 2015) He explains kinds of error, there are 4 kinds error those are the error of addition, error of omission, error of selection, and error of ordering. It is supported by Jose's (2014: 1) that explained three positions of errors: initial, middle, and final position. Result

2.1 Finding

Syllabic consonant that is explained in this part was syllabic consonant sound mispronunciation that made in some students. This study revealed that the informants produced errors from the syllabic consonant sound, namely the l, r, m, n, ŋ sounds. This study only focused on the mispronunciation of syllabic consonants. They mispronounced the syllabic consonant by addition, omission and selection.

a. Mispronunciation of Addition

The explanation below is the syllabic consonant sound that was mispronounced by Th syllabic consonant that was explained in detail was a sound mispronunciation that occurred in certain students. The informants in this study made errors with the syllabic consonant sounds, specifically the l, r, m, and n sounds. This study solely looked at syllabic consonant mispronunciation. By adding, omitting, and selecting, the students ispronounced the syllabic consonant. In this addition, the students gave some elements that should not be present.

(1) Mispronunciation by addition in the medial position

The table below showed the students problem in syllabic consonant sounds, which are l, r, m, n, ɲ sound, errors in their pronunciation in the medial position.

Student's pronunciation	Words and Phonetic Translation			
	Crippled /kɪpld/	Penalty /pɛnlri/	History /hɪstɪ/	Perhaps /præps/
S1			/hɪstəɪ/	
S2			/hɪstəɪ/	
S3		/pɛnəlri/		
S4			/hɪstəɪ/	
S5				
S6				
S7				
S8				
S9		/pɛnəlri/		
S10		/pɛnəlri/		
S11				/pɛræps/
S12				/pɛræps/
S13				/pɛræps/
S14			/hɪstəɪ/	
S15	/kɪpəld/			

The problem of the students' pronunciation such as crippled, penalty, history, perhaps, /kɪpld/, /pɛnlri/, /hɪstɪ/, /præps/. The students changing the pronunciation of the word crippled /pld/ to /pəl/, penalty /nl/ to /nəl/, histori /tr/ to /tər/, /pr/ to /pər/. There are errors syllabic consonant here because they pronounce the word in the wrong way in general and with extended way or too long the *schwa* sound (ə).

(2) Misspronunciation by addition in the final position

The table below showed the students problem in syllabic consonant sounds. Those are l, r, m, n, ŋ sound which error in their pronunciation in the final position.

Student's pronunciation	Words and Phonetic Translation					
	Brother	Even	Aggression	Wouldn	Didn "t	Problem
	/ˈbrʌðər/	/i:vən/	/əgɹɛʃn/	/wʊdn/	/dɪdn/	/pɹɪəbləm/
S1		/ifən/				
S2		/ifən/				/pɹɪəbləm/
S3			/əgɹɛʃn/			/pɹɪəbləm/
S4			/əgɹɛʃn/			/pɹɪəbləm/
S5				/wʊldən/		/pɹɪəbləm/
S6		/ivən/		/wʊldən/	/dɪdən/	
S7		/ivən/			/dɪdən/	
S8						
S9				/wʊldən/		/pɹɪəbləm/
S10			/əgɹɛʃn/			
S11	/ˈbrʌdər/	/ivən/			/dɪdən/	/pɹɪəbləm/
S12	/ˈbrʌdər/	/ivən/				/pɹɪəbləm/
S13		/ivən/	/əgɹɛʃn/			/pɹɪəbləm/
S14		/ifən/				/pɹɪəbləm/

S15		/ivən/				
-----	--	--------	--	--	--	--

The mispronouncing of syllabic consonant sound (l, r, m, n, and ŋ) also happened in final position for example in the words brother, even, aggression, wouldn't, didn't, problem, /'brʌðr/, /ivn/, /əgɹɛʃn/, /wʊdn/, /dɪdn/, /pɹɪəblm/, The student's changing on the final of word with changing sound consonant and adding schwa sound in any syllable for example /ðr/ to /dər/, /vn/ to /fən/, /fn/ to /sən/, /dn/ to /dən/ and syllable /lm/ to /ləm/ with extended way or too long

b. Mispronunciation of Omission

The explanation below is the syllabic consonant sound that was mispronounced by omission sound in the words. Omission happens when the linguistics item that is required in the sentence is omitted or where some elements is omitted that should be present.

(1) Mispronunciation in the medial position

The table below showed the students problem in syllabic consonant sound those are l, r, m, n, ŋ sound which error in their pronunciation in the medial position.

Student's pronunciation	Words and Phonetic Translation
S1	/kɹɪp/
S2	

Based on the table above. The pupils' pronunciation issues with words like crippled, punishment, history, perhaps, /kpld/, /pnli/, /hst/, /prps/. The students changed the word crippled from /pld/ to /pl/, penalty from /nl/ to /nl/, histori from /tr/ to /tr/, and /pr/ to /pr/. There are syllabic consonant errors here because they pronounce the word incorrectly in general and with a prolonged or excessively long schwa sound.

Student's pronunciation	Words and Translation Phonetic
S1	/kɹɪp/
S2	

Based on the table above, mispronunciation also happens in students omitting the word. The student changing with omission crippled, /kɪpld/ the students do omission with their pronunciation for example /kɪpld/ to /krip/ syllabic /p/ was not clearly.

(2) Mispronunciation in the final position

The table below showed the students problem in syllabic consonant sounds. Those are l, r, m, n, ŋ sound which error in their pronunciation in the final position.

Student's pronunciation	Words and Phonetic Translation	
	Didn "t /dɪdn/	Wouldn "t /wɒdn/
S1		
S2		
S3		
S4	/dɪd/	/wɒl/

The able explain that in final position there is mispronunciation with omission the word in final position. The students changing the word such as didn't, wouldn't, /dɪdn/, /wɒdn/ become /dɪd/, /wɒl/

c. Mispronunciation of Selection

(1) Mispronunciation in the middle position

The table below showed the students problem in syllabic consonant sounds. Those are l, r, m, n, ŋ sound which error in their pronunciation in the medial position.

Student's pronunciation	Words and Phonetic Translation					
	Crippled /kɪpld/	Criminals /kɪmɪnl/	Totally /tɒtəli/	History /hɪstɪri/	Complaints /kɒmpleɪnts/	Penalty /penəlti/
S1					/kɒmpleɪnts/	
S2	/kɪpel/	/kɪmɪnal/				
S3				/hɪstɒri/	/kɒmpleɪnts/	
S4			/tɒtəli/			
S5	/kɪpled/			/hɪstɒri/	/kɒmpleɪnts/	

S6	/kɪpləd/	/kɪmɪnəl/	/toʊtəli/	/hɪstɔɪ/	/kɒmpleɪnts/	
S7		/kɪmɪnəl/	/toʊtəli/	/hɪstɔɪ/	/kɒmpleɪnts/	/pənəlti/
S8			/toʊtəli/	/hɪstɔɪ/		
S9			/toʊtəli/	/hɪstɔɪ/	/kɒmpleɪnts/	/pənəlti/
S10	/kɪpləd/			/hɪstɔɪ/	/kɒmpleɪnts/	
S11	/kɪpeld/		/toʊtəli/	/hɪstɔɪ/	/kɒmpleɪnts/	
S12			/toʊtəli/	/hɪstɔɪ/	/kɒmpleɪnts/	/pənəlti/
S13	/kɪpeld/	/kɪmɪnəl/	/toʊtəli/	/hɪstɔɪ/	/kɒmpleɪnts/	/pənəlti/
S14					/kɒmpleɪnts/	
S15		/kɪmɪnəl/	/toʊtəli/	/hɪstɔɪ/	/kɒmpleɪnts/	/pənəlti/

The table mention that some students had done errors when produced the sound that is selection in medial position. Where the word crippled, criminals, totally, history, complaints, Penalty, /kɪpləd/, /kɪmɪnəlz/, /toʊtəli/, /hɪstɔɪ/, /kɒmpleɪnts/, /pənəlti/, changed into /kɪpləd/ sound, must syllable /pl/ changed to the /pled/ or /pel/, syllabic /nl/ to /nal/, /tl/ to /tal/, /tr/ to /tor/, /nl/ to /nal/. So this is selection because where the wrong item has been chosen in a place.

(2) Mispronunciation in the final position

The table below showed the students problem in syllabic consonant sounds. Those are l, r, m, n, ŋ sound which error in their pronunciation in the final positive

Student's pronunciation	Words and Phonetic Translation			
	Particular	Brother	Second	Even
	/pɪrtɪkjəlɹ/	/'brʌðr/	/sɛkn/	/ivn/
S1				
S2		/'brʌdɛr/		
S3	/pɪrtɪkjələr/			
S4			/sɛkon/	
S5				
S6		/'brʌdɛr/		/even/
S7	/pɪrtɪkjələr/	/'brʌdɛr/		
S8				
S9	/pɪrtɪkjələr/	/'brʌdɛr/		

S10				
S11	/prtɪkjələr/			
S12	/prtɪkjələr/		/sɛkən/	/even/
S13		/'brʌdər/		
S14				
S15	/prtɪkjələr/			

The table mentions that one person had made an error in producing the sound selection in the final position. Where the word particular, brother, /prtɪkjələr/, /'brʌdər/ students change syllable /r/ to /l/ and /ðr/ to /dər/. So this is an error in selection because the students wrong in select the vocal sound, where the vowel present that should not be there.

3.2 Discussion

In this point, the researcher explained the data analysis that had been got from the findings of kinds of pronunciation error in reading text by the fourth semester students based on Corder theory (1981). There are 15 participants as data in this research which were used. In this the researcher used pseudonym in the analysis description; where the participants are symbolized by "S" means that student. So S1 refers to student 1, S2 for student 2, and S3 to student 3, etc.

After the researcher transcribe the syllabic consonant word to the phonetic symbol, the data was then analyzed carefully by listening to the audio repeatedly. The big problem is that when the students produced addition where the syllable consonant has a *schwa* (ə) sound but the students mention with a long way. In addition that many sound problems happened, those are sound l, r, n, and m. The students frequently produced the word with the same errors an addition example **even** the syllable (vn) change to the (vən), and **didn't** syllable (dn) to the (dɛn) with the (ə) long way. Then omission the syllable in a word like **didn't** change (**did**) the problem here is omission at the end syllable must add sound after **d** sound become syllable (**dn**). Only two people that do omission problem. Furthermore, many problems happen with this kinds of errors. Some students mispronunciation with the selection for example **Penalty** the syllable (nl) changed (nal) and the word **complaints** the syllable (k'm) changed (kom). Where the wrong item has been chosen in a place of the right one example the word **crippled** the student-produced /kripled/ so here error in selection because put the 'e' sound after 'l' sound. Error of ordering did not appear for this problem. While syllabic consonant is also mentioned as a sound that replaced the vocal sound. Following the sound being problem, the syllable consonant sound l, r, m, n, ŋ. There is only one sound in the syllabic consonant that students did not make an error, that was the ŋ sound because the ŋ sound is so familiar.

3. Conclusion

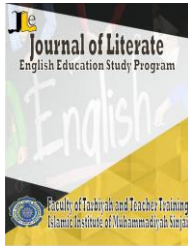
The conclusions are based on the analysis of the pronunciation problems in terms of syllabic consonant sounds committed by the fourth semesters students at Adab and Humanities Faculty in their reading the text. The conclusions are as follows: the are three syllabic consonant pronunciation problems. First, they adopted the schwa (ə) sound with the long way in syllabic consonant words. Second, they omitted some syllables in a word and often happened in a final syllable. Third, they selected where a syllable in a word is selected because the vowel sound was presented that should not be there, or sound in a syllable is a wrong place.

This error happens in the medial and final syllables. Finally, the students read that was not with the transcription so they were wrong in selecting exactly the vocal sound.

Bibliography

- Algifari, MeidyYuhar. 2017. *Analyzing Students' Pronunciation Skill of the IET 7 Students of Cambridge English College (CEC) Makassar*.
- Ali, Dincer. 2017. *EFLS' Learners Beliefs about Speaking English Being A Good Speaker: A Metaphor Analysis*. Universal Journal of Education Research. 5(1), 104-112.
- Brown, H. D. 1994. *Principles of Language Learning and Teaching*. Third Edition. New York: Addison Wesley Longman, Inc.
- Brown, H. D. 2000. *Principles of Languages Learning and Teaching*. Fourth Edition. New York: Addison Wesley Longman, Inc.
- Crystal, D. 2008. *A Dictionary of Linguistics and Phonetics 6th Edition*. Oxford: Blackwell Publishing.
- Cthulhu and Njemanze. 2015. *Poor English Pronunciation among Nigerian ESL Students: The ICT Solution. Vol.3, No. 1*. International Journal of Language and Literature.
- Corder, S. Pit.(1981). *Error Analysis and Interlanguage*. Oxford: Oxford University Press
- Creswell, 2014. *Research Design: Qualitative, Quantitative, and mixed-method approaches*. Fourth Edition. London: Sage Publication Inc.
- Dulay et al. 1982. *Language two*. New York: Oxford University Press.
- Ellis, Rod. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Gass Susan M, and Selinker, Larry. 2008. *Second Language Acquisition: An Introductory Course*. London: Routledge.
- Gregory, Guest et al. 2005. *Qualitative Research Methods: A Data Collector" s Field Guide*. North Carolina: Family Health International.
- Grabe, William. And Stoller, Fredricka L. 2002. *Teaching and Researching Reading*. New York: Pearson Education, Inc.
- Hewing, Martin. 2007. *English Pronunciation In Use*. Cambridge University Press.
- Jeklin, A. (2016). AN ANALYSIS OF STUDENTS' ERROR IN USING PERSONAL PRONOUN AS SUBJECT AND OBJECT. 1(July), 1–23.
- Khodijah, Sitti. 2006. Error Analysis of the Students" Test Results on PersonalPronouns (A Case Study in First Year of MTS Nurul Falah Gunung Sindur Teachers" Training Syarif Hidayatullah State Islamic University.
- Kenstowicz, M. and Kisseberth, C. 1979. *Generalize Phonology: Descriptive an Theory*. London: Academic Press.
- Morley. 1998. *Trippingly on the Tongue: Putting Serious Speech/Pronunciation Speak Instruction Back in the TESOL Equation*. ESL Magazine, Issue.
- Making, Marni B. 2017. *Pronunciation Errors in Reading Text Made by Second Semester Students at English and Literature Department of Adab and Humanities Faculty in the*

- 2016/2017 Academic Year. Published Thesis. Makassar: Alauddin Islamic University of Makassar.
- Nika, Purwati et al. 2012. *Research in English and Applied Linguistics (REAL) Vol 2*. London: Routledge.
- O' Grady , W and Dobrovolsky. 1989. *Contemporary Linguistics*. United States of America: St. Martin's Press.
- Odden, D. 2005. *Introducing Phonology*. New York: Cambridge University Press. Panevova and Hana. 2010. *Introduction to Linguistic-Phonology*.
- Pineros Carlos, Eduardo. 2005. *Syllabic –consonant formation in traditional new mexico spanish*. De Gruyter Mouton.
- Richards, J. C. (2015). *Error analysis: Perspectives on second language acquisition*. Routledge.
- Roach, Peter. 2000. *English Phonetics and A Phonology: A Practical Course*. Cambridge: Cambridge University Press.
- Roach, P. 2009. *English and Phonology*. Cambridge: Cambridge University Press.
- Rusli Nurmuliani, 2018. *An Error Analysis in Pronunciation of English Fricative Consonant Produced by the Sixth Semester Students of English and Literature Department Adab and Humanities Faculty at UIN Alauddin Makassar*. Published Thesis. Makassar: Alauddin Islamic University of Makassar.
- Supeno, S. (2019). An Investigation into Linguistic Deviation in the Students' Translation of "The Road Not Taken" by Robert Frost. *Journal of English Language Studies*, 4(2), 226. <https://doi.org/10.30870/jels.v4i2.6247>
- Thambi Jose, Franklin, 2014. *Mediterranean Journal of social sciences*. Rome- Italy: MCSER Publishing
- Ulfa, N. A., Bindarti, W. E., & Suharjito, B. (2014). Grammatical Error Analysis of the Eighth Grade Students in Writing. *Artikel Ilmiah Mahasiswa*, 1(1), 1–3.
- Yule, G. 2010. *The Study of Language*. New York: Cambridge University Press. Internet source: Learning Control Technology. 2019. *Syllabic Consonants*. <https://www.youtube.com/watch?v=m-HDpDxRk88>. Accessed on June 29th 2021.
- Rachel, English. 2015. *Syllabic Consonants -- How to Pronounce [əl], [əm], [ən], [əɪ]*. https://www.youtube.com/watch?v=JAd_dIK2eKw. Accessed on June 29th 2019



Journal of Literate
English Education Study Program

Volume No 20..

ISSN (print) : xxxx-xxxx

ISSN (online) : xxxx-xxxx

Homepage : <http://journal.iainsinjai.ac.id>
