THE MISTAKEN PRONUNCIATIONS:
THE UNAVAILABILITY OF SOME ENGLISH CONSONANTS IN BAHASA

Made Suardika Jaya
Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja
suardikajaya@rocketmail.com

ABSTRACT

This paper aims at showing the problems with reference to pronunciation of English sentences spoken by Indonesians. The unavailability of some English consonants in Bahasa could lead the Indonesians into mistaken pronunciations. To obtain the data of how well the English pronunciations uttered by the Indonesians, a speaking test was held. The respondents for this test are fifteen Indonesians with different ages and social backgrounds. The results show that the English consonants which are absent in Bahasa caused some puzzlement for the speakers which made them had a tendency to pronounce the words by using the nearest sound from the Bahasa phonemes towards the English phonemes. Fine comprehension by reading English dictionary frequently together with adequate proper listening and speaking practises are needed by the non native speakers in order to achieve better ability related to English pronunciation.

Keywords: Pronunciation, consonants, phonemes

Introduction

Every language has its own uniqueness. Even in just one country, chiefly in a broad one, there are more than one language with various dialects or even accents. Sometimes, it is an interesting question about how many languages are there all over the world? Based on the recent research, there are approximately 7,000 languages being spoken by almost seven billions speakers all over the world. Asia and Africa are the primary homes of linguistic diversity.

Papua New Guinea becomes the country with the most languages all over the world; 839 alive languages. It is almost threefold in the amount of European languages being combined. Meanwhile, Indonesia is in the second position with about 700 alive languages and Nigeria sits at the third position with about 520 languages. This is all due to the diversity of ethnicity and cultures.

On the other hand, English (as one of the most important and vernacular languages) has 56 languages; 13 among them are genuine languages and the rest are immigrant languages thus make English becomes the the 171st rank of 235 countries in the Ethnologue language diversity index (Republika Online: 2016).

Some languages have vocabularies derived from the others which enrich their structures and the terminology as well. English, as one of the most well-known international languages, does it too.

If someone speaks English, the speaker is able to convey the same thought in different various words. This phenomenon is possible because English
has adopted a lot of new words from different languages for centuries. The same with Bahasa Indonesia, the national official language being used by the Indonesians, which owns a lot of absorbed words. The Dutch and Portuguese are the examples of languages influence the development of modern Bahasa, due to the colonialism.

However, both English and Bahasa have different systematic structures in the way of phonetic and phonemic. There are some phonemes in English are unavailable in Bahasa and on the other hand, Bahasa has some way of words structures which are quite different with the English. This means that the more differences in sounds between the two languages, the more errors of interference will occur (Al-Zayed, 2017: 1).

The Concept of Sounds in English

Related to the speaking context, Ladefoged and Johnson (2010: 88) utter that the system of sounds in English can be classified into three vital divisions; vowels, diphthongs and consonants.

a. Vowels

Vowels play crucial and essential role in the formation of word, together with diphthongs and consonants. Vowels could be varied in the range of upper vowels and lower vowels. In this term, it could be comprehended that vowel could be produced by moving the tongue and the lips. Basically, vowels could also be defined as sounds being produced from the flow of air through the throat and mouth with no barrier or obstacle.

There are fourteen vowels consisted of five long vowels and nine short vowels. The long vowels are [ɑː] in harp /hɑːp/, [iː] in bee /biː/, [uː] in shoe /ʃuː/, [ɔː] in saw /sɔː/ and [ɔ] in fern /fɜːn/. Meanwhile the short vowels are [ə] in sup /səp/, [ɪ] in coffee /kɒfi/, [ɪ] in pit /pɪt/, [ɔ] in
good /ɡʊd/, [e] in pen/pen/, [æ] in band/bænd/,[ɒ] in pot /pɒt/, [u] in actually /aektʃjuəli/ and [ə] in alive /əlaɪv/.

Marsono (1999: 29) mentions that the English vowels could be classified into some aspects. One of them is from the position of the tongue. By seeing the position of the tongue when producing the vowel, it can be divided into:

a. **High vowels:** [i, u]

b. **Middle vowels:** [e, ɛ, ə, o, ɔ]

c. **Low vowels** : [a, ɑ]

More to the point, Jones (1958) in Marsono (1999: 32) states that based on the shape of lips when pronouncing the vowels, vowels could be differentiated into:

a. **Rounded vowels:** the vowels are produced with rounded lips. The rounded lips could be in the open or closed condition. If the lips are in the open condition, the vowels are pronounced in open rounded position, for instance the vowel [ɔ]. On the other hand, if the lips are in the closed condition, the vowels are pronounced in closed rounded position, for instance the vowels [o] dan [u].

b. **Neutral vowels:** the vowels are produced with the lips in the neutral position; it is neither rounded nor widely opened, for instance the vowel [a].

c. **Unrounded vowels:** the vowels are produced with the position of the lips is not rounded or widely opened, for instance [i], [e], [ə], [ɛ], dan [ɑ].

The following is the picture of the vowel chart by Ladefoged and Johnson.

The Vowel Chart of English (Ladefoged and Johnson, 2010: 88)

b. **Diphthongs**

Diphthongs are the sounds which are produced by involving the change of particular vowel via the movement of one position of vowel to another vowel position.

Diphthongs are undeniably kinds of vowel variations in English. There are eight of them; [eɪ] in day /deɪ/, [ɔu] in so /səʊ/, [aɪ] in ice /aɪs/, [au] in bow /bəʊ/, [ɔɪ] in joy /dʒɔɪ/, [əʊ] in hear /hɪə(r)/, [eə] in hare /hɑr(ə)r/ and [uə] in cure /kəʊr/.

c. **Consonants fluent**

Consonants are the sounds which are produced when the flow of the air is not smooth through the throat and mouth; nevertheless there is an involvement of barrier or constriction thus creating the sound like a friction.

Especially for the consonants, there are twenty four of them in English; they are [p] in pizza/piːtsə/, [b] in bat /bæt/, [t] in tip /tɪp/, [d] in done /dəʊn/, [k] in café /kæfeɪ/, [ɡ] in grill /ɡrɪl/, [tʃ] in chin /tʃɪn/, [dʒ] in jack /dʒæk/, [f] in fun /fʌn/, [v] in vogue /ˈvɔɡ/,[θ] in thick /θɪk/, [ð] in though /θəʊʊ/, [s] in size /saɪz/, [z] in zodiac /ˈzoʊdiək/, [ʃ] in ship /ʃɪp/, [ʒ] in visual /ˈvɪʒuəl/, [h] in hot /hɒt/, [m] in
money/ˈmʌni/, [n] in note /nəʊt/, [ŋ] in string /ˈstrɪŋ/, [l] in love /ˈlaʊv/, [r] in rose /ˈrəʊz/, [j] in yen /ˈjen/ and [w] in wish /ˈwɪʃ/.

Based on the process of the sound productions in general, English consonants could be categorised as the followings:

1. **Bilabial** is a sound produced using both lips, as in ‘part’, ‘big’ and ‘mine’ ([p], [b], [m]).
2. **Labiodental** is a sound produced using lower lip and upper teeth, as in ‘fight’ and ‘villa’ ([f] and [v]).
3. **Dental** is a sound produced when there is a friction between the tip of the tongue and front upper teeth, as in ‘thimble’ and ‘them’ ([θ] and [ð]).
4. **Alveolar** is a sound produced when there is a friction between the tip of the tongue and alveolar bend (the rear part of front upper teeth) as in ‘tiara’, ‘zealot’ and ‘sign’ ([t], [z] and [s]).
5. **Retroflex** is a sound produced when there is a friction between the tip of the tongue and the rear part of alveolar bend, as in ‘raw’ and ‘red’ ([ɾ]).
6. **Palatoalveolar** is a sound produced when there is a friction between the tongue and the rear part of alveolar bend, as in ‘shade’ and ‘shaft’ ([ʃ]).
7. **Palatal** is a sound produced when there is a friction between the front part of the tongue and hard palate, as ‘yellow’ and ‘young’ ([ʃ]).
8. **Velar** is a sound produced when there is a friction between the rear part of the tongue and soft palate, as in ‘hand’ and ‘how’ ([h]).

Generally, the system of sounds in English is different from the one in Bahasa. There are some English vowels and consonants which are unavailable in Bahasa. In addition, in the English consonants domain, there are clusters as well.

Clusters are a number of consonants which form a word which can be able to read just within one breath. For example, ‘str’ and ‘pr’ in the words ‘strategy’, ‘programme’, ‘instrument’ and ‘procedure’.

In Bahasa, the clusters always occur in the words which are adopted words from foreign language, especially English, as ‘infrastruktur (infrastructure)’, ‘produksi’ (production), ‘instruksi (instruction)’, ‘probabilitas (probability)’, and ‘produser (producer)’.

The Unavailability of English Consonants in Bahasa

From the explanation above, as the purpose of the writing, we can see that Bahasa has almost all the consonants in English, except three consonants. The English consonants which are unavailable in Bahasa are [θ], [ð] and [ʒ].

Both the consonants [θ] and [ð] are apical – dental friction consonants. These consonants occur when the active articulator is the tip of the tongue and the passive articulators are the upper teeth (Marsono, 1999: 83). We can find these consonants in the initial, middle and final positions for particular words in English.

The consonant [ʒ] is apical – prepalatal friction consonant. This consonant occurs when the active articulator is the tip of the tongue and the passive articulator is rear gum or the front hard palate (prepalatal) (Marsono, 1999: 88). We can find this consonant in the middle but not for the initial position. For the final position, it is especially for
The adopted words from French such as rouge (O’Connor, 1970: 47 in Marsono, 1999: 90).

The Test of Indonesians: Pronouncing the Unavailable English Consonants

To check the comprehension of Indonesian towards the unavailable English consonants in Bahasa, a simple speaking test was held. Nine Indonesians were asked to pronounce five English sentences contain the three consonants ([θ], [ð] and [ʒ]). The followings are the sentences all the respondents need to pronounce clearly:

a. The appearance of a sheet of water in a desert is called 
   mirage.

b. Jonathan Smith is a new student at my school.

c. My brother bought me a new 
   television.

d. Timothy’s sister lives in Northern Ireland.

e. My mother always wears little rouge 
   before going to a party.

Since this speaking test is focused predominantly in how the respondents pronouncing the English consonants which are unavailable in Bahasa (the bolded words), the error in pronouncing the other words are noted as well.

There is a distinct possibility of mistaken pronunciation done by the respondents for this speaking test. To avoid the mispronunciation form, it is needed a kind of guidance for the transcription process. The followings are the correct pronunciation of those sentences based on the guidance of Oxford Advanced Learner’s Dictionary (1995):

a. [ðiː əpərəns əv ə jɪt əv wəːtə(r) in ə 
   dezət ïz kɔːld məruːʒ.]

b. [dʒənəʊənsmiθiz ə njuː stjuːdnt æt 
   mai skul.]

c. [maɪbrəðə(r) boːt miːə njuː tələvɪnən.]

d. [tʌməθɪs sɪstə(r) lɪvs in nəːdən 
   ærlənd.]

e. [məməðə(r)ələwəz wəə(r)s lɪtl ruːʒ 
   bɪfə:(r) ɡəʊɪŋ tuə pəːti.]

The Respondents

There are fifteen respondents for this speaking test. These fifteen respondents are picked to obtain more various results to make the speaking test more reliable. The followings are their initials, their age and together with their professions:

1. NBR (15 years old) – A student.
2. SBH (18 years old) – A college student.
3. IKWW (23 years old) – A lecturer.
4. PA (40 years old) – An office clerk.
5. KPYD (28 years old) – A housewife.
6. PIAD (26 years old) – A lecturer.
7. MRUT (29 years old) – A lecturer.
8. NMAD (30 years old) – A lecturer.
9. IGARJ (28 years old) – A lecturer.
10. MSP (34 years old) – A lecturer.
11. NLRY (24 years old) – A secretary.
12. PES (26 years old) – An office clerk.
13. IKNA (28 years old) – A lecturer.
14. NW (28 years old) – An entrepreneur.
15. KWM (28 years old) – A programmer.

The Implementation

The test was held within the intervals of 9 until 14 February 2019 in different places in Singaraja, Bali, Indonesia; at school, at the campus and city park. As mentioned previously, all of the respondents were asked to read the
five sentences clearly and their voices were recorded to be transformed into transcription subsequently.

The followings are the transcription result of each respondent:

1. NBR:
   a. [da aparan of a fi:t uf wotar in a dezart is kold mired3.]
   b. [d3natanamutis a njow stfudan aet mai skul.]
   c. [maibrad ar boot mu a njow teleufan.]
   d. [tumotis sister lifes in mntanjarlan.]
   e. [maimadarlweis wers lital roog bifor gant toa part.]

2. SBH:
   a. [di aparan of a fi:t uf wotar in a dezart is kold mired3.]
   b. [d3natanamutis a njow stfudant aet mai skul.]
   c. [maibrad ar boot mu a njow teleufan.]
   d. [tumotis sister lifes in mndarjarlan.]
   e. [maimadarlweis wers lital rood5 bifor gant toa part.]

3. IKWW:
   a. [daepærans of a si:t uf wotar in a dezart is kold mired3.]
   b. [d3natanamutis a njow sttudant aet mai skul.]
   c. [maibrad ar boot mu a njow telesfjan.]
   d. [tumotis sister lifes in mnrnjarlan.]
   e. [maimadarlweis wers lital roog bifor gant toa part.]

4. PA:
   a. [da aparan of a si:t uf wotar in a disort is kold mired3.]
   b. [d3natanamutis a njoo stfudan aet mai skul.]
   c. [maibradar bøg mu a njotelefsjan.]
   d. [tumotis sister lifs in mrrnjarlan.]
   e. [maimadarnlweis wers lital roog bifor gant toa part.]

5. KPYD
   a. [daåepærans of a si:t uf wotar in a disort is kold mired3.]
   b. [d3natanamutis a njoo stfudan aet mai skul.]
   c. [maibradar bøg mu a njotelefsjan.]
   d. [tumotis sister lifs in ndarjarlan.]
   e. [maimadarnlweis wers lital roog bifor gant toa part.]

6. PIAD
   a. [da aparan of a si:t uf wotar in a disort is kold mired3.]
   b. [d3natanamutis a njoo sttudan aet mai skul.]
   c. [maibradar bøg mu a njotelefsjan.]
   d. [tumotis sister lif in ndarrarlan.]
   e. [maimadarnlweis wers lital mnn bifor gant toa part.]

7. MRUT
   a. [daëepirens of a fi:t uf wotar in a disort is kold mired3.]
   b. [d3natanamutis a njoo sttudant aet mai skul.]
   c. [maibradar bøt mu a njotelefsjan.]
   d. [tumotis sister laifs in ndranærland.]
   e. [maimadarnlweis wers lital roog bifor gant toa part.]
8. NMAD
   a. [da aperture sof a sit na wrador in a
dizart is cold mured5.]
   b. [d3nanatansmitis a njo stjödur aet
mais skol.]
   c. [maibraradar buot mi a njotelfjsan.]
   d. [tumouls sistor laif in
mrtanirland.]
   e. [maimadamilweis waer lital
raud5 bifor gagn too parti.]  

9. IGARJ
   a. [da aparent5of a sit na wrador in a
dizart is cold mured5.]
   b. [d3nanatansmitis a njo stjödur aet
mais skol.]
   c. [maibraradar buot mi a njotelfjsan.]
   d. [tumouls sistor laif in nddarn
airland.]
   e. [maimadamilweis waer lital
raud5 bifor gagn too parti.]  

10. MSP
   a. [di aprians of a fit na wrador in a
dizart is cold mured5.]
   b. [d3nanatansmitis a njo stjödur aet
mais skol.]
   c. [maibraradar buog mi a njotelfjsan.]
   d. [tumouls sistor laif in ndrdarn
airland.]
   e. [maimadamilweis waer lital
raud5 bifor gagn too parti.]  

11. NLRY
   a. [da aoarans of a sit na wrador in a
disart is cold mureg.]
   b. [d3nanatansmitis a njo stjödur aet
mais skol.]
   c. [maibraradar buog mi a
njotelfjsan.]
   d. [tumouls sistor laifs in
ndrdarnirland.]
   e. [maimadamilweis waer lital
raud5 bifor gagn too parti.]  

12. PES
   a. [dafrans of a sit na wrador in a
disart is kolmured5.]
   b. [d3nanatansmitis a njo stjödur aet
mais skol.]
   c. [maibraradar buog mi a
njotelfjsan.]
   d. [tumouls sistor laif in
nddanirlan.]
   e. [maimadamilweis waer lital
raud5 bifor gagn too parti.]  

13. IKNA
   a. [daapriens of a sit na wrador in a
disart is kalad mured5.]
   b. [d3nanatansmitis a njo stjödur aet
mais skol.]
   c. [maibraradar buot mi a
njotelfjsan.]
   d. [tumouls sistor laif in
nddarnal.]
   e. [maimadamilweis waer lital
raud5 bifor gagn too parti.]  

14. NW
   a. [daapriens of a sit na wrador in a
disart is cold mured5.]
   b. [d3nanatansmitis a njo stjödur aet
mais skol.]
   c. [maibraradar buog mi a
njotelfjsan.]
   d. [tumouls sistor laifs in nddarn
airlan.]
   e. [maimadamilweis waer lital
raud5 bifor gagn too parti.]  

15. KWM
   a. [da aoarans of a fit na wrador in a
dizart is cold mured5.]
Based on the transcription above, it can be analysed as follows:

1. For the first sentence, the main focuses of the pronunciation are on the words ‘the’ and ‘mirage’. Since the word ‘the’ is followed by the word ‘appearance’, it should be pronounced as [ðiː] not [ðə]. Regardless, all respondents pronounced the consonant [ð] as [d] which is an apical – dental plosive blocked consonant.
   - The first, fourth, fifth, sixth, seventh, ninth, eleventh, twelfth, fourteenth and fifteenth respondents pronounced ‘the’ as [də] mean while the second, third, eighth, tenth and thirteenth respondents pronounced [dɪ].
   - For the word ‘mirage’, almost all respondents pronounced it wrong ([mɹədʒ]) and the eleventh respondent pronounced it as [mɹəŋ], only the fourth respondent pronounced it nearly correct ([mɹədʒ]).
   - Other errors despite of the main focuses are the pronunciation of the words ‘appearance’, ‘sheet’, ‘water’, ‘called’ and ‘desert’ which were pronounced as [siːt] as being pronounced by the third, fourth, fifth, sixth, eighth, ninth, eleventh, twelfth, thirteenth and fourteenth respondents.

2. For the second sentence, the main focuses of the pronunciation are on the words ‘Jonathan’ and ‘Smith’. Both the sentences
contain the consonant [θ], yet all respondents pronounced it as [t] which is apical – dental plosive blocked consonant; the same as [d]. For the other words, there is not any significant error found.

- For the third sentence, the main focuses of the pronunciation are on the words ‘brother’ and ‘television’. The word ‘brother’ holds the consonant [ð] and ‘television’ holds the consonant [ʒ].

- Based on the transcription, all respondents pronounced the word ‘brother’ with [d] instead of [ð] and the word ‘television’ with [ʃ] instead of [ʒ].

- Another error despite of the main focuses is the mispronunciation of the word ‘bought’ into [bʊt] by the first, second and ninth respondents, into [bɑʊt] by the second and thirteenth respondents, into [bʊɡ] by the third, fourth, sixth, tenth, eleventh and twelfth respondents, into [bʊɡ] by the fifth respondent, into [bʊt] by the seventh respondent, into [bʊt] by the fourteenth respondent and into [bɑʊɡ] by the fifteenth respondent.

- Meanwhile, for the word ‘Northern’, the errors are various. There was no respondent pronounced the ‘–thern’ as [ðən]. The first respondent pronounced it as [nɔrtən], the second, third and tenth respondents pronounced it [nɔrdən], the fourth, eighth and fifteenth respondents pronounced it [nɔrdən], the fifth and twelfth respondents pronounced it as [nɔdər], the seventh respondent pronounced it as [nɔdən], the ninth and fourteenth respondents pronounced it as [nɔdɔrn].

- The rest of the errors occurred here are the pronunciations of the words ‘lives’, ‘Timothy’s’ and ‘Ireland’. The word ‘lives’ obtained quite various errors in here; in which some respondents pronounced them as [lɪfs] as being pronounced by the third, fourth, fifth, ninth and fifteenth respondents, [lɪf] as being pronounced by the sixth, tenth
and twelfth respondents, [laɪfs] as being pronounced by the seventh, eleventh and fourteenth respondents and [laɪf] by the eighth and thirteenth respondents.

- Particularly for the word ‘Timothy’s’, the sixth respondent only pronounced the ‘Timothy’, without the possessive ‘–s’ which indisputably would change the whole meaning of the sentence.

- Meanwhile, the word ‘Ireland’, which should actually be pronounced as [aɪərənd], attained quite diverse errors in pronunciation for instance [aʃərlænd] by the first respondent, [aʃərlan] by the third, fourth and fifth respondents, [ɪrənlæn] by the sixth respondent, [ərlænd] by the seventh respondent, [ɪrənd] by the eighth respondent (this one sounds very similar with the word ‘Irlandia’, the English term for Ireland), [ərlænd] by the ninth and tenth respondents, [ɪrəlæn] by the eleventh respondent, [ərlæn] by the twelfth respondent, [ɪrəlæn] by the thirteenth respondent and [aɪrənd] by the fourteenth and fifteenth respondents.

5.

- For the fifth sentence, the main focuses of the pronunciation are on the words ‘mother’ and ‘rouge’. The word ‘mother’ contains the consonant [ð] and the word ‘rouge’ contains the consonant [ʒ].

- All the respondents pronounced the ‘–ther’ in word ‘mother’ as [d] instead of [ð].

- In the intervening time, the word ‘rouge’ was pronounced mistakenly as [rɔːdʒ] by the first respondent, [rʊdʒ] by the second, eighth and fifteenth respondents, [rʊŋ] by the third, fourth, seventh, ninth, tenth, eleventh, thirteenth and fourteenth respondents, [ruŋ] by the fifth respondent, [mŋ] by the sixth respondent and [rʊʊdʒ] by the twelfth respondent.

- Despite of the main focuses, the other errors occurred for this part is in the pronunciation of the word ‘always’, ‘wears’ and ‘party in which the seventh respondent pronounced the word ‘always’ as [ɒlwaɪs].

- For the word ‘wears’, the errors occurred as [wɛər] which were pronounced by the first, second, fifth, eighth, ninth and fifteenth respondents; instead of using diphthongs ([weə(r)s]), [wɜːrs] as being pronounced by the third and fourth respondents, [wɪəs] as being pronounced by the sixth respondent, [wɜːr] as being pronounced by the seventh respondent, [war] as being pronounced by the tenth respondent, [wɪər] as being pronounced by the eleventh respondent, [wɜər] as being pronounced by the twelfth respondent and [wɜəs] as being pronounced by the thirteenth and fourteenth respondents.
- Especially for the word party, almost all the respondents pronounced it as [parti] and not with long vowel [ɑː] ([paːti]). There is only one respondent who pronounced it as [fɑrti].

The Examination

Based on the result of the test and brief interview with the respondents, there are some reasons for them in pronouncing the sentences erroneously as follows:

1. The mistaken pronunciation is the result of the interference of their mother tongue. From the brief interview held, most of the respondents' mother tongues are the same, Bahasa. Only some of them speak Balinese language as their mother tongues. As the consonants are unavailable in Bahasa, moreover in Balinese language, they tried to adapt to the consonants which have nearest sound towards the English’s. It can be seen from the transcription, that all respondents did not utter the correct pronunciation for the consonants [θ], [ð] and [ʒ]. They tended to use the consonants which have similar sounds; used [t] instead of [θ] and [d] instead of [ð]. Somehow, some of the respondents used [dʒ] instead of [ʒ].

2. Fossilisation could also become one of the reasons. Fossilisation in here is a term for the condition in which the speaker has been using a specific word – which is actually wrong – for a long time or period continuously. Nevertheless, it is quite dissimilar here. Selinker (in Wei, 2008: 130) mentioned that there are some causal factors of fossilisation. One of them is overgeneralisations. It occurs when people apply a grammatical rule across all members of a grammatical class without making the appropriate exceptions. For instance, using the -ed suffix to indicate past tense for verbs like ‘go’ into ‘goed’ instead of ‘went’ and ‘think’ into ‘thinked’ instead of ‘thought’. This phenomenon happens reflexively and the errors will occur without timely instruction and correction.

In this case, especially for the [ʒ] which was pronounced mistakenly, it is all because almost all respondents thought the word ‘mirage’ has the same pronunciation with the word ‘age’. The word ‘mirage’ is a brand new word almost all the respondents, except the fourth respondent (this is why the fourth respondent could pronounce it in nearly correct way). Meanwhile they already knew the word ‘age’. The word ‘mirage’ itself looks similar with ‘age’, thus they pronounced it as [mɪɹidʒ] instead of [mɪɹæʒ].

3. The unavailability of the consonants in Bahasa. Frankly, ‘f’, ‘q’, ‘v’, ‘x’ and ‘z’ are not originally Indonesian (Bahasa). The consonants [θ], [ð] and [ʒ], furthermore, are not typically Indonesian as well. Quite similar with the first reason, they manage to use the consonants which are available in Bahasa to ‘substitute’ the English consonants.

4. Less practising English or inadequate knowledge about English is the last reason for them. Most of them
confessed that they seldom practise or speak English in their daily life. That is why they feel quite hard to utter the words; not only the words containing the consonants [θ], [ð] and [ʒ] but also the entire sentences as whole units. They admitted that speaking English is a basic ability they need to master for this globalisation era; hence they think they need to practise more.

Conclusion

English, as one of the international languages, has complexity in terms of vowels and consonants. Dealing with the unavailable consonants in Bahasa, the Indonesian speakers must recognize the characteristics of ‘special’ consonants in English and study them thoroughly and carefully. Practising English more in daily life and improving their knowledge about vocabulary by reading English dictionary would also help the Indonesian speakers to be acquainted with better pronunciation in English.

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