

**AN ANALYSIS OF JOKO WIDODO'S ENGLISH
VOWEL AND CONSONANT SOUNDS IN HIS
OFFICIAL SPEECHES: PHONOLOGICAL
APPROACH**

THESIS



**By:
Fiayu Ria Puspita
141210060**

**ENGLISH DEPARTMENT
FACULTY OF SOCIAL AND HUMANITIES
PUTERA BATAM UNIVERSITY
2018**

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**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Sastra**



**By:
Fiayu Ria Puspita
141210060**

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2018**

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Nama : Fiayu Ria Puspita
NPM/NIP : 141210060
Fakultas : Sosial dan Humaniora
Program Studi : Sastra Inggris

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141210060

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Is the real work of myself and I realize that thesis has never been published in other media before, partially or entirely, in the name of mine or others.

Batam, 14 March 2018

Fiayu Ria Puspita
141210060

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The thesis has examined on the date as indicated below

Batam, 14 March 2018

**Ambalegin, S.Pd., M.Pd.
NIDN: 1014047501**

ABSTRAK

Komunikasi verbal tidak dapat lepas dari proses pengucapan (bunyi) dari bahasa tersebut. Penelitian ini bertujuan untuk mendeskripsikan ketidaktepatan pengucapan bunyi vokal dan bunyi konsonan dari pidato Joko Widodo di APEC CEO Summit 2014, The World Economic Forum on East Asia 2015, dan The World Press Freedom Day 2016 berdasarkan standar Received Pronunciation (RP) dan faktor-faktor yang memengaruhi suara vokal dan suara konsonan yang diucapkan oleh bapak Joko Widodo dalam pidato beliau. Penelitian ini merupakan penelitian deskriptif kualitatif. Dalam pengumpulan data, peneliti menggunakan metode observasi atau simak dengan teknik simak bebas libat cakap. Pada proses analisis data, peneliti menggunakan metode padan dengan teknik fonetis artikulasi. Ditemukan bahwa bunyi-bunyi konsonan /θ/, /ð/, /v/, /z/, /ʃ/ diucapkan secara tidak benar. Bunyi-bunyi vokal /ə/, /ɒ/, /ɛ/, /i/, /e/, /ɪ/ diucapkan secara tidak konsisten. Bunyi-bunyi diftong /ɪə/, /eɪ/, /əʊ/ and /aʊ/ diucapkan secara tidak benar. Bunyi konsonan /l/ pada bagian tengah kata tidak diucapkan. Bunyi-bunyi konsonan /t/, /s/, /k/ pada akhir kata dihilangkan. Konsonan [-y] yang berbunyi /ɪ/ pada akhir kata diucapkan sebagai /e/. Bunyi-bunyi diftong /ɪə/, /eɪ/, /əʊ/ and /aʊ/ diucapkan sebagai /ɪ/, /ʌ/, /ɛ/, /ə/, /e/, dan /ɔ/. Akibatnya, faktor-faktor yang memengaruhi kesalahan bunyi-bunyi vokal dan konsonan dalam bahasa Inggris Bapak Jokowi adalah pengaruh bahasa ibu, perbedaan sistem suara antara bahasa Indonesia dan bahasa Inggris, pengaruh dari penulisan terhadap pengucapan, latar belakang pendidikan, dan latar belakang lingkungan.

Kata Kunci: Bunyi Konsonan, Bunyi Vokal, Pengucapan, Pidato

ABSTRACT

Verbal communication cannot be separated from the process of pronunciation (sound) in language. This research aims to describe English vowel and consonant sounds mispronounced by Mr. Jokowi's speech in APEC CEO Summit 2014, The World Economic Forum on East Asia 2015, and The World Press Freedom Day 2016 based on the standard of Received Pronunciation (RP) and factors influencing the incorrect English vowel and consonant sounds. This research is a descriptive qualitative research. In collection of data, the researcher used observation (*simak*) method to the uninvolved conversation observation technique (*simak bebas libat cakap*). In analyzing the data, the researcher used method of identity (*padan*) with articulation phonetic techniques. It is found that the consonant sounds /θ/, /ð/, /v/, /z/, /ʃ/ are pronounced incorrectly, the vowel sounds /ə/, /ʊ/, /ɛ/, /i/, /e/, /ɪ/ are pronounced inconsistently, and the diphthong sounds /ɪə/, /eɪ/, /əʊ/ and /aʊ/ are pronounced incorrectly. The consonant sound /l/ in the middle of the word is not pronounced. The consonant sound /j/ in the middle of the word is omitted. The consonant sounds /g/, /tʃ/, /r/ are pronounced same as the spelling. The consonant sounds /t/, /s/, /k/ at the end of the word are omitted. The consonant [-y] sounded /ɪ/ at the end of the word pronounced as /e/. The diphthong sounds /ɪə/, /eɪ/, /əʊ/ and /aʊ/ are pronounced as /ɪ/, /ʌ/, /ɛ/, /ə/, /e/, and /ɔ/. Finally, factors influencing the incorrect English vowel and consonant sounds of Mr. Jokowi are mother tongue interference, sound system differences between Indonesian and English, the influence of spelling on pronunciation, educational background, and environmental background.

Keywords: Consonant Sound, Pronunciation, Speech, Vowel Sound

MOTTO AND DEDICATION

*Dan janganlah kamu berputus asa dari rahmat Allah.
Sesungguhnya tiada berputus asa dari rahmat Allah, melainkan
kaum yang kafir.*
(QS. Yusuf: 87)

*Bahasa is a must,
But english is a need*
(Fiayu Ria Puspita)

Dedication to:

Allah SWT

My super beloved father : PURNAMA

My beloved mother : Nunuk Sumartiningsih

My lil'brother : Ficky Dimas Aditya

My super big family

and

My special motivator : Adot

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Batam, 14 March 2018

Fiayu Ria Puspita
141210060

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language is an important part of human life to communicate with others. There are three basic modes of linguistic communication, corresponding to different modes of perception: oral communication, relying on the use of speech and hearing organs; writing, visual representation; and signing, a visual or visible gesture representation (Finegan, 2008, p. 16). Most of people communicate or convey their idea or information through oral way and produced sounds such as speech, conversation, and singing. Finegan (2008, p. 16) stated that the most common vehicle of linguistic communication is the voice, and speech is thus a primary mode of human language, with some advantages over other modes. As a means, language is conveyed by sounds when people convey the idea or the message. As a mentioned by Finegan (2008, p. 16), human voice has volume, pitch, rhythm, and speed; it is capable of wide-ranging modulation. It means that the human voice is complex. In oral way all elements must be involved, according to Harris (as cited in Ambalegin, Suhardianto, & Kaprawi, 2017, p. 122), there are five elements of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension.

Pronunciation is one of the important elements to convey idea or information in term of oral way. Pronunciation is the manner where someone utters a word. According to Hornby (as cited in Mulatsih, 2015, p. 295)

pronunciation is the way a word or language is usually spoken, the way which a word is pronounced, the way a person speaks the word or language. In the other words, people should be able to pronounce a word clearly to avoid misunderstanding between speakers and listeners. Every different language has its own different pronunciation. The way to pronounce the words of Indonesian is different from the way to pronounce the words of English. In Indonesian, the written words will be pronounced the same as well. For example, Indonesians will pronounce the word /buku/ same as the written 'buku'. Contrarily in English, the most of written words will be pronounced differently. For example, the word 'cut' will pronounce /kʌt/. The differences of pronunciation in Indonesian between English will greatly affect in oral way. So, Indonesian will experience the difficulties in pronouncing the English sounds.

English as a foreign language (EFL) is taught in school and Indonesian and mother tongue are too. The ordinary people are learning English to think globally and they master the skills of English; writing skill, reading skill, listening skill and speaking skill. Moreover, by knowing English, Indonesian can compete against with other countries and will not be left behind from other countries. Because of the important of English to connect people of the world, people should learn English to support their activities and carrier such as doing business, having meeting either nationally or internationally, and attending an international conference.

As a President leading a country, knowing English is important to support the president's activities. The presidents have to meet the world to attend the

international conference with other countries. The presidents also give speeches in various events nationally or internationally, such as a press conference, inter-country meetings, ASEAN forums, world forums, etc. In addition to giving speeches, the president also needs to be able to socialize well to conduct bilateral cooperation between countries. So that is why the presidents need to learn English well especially in increasing the speaking skill. The researcher chooses Jokowi's speech as a source of the data because Mr. Jokowi is well known person. He brings Indonesia to the world and he is a good role model as a president of Indonesia.

Joko Widodo or Jokowi is the seventh president of Indonesia. As a president, Mr. Jokowi delivered the English speeches well, but in case he brought his Javanese-accented stress while pronouncing the English words. Mr. Jokowi is a Javanese because he was born and grew up in Solo. Solo is one of the regions in Java that still has very strong Javanese culture, most of the people in Solo still use their mother tongue to communicate with others (Jackson & Rahmat, 2013, p. 143). Javanese as their mother tongue has a very specific accent which is different with other countries; Javanese pronounce some consonants /d/, /b/, and /g/ with heavy stress.

Javanese mother tongue brings its own characteristics such as dialect, accent, sound, stress, and intonation. The characteristics may influence the second and the third language. Therefore it makes the uniqueness in pronouncing other languages; Indonesian and English. Thus, Javanese characteristics influence Mr. Joko Widodo in pronouncing some English vowel and consonant sounds. In one

of his official speeches of world meeting and conference, Mr. Jokowi said /ə'bbot/ to the word 'about' meanwhile, the correct pronunciation is /ə'baut/. He pronounces it with heavy stress /b/ and he said /aʊ/ as /o/. Therefore, the researcher is interested in conducting the research about sounds in term of vowel and consonant sounds pronounced by Mr. Joko Widodo, the president of Indonesia.

The researcher hopes this research brings a good impact to the readers and identifies more about factors influencing Mr. Jokowi's pronunciation, and this research gives the contribution to development of language about phonology. There is also research related to phonology; Demircioglu and Wewalaarachchi, Wong, & Singh. Demircioglu (2013), discussed about the diphthongs, the voiced and the unvoiced "th" / θ/ and /ð/ sounds of Turkish students in state primary, secondary, and high school in Turkey meanwhile, Wewalaarachchi, Wong, & Singh (2017) conducted the research about vowel, consonant, and lexical tones in Monolingual and bilingual English-Mandarin by toddlers.

1.2 Identification of the Problem

Based on the background of the research, the researcher would like to identify the problems which are related to the research. There are:

1. The differences of mother language (L1), Indonesian (L2), and English (L3).
2. The influence of Javanese-accented stress to the English pronunciation.

3. The English vowel and consonant sounds of Mr. Joko Widodo in his official speeches.
4. The factors are influencing Mr. Joko Widodo's English vowel and consonant sounds in his official speeches.

1.3 Limitation of the Problem

Due to the research become specific and limitation of the researcher's time and media, in this research the researcher focus on certain problems. The following limited problems are stated below.

1. The way of English vowel and consonant sounds mispronounced by Mr. Joko Widodo in his official speeches.
2. The factors are influencing Mr. Joko Widodo's English vowel and consonant sounds in his official speeches.

1.4 Formulation of the Problem

Based on the background of the problem and limitation of the problem above, the study will focus to answer the following questions:

1. How are English vowel and consonant sounds mispronounced by Mr. Joko Widodo in his official speeches?
2. What are the factors influencing Mr. Joko Widodo's English vowel and consonant sounds in his official speeches?

1.5 Objective of the Research

In relation to the research problems formulated above, the purpose of the study in this thesis are:

1. To describe the way of English vowel and consonant sounds pronounced by Mr. Joko Widodo in his official speeches.
2. To describe the factors are influencing English vowel and consonant sounds by Mr. Joko Widodo in his official speeches.

1.6 Significance of the Research

The researcher hopes this research has significance both theoretically and practically as follows:

1. Theoretical Significance

Theoretically, this research is used to enrich the further researcher's knowledge about pronunciation especially vowel and consonant sounds in English. Besides, this research can be as a reference toward vowel and consonant sounds in English to the other researchers.

2. Practical Significance

Practically, this research hopefully will be useful and applied in speaking English, in term of pronounced vowel and consonant sounds correctly.

1.7 The Definition of Key Terms

1. Consonant sound : Consonants are sounds produced by partially or completely blocking air in its passage from the lungs through the vocal tract (Finegan, 2008).
2. Pronunciation : Pronunciation is the way a word or language is usually spoken, the way which a word is pronounced, the way a person speaks the word or language (Hornby as cited in Mulatsih, 2015)
3. Speech sound : Human languages display a wide variety of sounds (O'Grady, Dobrovolsky, & Katamba, 1997).
4. Vowel sound : Vowel sounds are produced by passing air through different shapes of the mouth, with different positions of the tongue and of the lips, and with the air stream relatively unobstructed by narrow passages except at the glottis (Finegan, 2008).

CHAPTER II
REVIEW OF RELATED LITERATURES AND THEORETICAL
FRAMEWORK

This chapter presents the review of literature that relates to the topic of the research. They are the basic concept of phonology and phonetics, segmental feature, vowel and consonant sounds, place of articulation, manner of articulation, articulatory of vowel, factors affect in pronunciation, previous research, and theoretical framework. The topic is presented below.

2.1 Phonology and Phonetics

People pronounce some words to convey the idea when they are communicating with others. When people speak and communicate with others, automatically they produce words and sounds (phonology) from their speech organs (phonetics). Phonology and phonetic are highly affects in pronouncing English words. In English, when a word pronounced incorrectly, it can change the meaning of the word. Study about sounds in English is called phonology. According to Yule (2010, p. 42) phonology is essentially the descriptions of the systems and patterns of speech sounds in a language. It is studies the phonemes (phonemic transcription). Each one of these meaning-distinguishing sounds in a language is described as a phoneme. For examples of phonemes, compare the changes of meaning in: ‘snack – snake’; ‘desert’ – ‘dessert’; ‘bake – back’; ‘stick’ – ‘steak’. In fact, many people may have difficulty with particular sounds,

sound combinations or with putting particular sounds in particular positions. Another expert mentioned phonology describes the way sounds function within a given language or across languages Roach (as cited in Andi-pallawa, 2013, p. 104). So, it can conclude that phonology is the study about sounds pattern which influence the meaning of the words in English pronunciation.

Phonetic is the study of the sounds made in the production of human languages. Finegan (2008, p. 80) stated that phonetic has two principal branches; articulatory phonetic and acoustic phonetic. Articulatory phonetics focuses on the human vocal apparatus and describes sounds in terms of their articulation in the vocal tract; it has been central to the discipline of linguistics. Acoustic phonetics uses the tools of physics to study the nature of sound waves produced in human language; it is increasingly important in linguistics with attempts to use machines for interpreting speech patterns in voice identification and voice-initiated mechanical operations.

Pronunciation is the manner where someone utters a word. Pronunciation in English (also known as phonology), refers to the production of sounds that we use to make meaning. Sounds have been pronounced by human, will produce different meaning. Burns and Claire (as cited in Akyuz, 2017, p. 390) emphasize pronunciation refers to the phonology of the language – or the meaningful perception and production of the sounds of that language and how they impact on the listener.

Tench (2011, p. 4) stated that phonology refers to pronunciation as a system in itself – how many vowels there are in the spoken form of the language (not the

five vowel letters), and how many consonants there are, where the sounds can occur in words, what combination of sounds are allowed, etc. Phonetics refers to the pronunciation of the sounds themselves – how they are made, how they differ, how they sound in different positions of a word and how they sound in different combinations, etc. And for the study of the pronunciation of words in English, an extra set of symbols is needed to extend the use of the letters of the alphabet.

The ‘square’ brackets, [t], enclose letters of the alphabet. Whole words in ordinary spelling which are used as examples are in italics. ‘Slant’ brackets, /t/, enclose phonetic symbols in broad transcription, i.e. phonemes; whole words in broad transcription are also enclosed in ‘slant’ brackets, e.g. /rat/ rat. Mirza (2015, p. 487) states that the English pronunciation components are divided into two there are the segmental and suprasegmental features of the language. Segments are the sounds of vowels and consonants known as phonemes. The suprasegmental aspects focus on intonation, stress, and timing.

2.2 Segmental Feature

Pronunciation includes the segmental and suprasegmental features of the language (Yates as cited in Mirza, 2015, p. 487). The segmental aspects of pronunciation have been focused in traditional methods mainly because they are the easiest to notice and pronounced related to the written letters (sounds of vowels and consonants). Recently, however, some speakers see that the suprasegmental aspects of pronunciation, including intonation, rhythm, and stress might highly affect intelligibility and can convey better impression of the speaker.

2.2.1 Consonant Sounds

Sound is produced when air is set in motion. The air supply is provided by the lungs. The sound source is in the larynx, where a set of muscles called the vocal folds (or vocal cords) is located. The filters are the organs above the larynx: the tube of the throat between the larynx and the oral cavity, which is called the pharynx, the oral cavity, and the nasal cavity. These passages are collectively known as the vocal tract (O'Grady et al., 1997, p. 19). Every speech has different sound from every other speech because of a unique combination of features in the shape of mouth and tongue and move parts of the vocal apparatus while speaking.

Knight (2012, p. 9) said consonants are sounds made with a lot of constriction in the mouth, so that the air coming up from the lungs gets squashed. Consonant in English pronunciation is included in segmental phonemes. According to Roach (as cited in Hadi, 2015, p. 49), there are 44 sounds in the British English language sound system, which are 24 consonants and 12 vowels.

Table 2.1 Example of Consonants

Consonants					
P	pin	f	Fan	h	hello
B	bin	v	Van	m	more
T	to	θ	Think	n	no
D	do	ð	The	ŋ	sing
K	cow	s	Sun	l	live
G	got	z	Zoo	r	red
tʃ	church	ʃ	She	j	yes
dʒ	judge	ʒ	Measure	w	wood

1. Consonant Articulation

A consonant is a speech sound produced by a partial or complete closure of part of the vocal tract (Finegan, 2008, p. 85). Speech sound can be characterized in terms of their articulatory properties – by where in the mouth and how they are produced and consonant can be describe in terms of three properties: voicing, place of articulation, and manner of articulation.

a. Voicing

It can be seen by distinguishing between /s/ and /z/. When you pronounce a long, continuous /z/ and a long continuous /s/, you'll notice that the position of your tongue within your mouth remains the same but, these sounds are noticeably different. You can feel if you touch your larynx. There is the vibration that you feel from your larynx if you say /z/ in along continues, it called voicing.

b. Place of Articulation

Each point at the airstream can be modified to produce a different sound is called a place of articulation. Places of articulation are found at the lips, within the oral cavity, nasal, in the pharynx and at the glottis. According to Yule (2010) there are seven kinds place of articulation; bilabials, labiodentals, dentals, alveolar, palatal, velar, and glottal which is the explanation can be seen below.

1) **Bilabials**

These are sounds formed using both (= bi) upper and lower lips (=labia). The initial sounds in the words pat, bat and mat are all bilabials. They are represented by the symbols [p], which is voiceless, and [b] and [m], which are voiced. We can also describe the [w] sound found at the beginning of way, walk and world as a bilabial.

2) **Labiodentals**

These are sounds formed with the upper teeth and the lower lip. The initial sounds of the words fat and vat and the final sounds in the words safe and save are labiodentals. They are represented by the symbols [f], which is voiceless, and [v], which is voiced. Notice that the final sound in the word cough, and the initial sound in photo, despite the spelling differences, are both pronounced as [f].

3) **Dentals**

These sounds are formed with the tongue tip behind the upper front teeth. The initial sound of thin and the final sound of bath are both voiceless dentals. The symbol used for this sound is [θ], usually referred to as “theta.” It is the symbol you would use for the first and last sounds in the phrase three teeth.

The voiced dental is represented by the symbol [ð], usually called “eth.” This sound is found in the pronunciation of the initial

sound of common words like the, there, then and thus. It is also the middle consonant sound in feather and the final sound of bathe. The term “interdentals” is sometimes used for these consonants when they are pronounced with the tongue tip between (= inter) the upper and lower teeth.

4) Alveolar

These are sounds formed with the front part of the tongue on the alveolar ridge, which is the rough, bony ridge immediately behind and above the upper teeth. The initial sounds in top, dip, sit, zoo and nut are all alveolar. The symbols for these sounds are easy to remember – [t], [d], [s], [z], [n]. Of these, [t] and [s] are voiceless whereas [d], [z] and [n] are voiced.

Other alveolar are the [l] sound found at the beginning of words such as lap and lit, and the [r] sound at the beginning of right and write.

5) Palatals

If you feel back behind the alveolar ridge, you should find a hard part in the roof of your mouth. This is called the hard palate or just the palate. Sounds produced with the tongue and the palates are called palatals (or alveo-palatals). Examples of palatals are the initial sounds in the words shout and child, which are both voiceless.

The “sh” sound is represented as [ʃ] and the “ch” sound is represented as [tʃ]. So, the word shoe brush begins and ends with the voiceless palatal sound [ʃ] and the word church begins and ends with the other voiceless palatal sound [tʃ].

One of the voiced palatals, represented by the symbol [ʒ], is not very common in English, but can be found as the middle consonant sound in words like treasure and pleasure, or the final sound in rouge. The other voiced palatal is [dʒ], which is the initial sound in words like joke and gem. The word judge and the name George both begin and end with the sound [dʒ] despite the obvious differences in spelling.

One other voiced palatal is the [j] sound used at the beginning of words like you and yet.

6) Velars

Even further back in the roof of the mouth, beyond the hard palate, you will find a soft area, which is called the soft palate, or the velum. Sounds produced with the back of the tongue against the velum are called velars. There is a voiceless velar sound, represented by the symbol [k], which occurs not only in kid and kill, but is also the initial sound in car and cold. Despite the variety in spelling, this [k] sound is both the initial and final sound in the words cook, kick and coke.

The voiced velar sound heard at the beginning of words like go, gun and give is represented by [g]. This is also the final sound in words like bag, mug and, despite the spelling, plague.

The velum can be lowered to allow air to flow through the nasal cavity and thereby produce another voiced velar, represented by the symbol [ŋ] typically referred to as “angry.” In written English, this sound is normally spelled as the two letters “ng.” So, the [ŋ] sound is at the end of sing, sang and, despite the spelling, tongue. It occurs twice in the form ringing. Be careful not to be misled by the spelling of a word like bang – it ends with the [ŋ] sound only. There is no [g] sound in this word.

7) Glottals

There is one sound that is produced without the active use of the tongue and other parts of the mouth. It is the sound [h] which occurs at the beginning of have and house and, for most speakers, as the first sound in who and whose. This sound is usually described as a voiceless glottal. The “glottis” is the space between the vocal folds in the larynx. When the glottis is open, as in the production of other voiceless sounds, and there is no manipulation of the air passing out of the mouth, the sound produced is that represented by [h].

c. Manner of Articulation

Manner of articulation is the way how English consonants pronounced. According to Yule (2010, p. 31) manner of articulation in consonants are consists of stops, affricative, nasal, liquid, fricative and glides which stated below.

1) Stops

Phonemes [p], [b], [t], [d], [k], [g] are all produced by some form of “stopping” of the air stream (very briefly) then letting it go abruptly. This type of consonant sound, resulting from a blocking or stopping effect on the air stream, is called a stop (or a “plosive”).

2) Affricative

If you combine a brief stopping of the air stream with an obstructed release which causes some friction, you will be able to produce the sounds [tʃ] and [dʒ]. These are called affricates and occur at the beginning of the words cheap and jeep. In the first of these, there is a voiceless affricate [tʃ], and in the second, a voiced affricate [dʒ].

3) Nasal

Most sounds are produced orally, with the velum raised, preventing airflow from entering the nasal cavity. However, when the velum is lowered and the air stream is allowed to flow out through the

nose to produce [m], [n] and [ŋ], the sounds are described as nasals. These three sounds are all voiced. The words morning, knitting and name begin and end with nasals.

4) Liquid

The initial sounds in led and red are described as liquids. They are both voiced. The [l] sound is called a lateral liquid and is formed by letting the air stream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge.

5) Fricative

The manner of articulation used in producing the set of sounds [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] involves almost blocking the air stream and having the air push through the very narrow opening. As the air is pushed through, a type of friction is produced and the resulting sounds are called fricatives.

6) Glides

The sounds [w] and [j] are described as glides. They are both voiced and occur at the beginning of *we*, *wet*, *you* and *yes*. These sounds are typically produced with the tongue in motion (or “gliding”) to or from the position of a vowel and are sometimes called semi-vowels.

The conclusion of the consonant articulation including the place of articulation and manner of articulation are shown in the table below.

Table 2.2 Chart of Consonants

		PLACE OF ARTICULATION									
		Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Alveopalatal	Palatal	Velar	Glottal	
MANNER OF ARTICULATION	Plosive	Vl	p			t				k	
		Vd	b			d				g	
	Affricative	Vl						tʃ			
		Vd						dʒ			
	Nasal	Vl									
		Vd	m			n				ŋ	
	Lateral	Vl									
		Vd				l					
	Fricative	Vl		f	θ	s		ʃ			h
		Vd		v	ð	z	r	ʒ			
	Semi vowel	Vl									
		Vd	w							j	

2.2.2 Vowel Sounds

Vowel sounds are produced by passing air through different shapes of the mouth, with different positions of the tongue and of the lips, and with the air stream relatively unobstructed by narrow passages except at the glottis (Finegan (2008, p. 89). Sounds in which are produced with relatively little obstruction in the vocal tract is called vowel (O’Grady et al., 1997, p. 22). Vowels are produced when the airstream is voiced through the vibration of the vocal cords in the

larynx, and then shaped using the tongue and the lips modify the overall shape of the mouth. The position of the tongue is a useful reference point for describing the differences between vowel sounds.

Tench (2011, p. 25) stated that, in English the movement of the tongue has three possible directions: either higher towards the front of the roof of the mouth, that is, in the general direction towards the /i/ or /i/ vowel; or higher towards the back, that is, in the general direction towards the /ʊ/ or /u/ vowel; or towards a central area, that is, in the general direction of the /ʌ/ or /ɜ:/ vowel. These three directions are called front closing, back closing and centering. In addition, Barman (2010, p. 25) mentioned that, vowel can be described with their placement in what is called ‘cardinal vowel diagram’. A cardinal vowel diagram is drawn like a trapezium as seen in the following figure.

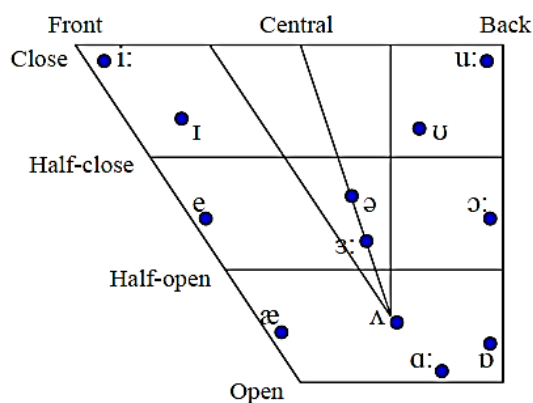


Figure 2.1 Cardinal Vowel Diagram (Barman, 2010)

The trapezium illustrates the shape of the tongue. The frontness/backness and openness/closeness of vowels are visually explicit with their relative positions

(Barman, 2010, p. 25). Vertically, the trapezium has four lines, based on the height of the tongue: close, half-close, half-open and open; and horizontally, it has three lines, based on the location of the tongue: front, central and back. Vowel sounds are produced with a relatively free flow of air and they are all typically voiced.

English vowels are divided into two major types, simple vowels (also called pure vowels or monophthongs) and diphthongs. According to Tench (2011), if the tongue is relatively steady, they are called monophthongs (or ‘pure’ vowels); if there is a degree of movement by the tongue, they are called diphthongs.

Table 2.3 Example of Vowels

Vowels		Diphthongs	
i:	bead	eɪ	cake
ɪ	hit	ɔɪ	toy
ʊ	book	aɪ	high
u:	food	ɪə	beer
e	left	ʊə	fewer
ə	about	ʒə	where
ɜ:	shirt	əʊ	go
ɔ:	call	aʊ	house
æ	hat		
ʌ	run		
ɑ:	far		
ɒ	dog		

1. Simple Vowel (Monophthong)

Simple vowels do not show a noticeable change in quality. The vowels of pit, set, cat, dog, but, put and the first vowel of suppose are all simple vowels. The symbols [ə] (called schwa) and [ʌ] (called caret or wedge) represent similar sounds. Both occur in the word above /əbʌv/.

We use [ə] to represent a mid-central vowel in unstressed syllables, such as the second syllable of buses /bʌsəz/ and the second and third syllables of capable /keɪəbəl/.

2. Diphthong

Diphthongs are the combinations of two vowel sounds, one gliding towards the other and there are eight diphthongs in English. Finegan (2008, p. 91) stated that diphthong is a vowel sound for which the tongue starts in one place and glides to another. English diphthongs show changes in quality that are due to tongue movement away from the initial vowel articulation towards another vowel position (Barman 2010, p. 30), This change in vowel quality is clearly perceptible in words such as say, buy, cow, ice, loud, go and boy.

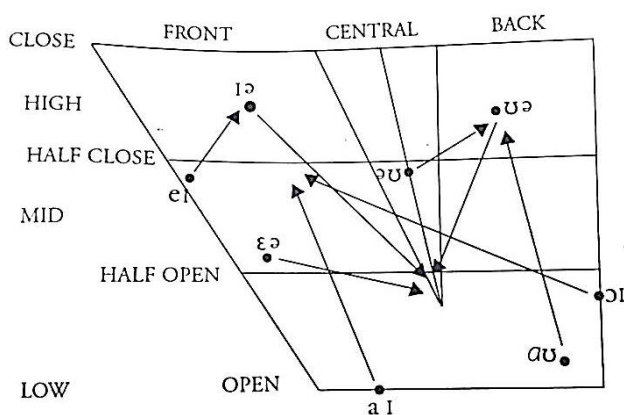


Figure 2.2 Chart of Diphthong (Roach, 1980)

3. Articulatory of Vowel

Finegan (2008, p. 91) stated that, to create differences among vowels, languages can exploit other possibilities besides tongue height and tongue backness. Vowels can have tenseness, rounding, lengthening, nasalization, and tone.

a. Tenseness

Languages can make a distinction between vowels that is characterized as tense versus lax. These labels represent a set of characteristics that distinguish one set of vowels from another. The contrast between [i] of peat and [ɪ] of pit is in part a tense/lax contrast; likewise for the vowels in bait/bet and in coed/could.

b. Rounding

In English high front vowels tend automatically to be unrounded (and high back vowels to be rounded), some languages have rounded and unrounded front vowels.

c. Length

English has two of each vowel type—one long, the other short. The pronunciation of long vowels is held longer than that of short vowels. Long vowels are commonly represented with a special colon after them in phonetic transcriptions. The contrast of letter [i] and [i:] to sense differences in the duration of vowels, pronounce the English words beat, bead, bit.

d. Nasalization

All vowel types can be nasalized by pronouncing the vowel while passing air through the nose (as for nasal stops) and through the mouth. Nasal vowels are indicated by a tilde (~) placed above the vowel symbol.

e. Tone

Vowel may be pronounced on several pitches and be perceived by the native speakers of these languages as different sounds. Typically, a vowel pronounced on a low pitch contrasts with the same vowel pronounced on a higher pitch. In English there are symbol of rising tone (´); a falling-rising tone (˘), in which the pitch begins to fall and then rises sharply; and a falling tone (ˆ), in which the pitch falls sharply.

2.3 Factors Affect in Pronunciation

Kenworthy (as cited in Dhillon, 2016, p. 125) mentioned there are factors that affected pronunciation, they are:

1. The native language. The more differences of sounds characteristics of the native language and English, the more difficulties someone will have in pronouncing English.
2. The age factor. This factor is contradictory. Some researchers found that age determines the accuracy of a learner's pronunciation; other

researchers argued that age confers no immediate advantage in pronouncing foreign sounds.

3. Amount of exposure. It is tempting to view this simply as a matter of whether the speaker is living in an English-speaking country or not. If this is the case, then the speaker is 'surrounded' by English and this constant exposure should affect pronunciation skills.
4. Phonetic ability. This skill has been variously termed 'aptitude for oral mimicry', 'phonetic coding ability' or 'auditory discrimination ability'. Researchers have designed tests which measure this ability and have demonstrated that some people are able to discriminate between two sounds better than others, and/or are able to mimic sounds more accurately.
5. Attitude and identity. It has been claimed that factors such as a person's 'sense of identity' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of a foreign language.

2.4 Previous Research

In the previous study, some researchers have already done with the same research about pronunciation. First, according to Demircioglu (2013), he has done

the same research about pronunciation, but Demircioglu concern the diphthongs, the voiced and the unvoiced “th” /θ/ and /ð/ sounds in state primary, secondary and high school in Turkish. In his research, He concluded that, Turkish language is hardly to say vowel in juxtaposition or in double vowel. They only say with a single pure vowel sound. In the other hand, the diphthongs are difficult for Turkish to articulate when they speak English. So, the Turkish learners are used to articulating the word forming monophthongs sounds because of the structure of Turkish language.

Second research, according to Wewalaarachchi et al (2017), in their research, they concern in vowel, consonant and lexical tones in Monolingual and bilingual English-Mandarin by toddlers. In the result, there are three primary findings emerged from this study; 1) There were no differences between bilingual and monolingual toddler responses to correct pronunciations, nor were there differences in sensitivity to vowel, tone, and consonant mispronunciations, 2) There were differences in the efficiency with bilingual and monolingual children processed correct pronunciations and mispronunciations. 3) Bilingual and monolingual children exhibited different patterns of relative sensitivity to vowel, consonant, and tone mispronunciations; Bilingual children were most sensitive to vowel variation, followed by consonant variation and then tone variation, whereas monolingual children were equally sensitive to vowel and tone variation and less so to consonant variation.

2.5 Theoretical Framework

This session presents the theoretical framework of the research. The main theory is taken from Finegan's theory in term of vowel sounds; single vowel (monophthong) and diphthong, and consonant sounds which is following by Yule's theory. The theoretical framework has shown as below.

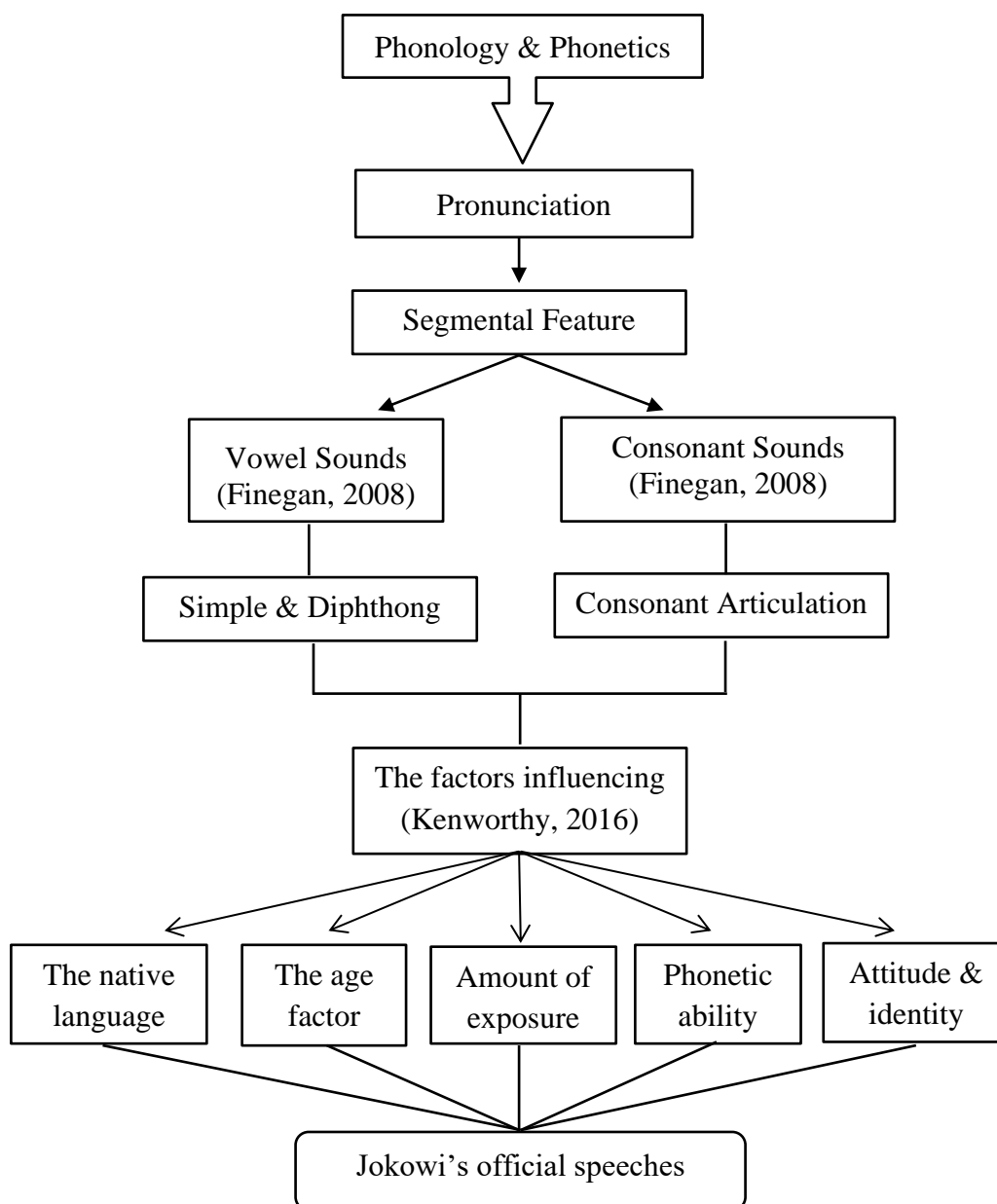


Figure 2.3 Theoretical Framework

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

This research uses a phonological approach because this research conducts in analyzing of sounds, in term of vowel and consonant sounds. The research uses descriptive qualitative method. The research is started from the researcher's observation of the phenomena of pronunciation found in the speech delivered by the president of Indonesia, Mr. Joko Widodo. The researcher explored the phenomenon occurred from books, journals, articles, and blogs which is related to pronunciation. The researcher found the problems and formulated the problems to be analyzed after studied the phenomenon from various sources. Then, the researcher arranged the research methods including; method of collecting data, method of analyzing data, and method of presenting data. Having done these processes, the researcher analyzed the data that has been collected. In the final stage, conclusion will be discovered based on the process of analyzing data.

3.2 Object of the Research

The object of this research is English vowel and consonant sounds mispronounced by the president of Indonesia; Mr. Joko Widodo. The data source is English official speeches pronounced by Mr. Joko Widodo on the video; APEC CEO Summit 2014 in China, The World Economic Forum on East Asia 2015, and

The World Press Freedom Day 2016. The data is all of the word mispronounced by Mr. Jokowi in his English official speeches.

3.3 Method of Collecting Data

In collecting the data, the researcher applied observation (*simak*) method by using uninvolved conversation observation (*simak bebas libat cakap*) technique (Sudaryanto, 2015, pp. 203-204). The process of collecting data done by listening to utterance (speech) pronounced by Mr. Joko Widodo in his official speeches and the researcher doesn't involve directly. It can be seen from the steps below.

1. Read the information and knowledge about phonology.
2. Listen while observe Mr. Joko Widodo's speeches repeatedly by using uninvolved conversation technique (*simak bebas libat cakap*).
3. Convert and jot down the words pronounced incorrectly by Mr. Joko Widodo into the phonetic transcription of vowel and consonant sounds in his official speeches.
4. Classify the words pronounced by Mr. Jokowi toward English vowel and consonant sounds in his official speeches.

3.4 Method of Analyzing Data

In analyzing data, the researcher applied identity (*padan*) method by (Sudaryanto, 2015, p. 15) in term of articulatory phonetic identity, which aims to support the analysis. The process of analyzing data can be seen in the steps below.

1. Find out the problems of English vowel and consonant sounds pronounced by Mr. Joko Widodo in his official speeches by using articulatory phonetic technique.
2. Compare with the tool; Oxford Dictionary (standard of Received Pronunciation) by using equalizing technique.
3. Find out factors influencing the incorrect English vowel and consonant sounds by Mr. Joko Widodo in his official speeches.
4. Conclude the result of the data analyzed by using competence in equalizing the main point technique.

3.5 Method of Presenting Research Result

In the presenting research result, the researcher used both formal and informal presentation method (Sudaryanto, 2015, p. 241), where the result of data analysis presenting by using table and verbal description. The research presented the result of data analysis based on the formulation of the problem in the research.