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An Analysis of Buginese Students in Pronouncing English Consonants: A Case Study at English Department Hasanuddin University

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ABSTRACT

The aims of this study are: (1) to identify kind of English consonants that are pronounced improperly by Buginese students, and (2) to find out the factors that cause Buginese students in pronouncing English consonants improperly. The method used in this research is descriptive qualitative method. This research is carried out on the Buginese students of English Department of Hasanuddin University batch 2016. The data is obtained by conducting pronunciation test and giving questionnaires. The data is analyzed by identifying the problematic consonants and revealing the factors that caused Buginese students pronounce English consonants improperly. The findings show that the troubled English consonants tend to come from the presence of consonants in English which are not exist in Buginese language such as /θ/, /ð/, /ʃ/, and /tʃ/, the difficulty in distinguishing voiced and voiceless consonants as in /v/ and /z/ sound, and the difficulties related to substitution, omission, and insertion of consonants found in past participle and in plural form. Meanwhile, the causes of the pronunciation problems by Buginese students consist of three causes, namely: the influenced of their mother tongue (Buginese), the period when they start to learn English, and lack of motivation and efforts to make their pronunciation better.

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1. Introduction

English is one of the most important languages in this world since it is an international language and also learned practically by people all over the world (Prihandoko et al., 2019; Aswad et al., 2019;Sukmawaty et al., 2022). It can be seen obviously in many books such as literature, economics, politics, science and technology, and other information sources which are written or translated into English (Guo et al., 2021; Rahman, 2018).

In Indonesia, English as a foreign language has become an obligation for students to learn it (Yassi et al., 2023; Said et al., 2021). The government itself has put English in the national curriculum of educational system, and has been introduced to the students since in elementary school (Anggawirya et al., 2021; Sahib et al., 2021). Moreover, English is also one of the subjects in National Examination. It proves how important English is for Indonesian to learn.

To master English, there are four skills needed, namely reading, listening, speaking, and writing. Furthermore, understanding the three components in English such as pronunciation, grammar or structure, and vocabulary are also important.

Speaking is one of four skills in a language that is very important since it is a means for someone to be able to convey ideas orally (Kehing & Yunus, 2021; Terzioğlu & Kurt, 2022; Hui & Yunus, 2023). Not only that, as a human being, they naturally interact with other people. When interacting, the conversation process will occur involving both parties. To be able to communicate well, someone must have good speaking skills so that communication runs smoothly. But it cannot be denied, that speaking is one skill that is very difficult to master. This is because if someone has spoken, it will be very difficult to edit or revise (Linnga et al., 2020; Tram, 2020). In addition, the problems that is often faced by most people are due to reluctance, hesitation, fear of making mistakes, or lack of adequate vocabulary (Amoah & Yeboah, 2021). Not only that, but speaking also has several components in it, namely pronunciation, vocabulary, grammar, and fluency that must be mastered.

Pronunciation is very important in communication. Good communication is where both parties can understand each other (Kobilova, 2022; Le, 2022). Unfortunately, communication does not always run smoothly. It is usually

happens because probably one or both parties pronounce words or sentences incorrectly (Tsang, 2022; Maswani et al., 2021).

English is quite difficult for Indonesians. Since English is not a native language for them, then there are many Indonesians who have difficulties in English because of native language (Winnie et al., 2023; Sahib et al., 2021). Harun, et al (2019, p. 335) stated, the impact of native language on English is certainly a tough obstacle for the Indonesian EFL learners as Indonesia consists of various cultures and possesses hundreds of native language.

The impact of native language also experienced by some English department students from Bugis tribe (Liu et al., 2021; Yapp et al., 2023). Furthermore, in some cases, the fact is there is differentiation between several consonants in Bugis language and English. Especially, some English consonants are not found in Bugis language, such as consonants /θ/, and /ð/. Moreover in English, there is a differentiation between spelling and pronunciation, and it caused problems when Buginese students delivering presentation or having a conversation. The things mentioned above are a number of problems that were often faced by Buginese in general, and English department students who came from Bugis tribe in particular. In light of the background of the study, the researcher formulates the following research questions: What kind of English consonants are pronounced improperly by Buginese students? Why some of English consonants pronounced improperly by Buginese students?.

2. Methodology

This research used a descriptive qualitative research in order to present the data about analysis of Buginese students' difficulties when pronouncing English consonants at English department. The writer used three types of research instruments, i.e. short passage, recorder, and questionnaires. Short passages were selected to evaluate Buginese students' pronunciation difficulties systemically. The recorder was employed to capture oral renditions during pronunciation test. Furthermore, questionnaires were employed to discover the factors that affect respondents in pronouncing English consonants. The samples of this study were taken from English Department students of Hasanuddin University. Buginese students were chosen to find out the pronunciation problem that they encountered in pronouncing English consonants. The students were selected from several regions in South Sulawesi that speak Buginese. Those regions are Bone, Soppeng, Sidrap, and Sinjai. There are eight students who participated in this research, each region represented by two students. The data is obtained by conducting pronunciation test and giving questionnaires. The data is analyzed by identifying the problematic consonants and revealing the factors that caused Buginese students pronounce English consonants improperly.

3. Result and Discussion

The data are in the form of recordings and questionnaires taken from 8 samples. In analyzing the data, the writer used descriptive qualitative method by referring to the theories of Peter Roach and Douglas Brown. The result shows the analysis of the troubled English consonants found in the Buginese students' recordings and the factors that cause the problems.

3.1. Troubled English Consonants

In presenting the troubled English consonants, the writer describes the data by grouping them into word classes (noun, verb, and adjective) then each recording that consist of troubled English consonants are marked one by one.

a. Datum 1

Table 1. List of nouns contained troubled English consonants found in datum 1

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	corona virus	/kəˈrəʊnə ˈvaɪrəs/	/kɒrɒnʌ fɪrʊs/	/v/ → /f/
2.	health	/helθ/	/helt/	/θ/ → /t/
3.	origins	/ˈɒrɪdʒɪnz/	/ɒrɪdʒɪns/	/z/ → /s/
4.	investigators	/ɪnˈvestɪgeɪtəz/ /ɪnˈvestɪgeɪtəz/	/ɪnfestɪgeɪtər/ /ɪnfestɪgeɪtər/	/v/ → /f/ /z/ → 0

5.	insights	/ˈɪnsaɪtz/ /ˈɪnsaɪtz/	/ɪnsaɪk/ /ɪnsaɪk/	/t/ → /k/ /z/ → /s/
6.	pneumonia	/njuːˈməʊniə/	/pnemɒniə/	0 → /p/
7.	China	/ˈʧaɪnə/	/ˈcɪnə/	/ʧ/ → /c/
8.	virology	/vaɪˈrɒlədʒi/	/fɪrɒlɒdʒi/	/v/ → /f/
9.	patients	/ˈpeɪʃnts/ /ˈpeɪʃnts/ /ˈpeɪʃnts/	/pasɪən/ /pasɪən/ /pasɪən/	/ʃ/ → /s/ /t/ → 0 /s/ → 0
10.	organization	/ˌɔːgənaɪˈzeɪʃn/	/ɔːgʌnɪʃeʃn/	/z/ → /ʃ/
11.	poultry	/ˈpəʊltri/	/fɒʊltri/	/p/ → /f/
12.	viruses	/ˈvaɪrəsiz/ /ˈvaɪrəsiz/	/ˈfaɪrəsəs/ /ˈfaɪrəsəs/	/v/ → /f/ /z/ → /s/
13.	disease	/dɪˈziːz/	/dɪsiːs/	/z/ → /s/
14.	species	/ˈspiːʃiːz/ /ˈspiːʃiːz/	/spesiəs/ /spesiəs/	/ʃ/ → /s/ /z/ → /s/
15.	results	/rɪˈzʌlts/ /rɪˈzʌlts/	/rɪsʌlt/ /rɪsʌlt/	/z/ → /s/ /s/ → 0
16.	reservoir	/ˈrezəvwɑː(r)/ /ˈrezəvwɑː(r)/ /ˈrezəvwɑː(r)/	/resərfɑiː(r)/ /resərfɑiː(r)/ /resərfɑiː(r)/	/z/ → /s/ /v/ → /f/ /w/ → 0
17.	authors	/ˈɔːθə(r)z/ /ˈɔːθə(r)z/	/aʊtɒrs/ /aʊtɒrs/	/θ/ → /t/ /z/ → /s/
18.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
19.	development	/dɪˈveləpmənt/ /dɪˈveləpmənt/	/defeləpmən/ /defeləpmən/	/v/ → /f/ /t/ → 0
20.	vaccines	/ˈvæksiːnz/ /ˈvæksiːnz/	/fʌsiːnɪs/ /fʌsiːnɪs/	/v/ → /f/ /z/ → /s/

The first respondent is not being able to distinguish between voiced and voiceless sound as in consonant /z/ and /s/, as well as /v/ and /f/. Nevertheless, the student pronounced those consonants as /f/ and /s/. There are several words that student should pronounced as /v/ but it substituted into consonant /f/. Meanwhile, there are 9 words that should be pronounced as /z/ but it substituted into consonant /s/. Furthermore, there are several consonants that also substituted by respondent 1. For instance, consonant /p/ to /f/. It can be seen in word poultry, instead of pronounced it as /ˈpəʊltri/ the student pronounced it as /fɒʊltri/. Lastly, respondent 1 substitute consonant /z/ to /ʃ/. It is due to the presence of consonant /ʃ/ after /z/, therefore the respondent tends to merge the two different consonants into the same consonant.

Table 2. List of verbs contained troubled English consonants found in datum 1

No.	List of Words (Verb)	Transcription	Improper Pronunciation by the Student	Troubled English consonant

1.	design	/dɪˈzaɪn/	/dɪˈsaɪn/	/z/ → /s/
2.	provides	/prəˈvaɪdz/ /prəˈvaɪdz/	/prɒfaɪd/ /prɒfaɪd/	/v/ → /f/ /z/ → 0
3.	resulting	/rɪˈzʌltɪŋ/	/rɪsʌltɪŋ/	/z/ → /s/
4.	recognizes	/ˈrɛkəgnaɪzɪz/	/rɛkəgnaɪs/	/z/ → /s/

Most of the consonants are generalized by the student. The influence of mother tongue spelling system mainly affects these generalizations. Majority of the problem comes from the difficulty in distinguishing voiced and voiceless consonant. It can be seen when the student pronounced /v/ and /z/. The student pronounced these two consonants voicelessly. There are 3 words which consonant /z/ that should be pronounced as voiced but the student substitute it with a voiceless consonant, namely /s/. Another problem is related to consonant omission. It can be seen in the transcription above when the student pronounced provides. Consonant /z/ which should be pronounced at the end of that word but it is omitted.

Table 3. List of adjectives contained troubled English consonants found in datum 1

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/fɪrʌl/	/v/ → /f/
2.	defensive	/dɪˈfensɪv/	/dɪˈfensɪf/	/v/ → /f/
3.	potential	/pəˈtenʃl/	/pɒˈtensɪʌl/	/ʃ/ → /s/
4.	exposed	/ɪkˈspəʊzd/ /ɪkˈspəʊzd/	/ekˈspɒʊs/ /ekˈspɒʊs/	/z/ → /s/ /d/ → /0
5.	available	/əˈveɪləbl/	/əfaɪləbl/	/v/ → /f/
6.	various	/ˈveəriəs/	/fʌriəs/	/v/ → /f/
7.	geographic	/ˌdʒiːəˈgræfɪk/	/gəɒgræfɪk/	/dʒ/ → /g/
8.	formed	/fɔːmd/	/fɔːm/	/d/ → 0
9.	another	/əˈnʌðə/	/ənʌdə/	/ð/ → /d/
10.	developed	/dɪˈveləpt/ /dɪˈveləpt/	/dɪfeləp/ /dɪfeləp/	/v/ → /f/ /t/ → 0
11.	evolutionary	/ˌiːvəˈluːʃənri/ /ˌiːvəˈluːʃənri/	/efɑluːsɪɒnəri/ /efɑluːsɪɒnəri/	/v/ → /f/ /ʃ/ → /s/
12.	effective	/ɪ ˈfektɪv/	/eˈfektɪf/	/v/ → /f/

The problem of substituting consonants are still exist when respondent 1 pronounced adjectives. Most of the problems come from consonant changes. First, consonant /v/ which substituted into consonant /f/. Next, consonant /ʃ/ substituted into consonant /s/ as in words potential and evolutionary. Third, consonant /z/ substituted into consonant /s/ as in word exposed. Then, consonant /dʒ/ substituted into consonant /g/ as in geographic. Lastly, consonant /ð/ substituted into consonant /d/ as in word another. These substitutions mainly affect by the influence of mother tongue spelling system. Moreover, these consonants, /ʃ/, /dʒ/, and /ð/ are unknown in Buginese alphabet system.

Last but not least, respondent 1 also omit consonant /d/ and /t/ in this datum. It can be seen in two words, namely formed and developed. Thus, instead of pronounced formed as /fɔːmd/ the student pronounced it as /fɔːm/. As well as in

word developed, instead of pronounced it as /dɪˈveləpt/ the student pronounced as /dɪfeləp/. In this case, the student simply pronouncing the root. In fact, the words are in past participle form.

b. Datum 2

Table 4. List of nouns contained troubled English consonants found in Datum 2

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kəˈrəʊnə ˈvaɪrəs/	/kɒrɒnʌ fɪrʊs/	/v/ → /f/
2.	investigators	/ɪnˈvestɪgeɪtə(r)z/ /ɪnˈvestɪgeɪtə(r)z/	/ɪnfestɪgeɪtərs/ /ɪnfestɪgeɪtərs/	/v/ → /f/ /z/ → /s/
3.	pneumonia	/njuːˈməʊniə/	/pnemɒniə/	0 → /p/
4.	virology	/vaɪˈrɒlədʒi/	/faɪrɒlɒdʒi/	/v/ → /f/
5.	virus	/ˈvaɪrəs/	/fɪrʊs/	/v/ → /f/
6.	organization	/ˌɔːgənaɪˈzeɪʃn/	/ɔːgʌnɪseʃn/	/z/ → /s/
7.	viruses	/ˈvaɪrəsiz/ /ˈvaɪrəsiz/	/ˈfaɪrəsis/ /ˈfaɪrəsis/	/v/ → /f/ /z/ → /s/
8.	disease	/dɪˈziːz/	/dɪsiːs/	/z/ → /s/
9.	species	/ˈspiːʃiːz/ /ˈspiːʃiːz/	/spesiːs/ /spesiːs/	/ʃ/ → /s/ /z/ → /s/
10.	results	/rɪˈzʌlts/ /rɪˈzʌlts/	/rɪ'sʌlt/ /rɪ'sʌlt/	/z/ → /s/ /s/ → 0
11.	reservoir	/ˈrezəvwɑː(r)/ /ˈrezəvwɑː(r)/ /ˈrezəvwɑː(r)/	/resərfɑiːr/ /resərfɑiːr/ /resərfɑiːr/	/z/ → /s/ /v/ → /f/ /w/ → 0
12.	authors	/ˈɔːθə(r)z/ /ˈɔːθə(r)z/	/aʊdɒrs/ /aʊdɒrs/	/θ/ → /d/ /z/ → /s/
13.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
14.	development	/dɪˈveləpmənt/ /dɪˈveləpmənt/	/defeləpmən/ /defeləpmən/	/v/ → /f/ /t/ → 0
15.	vaccines	/ˈvæksiːnz/ /ˈvæksiːnz/	ˈ/fæksiːn/ ˈ/fæksiːn/	/v/ → /f/ /z/ → /s/

Most of the troubled English consonants come from the difficulty of distinguishing voiced and voiceless sound. It can be seen when the student pronounced /v/ and /z/. The student pronounced these two consonants voicelessly. Additionally, consonant /ʃ/ also substituted into /s/ as in word species and consonant /θ/ that substituted into /d/ as in word authors. The influence of mother tongue spelling system mainly affects these substitutions. Consonants /v/ and /z/ are not commonly used in Buginese, especially in daily conversation. Moreover, consonant /ʃ/ and /θ/ are unknown in Buginese.

Furthermore, respondent 2 seems to omit three consonants. First, consonant /s/ omitted as in word results. Then, consonant /t/ also omitted as in word development. Third, the word reservoir also pronounced with omitted consonant /w/. Another problem in this datum related to inserting consonant. It can be seen in word pneumonia where consonant /p/ at the beginning of the word supposed to be a silent letter but respondent 2 still pronounced it. Thus, instead of pronounced as /njuːˈməʊniə/, the student pronounced it as /pnemɒniə/.

Table 5. List of verbs contained troubled English consonants found in Datum 2

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪˈzaɪn/	/dɪˈsaɪn/	/z/ → /s/
2.	provides	/prəˈvaɪdz/ /prəˈvaɪdz/	/prɒfaɪds/ /prɒfaɪds/	/v/ → /f/ /z/ → /s/
3.	published	/ˈpʌblɪʃt/	/pʌblɪʃ/	/t/ → 0
4.	resulting	/rɪˈzʌltɪŋ/	/rɪsʌltɪŋ/	/z/ → /s/
5.	developed	/dɪˈveləpt/	/defeləp/	/v/ → /f/
6.	recognizes	/ˈrɛkəgnaɪzɪz/	/rɛkəgnaɪs/	/z/ → /s/
7.	obtained	/əbˈteɪnd/	/ɒbˈteɪn/	d → 0
8.	caused	/kɔːzd/	/kɔːz/	d → 0
9.	requires	/rɪˈkwaiəz/	/rɪkwaiə/	/z/ → 0

There are 7 words were pronounced improperly by substituting consonant /v/ and /z/ become /f/ and /s/. It is due to the influence of Buginese spelling system where there are no specific guidelines to distinguish between consonant /v/ and /f/ as well as consonant /z/ and /s/. Thus, when there are words contain consonants /v/ and /z/ the student seems generalized it. Furthermore, there are 3 consonants were omitted in the list of verbs above. First, consonant /z/ omitted as in word requires. Additionally, consonant /t/ as in word published. Then, consonant /d/ omitted as in words obtained and caused. The last two consonants that omitted happen due to the past participle form where the student did not pay attention to it.

Table 6. List of adjectives contained troubled English consonants found in Datum 2

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/faɪral/	/v/ → /f/
2.	defensive	/dɪˈfensɪv/	/dəfensɪf/	/v/ → /f/
3.	available	/əˈveɪləbl/	/əˈfeɪləbl/	/v/ → /f/
4.	geographic	/ˌdʒiːəˈgræfɪk/	/gəɒgrʌfɪk/	/dʒ/ → /g/
5.	formed	/fɔːmd/	/fɔːm/	/d/ → 0
6.	another	/əˈnʌðə/	/əˈnʌdə/	/ð/ → /d/
7.	evolutionary	/ˌiːvəˈluːʃənri/	/efɑluːʃnəri/	/v/ → /f/
8.	effective	/ɪ ˈfektɪv/	/efektɪf/	/v/ → /f/

There are two issues were found in the transcription above, i.e. substitution and omission. Related to substitution issue, there are 3 consonants were found. First, consonant /v/ substituted into /f/. It is because in Buginese alphabet system, there is no differentiation when someone pronounced /v/ and /f/. Thus, the student may generalized these two consonants. In addition, consonant /dʒ/ substituted into /g/ as in word geographic and consonant /ð/ as in word another. It is also related to Buginese alphabet system where there is no consonant /dʒ/ and /ð/. Besides, there is one issue related to consonant omission. In word formed, respondent 2 omit consonant /d/ at the end of the word. Same with previous problems, it is also related to past participle form where the student seems like ignore to pronounce suffix –ed at the end of a word.

c. Datum 3

Table 7. List of nouns contained troubled English consonants found in Datum 3

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kəˈrəʊnə ˈvaɪrəs/	/kɒrɒnʌ fɪrʊs/	/v/ → /f/
2.	health	/helθ/	/helt/	/θ/ → /t/
3.	investigators	/ɪnˈvestɪgeɪtə(r)z/ /ɪnˈvestɪgeɪtə(r)z/	/ɪnfestɪgeɪtərs/ /ɪnfestɪgeɪtərs/	/v/ → /f/ /z/ → /s/
4.	pneumonia	/njuːˈməʊniə/	/pnemɒniə/	/0/ → /p/
5.	virology	/vaɪˈrɒlədʒi/ /vaɪˈrɒlədʒi/	/fɪrɒlɒgi/ /fɪrɒlɒgi/	/v/ → /f/ /dʒ/ → /g/
6.	organization	/ˌɔːgənaɪˈzeɪʃn/	/ɔːgʌnɪseʃn/	/z/ → /s/
7.	analysis	/əˈnæləsɪs/	/ænəlais/	/s/ → /0/
8.	viruses	/ˈvaɪrəsiz/ /ˈvaɪrəsiz/	/fɪrʊsɪs/ /fɪrʊsɪs/	/v/ → /f/ /z/ → /s/
9.	species	/ˈspiːʃiːz/ /ˈspiːʃiːz/	/spesiːs/ /spesiːs/	/ʃ/ → /s/ /z/ → /s/
10.	disease	/dɪˈziːz/	/dɪˈses/	/z/ → /s/
11.	results	/rɪˈzʌlts/ /rɪˈzʌlts/	/rɪˈsʌlt/ /rɪˈsʌlt/	/z/ → /s/ /s/ → 0
12.	reservoir	/ˈrezəvwɑː(r)/ /ˈrezəvwɑː(r)/ /ˈrezəvwɑː(r)/	/resərfɑiːr/ /resərfɑiːr/ /resərfɑiːr/	/z/ → /s/ /v/ → /f/ /w/ → 0
13.	discovery	/dɪˈskʌvəri/	/dɪˈskʌfəri	/v/ → /f/
14.	development	/dɪˈveləpmənt/ /dɪˈveləpmənt/	/defeləpmən/ /defeləpmən/	/v/ → /f/ /t/ → 0
15.	vaccines	/ˈvæksiːnz/ /ˈvæksiːnz/	/fʌksiːn/ /fʌksiːn/	/v/ → /f/ /z/ → /s/

There are three consonants were omitted, those are /s/, /w/, and /t/. Consonant /s/ omitted in word analysis and results. While consonant /w/ and /t/ were respectively found in words reservoir and development. These omissions refer

to ambiguous problems that are not clear whether it is due to the influence of the target language or the source language system. Moreover, problems of substituting consonants are also found in this datum. It comes from several words in the form of minimal pairs, especially in terms of voiced and voiceless. In addition, there are three other consonants that also substituted. First, consonant /θ/ substituted into /t/. Then, consonant /dʒ/ substituted into /g/ as in word virology. Lastly, consonant /ʃ/ substituted into /s/ as in word species. It is due to the Buginese alphabet system where we did not find consonant /θ/, /dʒ/, and /ʃ/ in it.

Table 8. List of verbs contained troubled English consonants found in Datum 3

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪˈzaɪn/	/dəˈsaɪn/	/z/ → /s/
2.	provides	/prəˈvaɪdz/ /prəˈvaɪdz/	/prɒ'faɪd/ /prɒ'faɪd/	/v/ → /f/ /z/ → 0
3.	published	/'pʌblɪʃt/	/pʌblɪʃ/	/t/ → 0
4.	resulting	/rɪˈzʌltɪŋ/	/resʌltɪŋ/	/z/ → /s/
5.	developed	/dɪˈveləpt/ dɪˈveləpt/	/dɪ'felop/ /dɪ'felop/	/v/ → /f/ /t/ → 0
6.	recognizes	/'rɛkəgnaɪzɪz/	/rɛkəgnaɪs/	/z/ → /s/
7.	obtained	/əb'teɪnd/	/ɒb'teɪn/	d → 0
8.	caused	/kɔ:zd/	/kɔ:z/	d → 0

In this datum, substitution and omission still become the problems. In substitution issue, there are two troubled English consonants i.e. /v/ and /z/. Design, resulting, and recognizes are the list of words where consonant /z/ substituted into /s/. While provides and developed are the example of words where consonant /v/ substitutes into /f/. It happens due to the place and manner of these both consonants are very similar. Thus, respondent 3 may generalized when pronounced these two consonants. Moreover, omission issue in this datum found in three different consonants. Firstly, provides is the word where respondent omit consonant /z/. Then, consonant /t/ was omitted in published and developed. Lastly, obtained and caused are the words where consonant /d/ were omitted.

Table 9. List of adjectives contained troubled English consonants found in Datum 3

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/faɪral/	/v/ → /f/
2.	potential	/pə'tenʃl/	/pɑtensɪʌl/	/ʃ/ → /s/
3.	genetic	/dʒɪ'nɛtɪk/	/genetɪk/	/dʒ/ → /g/
4.	available	/əˈveɪləbl/	/ə'feɪləbl/	/v/ → /f/
5.	geographic	/ˌdʒi:əˈgræfɪk/	/geɒgrʌfɪk/	/dʒ/ → /g/
6.	another	/ə'nʌðə/	/ə'nʌdə/	/ð/ → /d/

7.	derived	/dɪ'raɪvd/	/dərəfaɪd/	/v/ → /f/
8.	evolutionary	/ˌi:və'lu:ʃənri/	/efɑlu:ʃnəri/	/v/ → /f/
9.	effective	/ɪ 'fektɪv/	/efektɪf/	/v/ → /f/

In this transcription, there are four different kinds of troubled English consonants related to substituting issues. Those 4 consonants are: /v/, /dʒ/, /ʃ/, and /ð/. Begins with consonant /v/, there are 4 words that substituted into /f/, namely: viral, available, derived, and evolutionary. Respondent 3 seems generalized consonant /v/ and /f/ since these two consonants known as minimal pair. Additionally, it also happens due to the articulation from both consonants which is similar. Consonant /v/ and /f/ respectively grouped into fricative-labiodental. Furthermore, respondent 3 also faced difficulty to distinguish between consonant /dʒ/ and /g/ when pronounced genetic and geographic. These two words in Buginese or even in Indonesian usually pronounced using consonant /g/ instead of /dʒ/. Therefore, when pronouncing these two words, the source language system affects the student. Lastly, another is a word where the student substituting consonant /ð/ into /d/. In fact, consonant /ð/ and /d/ are quite different.

d. Datum 4

Table 10. List of nouns contained troubled English consonants found in Datum 4

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kə'rəʊnə 'vaɪrəs/	/kɒrɒnʌ fɪrʊs/	/v/ → /f/
2.	health	/helθ/	/helt/	/θ/ → /t/
3.	investigators	/ɪn'vestɪgeɪtə(r)/ /ɪn'vestɪgeɪtə(r)/	/ɪn'festɪgeɪtərs/ /ɪn'festɪgeɪtərs/	/v/ → /f/ /z/ → /s/
4.	virology	/vaɪ'rɒlədʒi/	/fɪ'rɒlɒdʒi/	/v/ → /f/
5.	organization	/ˌɔ:gənaɪ'zeɪʃn/	/ɔ:gʌnɪseʃn/	/z/ → /s/
6.	viruses	/'vaɪrəsɪz/ /'vaɪrəsɪz/	/faɪrəsɪs/ /faɪrəsɪs/	/v/ → /f/ /z/ → /s/
7.	species	/'spi:ʃi:z/ /'spi:ʃi:z/	/spesi:s/ /spesi:s/	/ʃ/ → /s/ /z/ → /s/
8.	disease	/dɪ'zi:z/	/dɪ'si:s/	/z/ → /s/
9.	reservoir	/'rezəvwɑ:(r)/ /'rezəvwɑ:(r)/ /'rezəvwɑ:(r)/	/resərfɑi:r/ /resərfɑi:r/ /resərfɑi:r/	/z/ → /s/ /v/ → /f/ /w/ → 0
10.	discovery	/dɪ'skʌvəri/	/dɪ'skʌfəri/	/v/ → /f/
11.	development	/dɪ'veləpmənt/ /dɪ'veləpmənt/	/defeləpmən/ /defeləpmən/	/v/ → /f/ /t/ → 0
12.	vaccines	/'væksi:nz/ /'væksi:nz/	/fæksi:n/ /fæksi:n/	/v/ → /f/ /z/ → /s/

In this transcription, there are two issues were found, namely: substituting and omitting consonant. Related to substituting, consonant /v/ and /z/ still become the most problematic consonant. One of the factors that caused this thing happen because the way to pronounce these consonants is almost the same. Still related to substituting consonant, there are two other consonants that also substituted by respondent 4 i.e. consonant /θ/ and /ʃ/. In this case, the student might generalize consonant /θ/ and /ʃ into /t/ and /s/ since there is no consonant /θ/ and /ʃ/ in Buginese alphabet system.

Another problem is related to omitting consonant. Based on the table above, there are two consonants were omitted, namely: /w/ and /t/. Consonant /w/ were omitted as in word reservoir. In this case, the word reservoir may not familiar enough so that the student lack of knowledge about the way to pronouncing it. Whereas, consonant /t/ were omitted as in word development. Thus, instead of pronounced that word as /dɪˈveləpmənt/ the student pronounced it as /defeləpmən/. It happened because the student ignores consonant /t/ at the end of a word.

Table 11. List of verbs contained troubled English consonants found in Datum 4

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪˈzaɪn/	/dɪˈsaɪn/	/z/ → /s/
2.	provides	/prəˈvaɪdz/ /prəˈvaɪdz/	/prɒ'faɪd/ /prɒ'faɪd/	/v/ → /f/ /z/ → 0
3.	developed	/dɪ'veləpt/ /dɪ'veləpt/	/dɪ'felɑp/ /dɪ'felɑp/	/v/ → /f/ /t/ → 0
4.	Suggest	/sə'dʒɛst/ /sə'dʒɛst/	/sʌgɛs/ /sʌgɛs/	/dʒ/ → /g/ /t/ → 0

Based on the transcription above, the writer found several consonants related to substitution. It can be seen as in words provides, and developed where consonant /v/ substituted into /f/. Likewise, consonant /z/ substituted into /s/ as in word design. In addition, consonant /dʒ/ substituted into /g/ as in word suggest. In this case, the student pronounced the word suggest alphabetically using consonant /g/. In fact, the correct pronunciation should use consonant /dʒ/. Besides, there are two troubled consonants related to omitting issue in this datum i.e. /t/ and /z/. Consonant /t/ omitted as in word developed. Furthermore, consonant /z/ were omitted as in word provides.

Table 12. List of adjectives contained troubled English consonants found in Datum 4

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/faɪral/	/v/ → /f/
2.	defensive	/dɪˈfensɪv/	/dɪfensɪf/	/v/ → /f/
3.	various	/ˈveəriəs/	/'feriəs/	/v/ → /f/
4.	geographic	/ˌdʒiːəˈgræfɪk/	/geɒgrʌfɪk/	/dʒ/ → /g/
5.	another	/ə'nʌðə/	/ə'nʌdə/	/ð/ → /d/
6.	evolutionary	/ˌiːvəˈluːʃənri/	/efɑluːʃnəri/	/v/ → /f/
7.	effective	/ɪˈfektɪv/	/efektɪf/	/v/ → /f/
8.	induced	/ɪnˈdjuːst/	/ɪn'dekəd/	/s/ → /k/

In this transcription, the writer found 4 consonants related to substitution issues, namely: /v/, /dʒ/, /ð/, and /s/. It happens due to the influence of students' mother tongue. Another consonant related to substituting issue in this transcription is consonant /s/ that substituted into /k/. It can be seen in word induced, the student pronounced that word

as /ɪn'dekəd/ instead of /ɪnˈdjuːst/. As Buginese and Indonesian as well, the student might think when found alphabet c it will be pronounced as k. It means that the student did not think about the sound but the alphabet. It can happen because it was influenced by several factors.

e. Datum 5

Table 13. List of nouns contained troubled English consonants found in Datum 5

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kəˈrəʊnə ˈvaɪrəs/	/kɒrɒnʌ fɪrʊs/	/v/ → /f/
2.	infections	/ɪnˈfekʃnz/	/ɪn'fekʃn/	/z/ → /s/
3.	health	/helθ/	/helt/	/θ/ → /t/
4.	Investigators	/ɪnˈvestɪgeɪtə(r)/ /ɪnˈvestɪgeɪtə(r)/	/ɪn'festɪgeɪtər/ /ɪn'festɪgeɪtər/	/v/ → /f/ /z/ → /s/
5.	strategies	/'strætɪdʒɪz/ /'strætɪdʒɪz/	/strʌtegɪs/ /strʌtegɪs/	/dʒ/ → /g/ /z/ → /s/
6.	insights	/ˈɪnsaɪts/	/ˈɪnsaɪt/	/s/ → 0
7.	virology	/vaɪˈrɒlədʒi/	/fɪrɒlɒdʒi/	/v/ → /f/
8.	patients	/ˈpeɪʃnts/	/peɪʃnt/	/s/ → 0
9.	organization	/ˌɔːgənaɪˈzeɪʃn/	/ɔːgʌnɪseʃn/	/z/ → /s/
10.	viruses	/ˈvaɪrəsiz/ /ˈvaɪrəsiz/	/fɪrʊs/ /fɪrʊs/	/v/ → /f/ /z/ → 0
11.	species	/'spɪʃiːz/ /'spɪʃiːz/	/spesiːes/ /spesiːes/	/ʃ/ → /s/ /z/ → /s/
12.	disease	/dɪˈziːz/	/dɪ'ses/	/z/ → /s/
13.	results	/rɪˈzʌlts/ /rɪˈzʌlts/	/rɪ'sʌlt/ /rɪ'sʌlt/	/z/ → /s/ /s/ → 0
14.	reservoir	/ˈrezəvwɑː(r)/ /ˈrezəvwɑː(r)/ /ˈrezəvwɑː(r)/	/resərfɑiːr/ /resərfɑiːr/ /resərfɑiːr/	/z/ → /s/ /v/ → /f/ /w/ → 0
15.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
16.	development	/dɪˈveləpmənt/ /dɪˈveləpmənt/	/defeləpmən/ /defeləpmən/	/v/ → /f/ /t/ → 0
17.	vaccines	/ˈvæksiːnz/ /ˈvæksiːnz/ /ˈvæksiːnz/	/fæsiːəns/ /fæsiːəns/ /fæsiːəns/	/v/ → /f/ /k/ → 0 /z/ → /s/

Majority of the problem in this transcription is related to substituting and omitting. Consonant with the most frequently pronounced improperly is /v/. Besides, /z/ which is voiced consonant also become the next problem.

Furthermore, there are three consonants that substituted too, namely consonant /θ/, /dʒ/, and /ʃ/. It is due to the influence of respondent's mother tongue since there is no consonant /θ/, /dʒ/, and /ʃ/ in Buginese alphabet system, therefore the student substitute it with /t/, /g/, and /s/ which has almost the same sound. Besides, a problem that is also commonly found in this datum is related to the student who ignore inflection at the end of words. It is difficult for the student to pronounce several words in plural forms properly. Consonants such as /z/, /t/, /s/ are not mentioned at the end of the word. Moreover, consonant /w/ and /k/ also substituted as in words reservoir and vaccines.

Table 14. List of verbs contained troubled English consonants found in Datum 5

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪˈzaɪn/	/dɪˈsaɪn/	/z/ → /s/
2.	provides	/prəˈvaɪdz/ /prəˈvaɪdz/	/prɒ'faɪd/ /prɒ'faɪd/	/v/ → /f/ /z/ → 0
3.	published	/ˈpʌblɪʃt/	/pʌblɪʃ/	/t/ → 0
4.	resulting	/rɪˈzʌltɪᑎ/	/resʌltɪᑎ/	/z/ → /s/
5.	developed	/dɪˈveləpt/ /dɪˈveləpt/	/dɪ'felop/ /dɪ'felop/	/v/ → /f/ /t/ → 0
6.	recognizes	/'rɛkəgnaɪzɪz/	/rɛkəgnaɪs/	/z/ → /s/
7.	requires	/rɪˈkwaɪəz/	/rə'kwɪrəs/	/z/ → /s/

Based on the transcription above, there are two issues were found i.e. substituting and omitting consonant. /z/ and /v/ are both troubled consonants related to substituting issue. It happens because the student usually pronouncing /v/ as /f/ as well as /z/ as /f/ both when speaking Buginese and Indonesian. Another issue is related to omitting consonants. The troubled consonants in this datum are /z/ and /t/. It can be seen in word provides where consonant /z/ is omitted. In addition, consonant /t/ is also omitted as in words published and developed.

Table 15. List of adjectives contained troubled English consonants found in Datum 5

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	Viral	/ˈvaɪrəl/	/faɪrəl/	/v/ → /f/
2.	defensive	/dɪˈfensɪv/	/dɪfensɪf/	/v/ → /f/
3.	Genetic	/dʒɪ'nɛtɪk/	/genɛtɪk/	/dʒ/ → /g/
4.	available	/əˈveɪləbl/	/ə'faɪləbl/	/v/ → /f/
5.	Various	/ˈveəriəs/	/fʌriʊs/	/v/ → /f/
6.	geographic	/ˌdʒiːəˈgræfɪk/	/geɒgrʌfɪk/	/dʒ/ → /g/
7.	another	/ə'nʌðə/	/ə'nʌdə/	/ð/ → /d/
8.	derived	/dɪˈraɪvd/	/dəraɪfəd/	/v/ → /f/
9.	evolutionary	/ˌiːvəˈluːʃənri/	/efɑluːʃnəri/	/v/ → /f/
10.	effective	/ɪˈfektɪv/	/efektɪf/	/v/ → /f/

In this transcription, there are three consonants substituted by others. Firstly, consonant /v/ substituted into /f/ as in words viral, defensive, available, various, derived, evolutionary, and effective. Like the previous cases, the source of the problem comes from the student that is unable to distinguish between voiced and voiceless consonant. In addition, consonant /dʒ/ substituted into /g/ as in word genetic and geographic. Last but not least, consonant /ð/ substituted into /d/ as in word another. In this case, consonant /dʒ/ and /ð/ are not found in Buginese alphabet system, therefore the student substitutes it into /g/ and /d/.

f. Datum 6

Table 16. List of nouns contained troubled English consonants found in Datum 6

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kəˈrəʊnə ˈvaɪrəs/	/kɒrɒnʌ fɪrʊs/	/v/ → /f/
2.	infections	/ɪnˈfekʃnz/ /ɪnˈfekʃnz/	/ɪnˈfeʃn/ /ɪnˈfeʃn/	/k/ → 0 /z/ → /s/
3.	health	/helθ/	/helt/	/θ/ → /t/
4.	investigators	/ɪnˈvestɪgeɪtə(r)/ /ɪnˈvestɪgeɪtə(r)/	/ɪnfestɪgeɪtər/ /ɪnfestɪgeɪtər/	/v/ → /f/ /z/ → /s/
5.	strategies	/ˈstrætɪdʒɪz/ /ˈstrætɪdʒɪz/	/strʌtegɪ/ /strʌtegɪ/	/dʒ/ → /g/ /z/ → 0
6.	insights	/ˈɪnsaɪts/	/ˈɪnsaɪt/	/s/ → 0
7.	pneumonia	/njuːˈməʊniə/	/pneʊmoniə/	0 → /p/
8.	virology	/vaɪˈrɒlədʒi/ /vaɪˈrɒlədʒi/	/fɪrɒlɒgi/ /fɪrɒlɒgi/	/v/ → /f/ /dʒ/ → /g/
9.	patients	/ˈpeɪʃnts/	/peɪʃnt/	/s/ → 0
10.	organization	/ˌɔːgənaɪˈzeɪʃn/	/ɔːgʌnɪseʃn/	/z/ → /s/
11.	viruses	/ˈvaɪrəsiz/ /ˈvaɪrəsiz/	/fɪrʊs/ /fɪrʊs/	/v/ → /f/ /z/ → /s/
12.	species	/ˈspɪʃiːz/ /ˈspɪʃiːz/	/spesiːes/ /spesiːes/	/ʃ/ → /s/ /z/ → /s/
13.	disease	/dɪˈziːz/	/dɪˈses/	/z/ → /s/
14.	results	/rɪˈzʌlts/ /rɪˈzʌlts/	/rɪˈsʌlt/ /rɪˈsʌlt/	/z/ → /s/ /s/ → 0
15.	reservoir	/ˈrezəvwɑː(r)/ /ˈrezəvwɑː(r)/	/rezərfɑiːr/ /rezərfɑiːr/	/v/ → /f/ /w/ → 0
16.	authors	/ˈɔːθə(r)z/ /ˈɔːθə(r)z/	/ɔːðər/ /ɔːðər/	/θ/ → / ð/ /z/ → /s/
17.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
18.	development	/dɪˈveləpmənt/	/defeləpmən/	/v/ → /f/

		/dɪˈveləpmənt/	/defeləpmən/	/t/ → 0
19.	vaccines	/ˈvæksi:nz/ /ˈvæksi:nz/	/væʒnsɪ/ /væʒnsɪ/	/k/ → 0 /z/ → 0

The issue of omitting consonant is one of the problems found in this datum. There are five consonants that omitted by Respondent 6. Consonant /w/ as in word reservoir, consonant /k/ as in word infections and vaccines, and consonant /t/ as in word development. Additionally, the pronunciation of inflection in a word still arises in this datum. The student often generalizes the plural form of a word into its singular form. Then, consonant /z/ also omitted. Moreover, there are three other consonants that also substituted, namely consonant /θ/ which the student substituted into /t/ and /ð/. Then, consonant /dʒ/ which substituted into /g/. Lastly, consonant /ʃ/ which substituted into /s/. It is due to the influence of Buginese alphabet system since consonants /θ/, /dʒ/, and /ʃ/ are not found. Another problem is inserting consonant /p/, as in word pneumonia.

Table 17. List of verbs contained troubled English consonants found in Datum 6

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪˈzaɪn/	/dɪˈsaɪn/	/z/ → /s/
2.	provides	/prəˈvaɪdz/ /prəˈvaɪdz/	/prɒ'faɪd/ /prɒ'faɪd/	/v/ → /f/ /z/ → 0
3.	published	/ˈpʌblɪʃt/	/pʌblɪʃ/	/t/ → 0
4.	resulting	/rɪˈzʌltɪŋ/	/rɪsʌltɪŋ/	/z/ → /s/
5.	developed	/dɪˈveləpt/ /dɪˈveləpt/	/dɪfelop/ /dɪfelop/	/v/ → /f/ /t/ → 0

There are 3 different consonants related to omitting issue. Firstly, consonant /z/. The student did not pronounce suffix /z/ at the end of a word, and just simply to pronounced the word using the infinitive form. In addition, the existence of suffixes–d or –ed in past participle words like published and developed which should be pronounced using consonant /t/ is also omitted. In addition, most of the consonants also substituted by the student. Majority of the problem comes from the difficulty of distinguishing voiced and voiceless sound.

Table 18. List of adjectives contained troubled English consonants found in Datum 6

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/firʌl/	/v/ → /f/
2.	defensive	/dɪˈfensɪv/	/dɪfensɪf/	/v/ → /f/
3.	available	/əˈveɪləbl/	/əˈfaɪləbl/	/v/ → /f/
4.	various	/ˈveəriəs/	/fʌriəs/	/v/ → /f/
5.	geographic	/ˌdʒi:əˈgræfɪk/	/geɒgrʌfɪk/	/dʒ/ → /g/

The problem of substituting consonants are still exist when respondent 6 pronounced adjectives. It can be seen in the transcription above, where consonant /v/ which substitutes into consonant /f/. Furthermore, consonant /dʒ/ substituted into consonant /g/ as in geographic. Lastly, consonant /ð/ substituted into consonant /d/ as in word another. These substitutions mainly affect by the influence of mother tongue spelling system. As known, there is a relationship

between spelling and articulation in the respondent's mother tongue. Moreover, these two consonants, /dʒ/, and /ð/ are unknown in Buginese alphabet system.

g. Datum 7

Table 19. List of nouns contained troubled English consonants found in

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kəˈrəʊnə ˈvaɪrəs/	/kɒrɒnʌ faɪrʊs/	/v/ → /f/
2.	infections	/ɪnˈfekʃnz/	/ɪn'fekʃn/	/z/ → /s/
3.	health	/helθ/	/helt/	/θ/ → /t/
4.	investigators	/ɪnˈvestɪgeɪtə(r)/ /ɪnˈvestɪgeɪtə(r)/	/ɪnfestɪgeɪtər/ /ɪnfestɪgeɪtər/	/v/ → /f/ /z/ → /s/
5.	insights	/ˈɪnsaɪts/	/ˈɪnsaɪt/	/s/ → 0
6.	pneumonia	/nju:'məʊniə/	/pneʊmoniə/	0 → /p/
9.	virology	/vaɪˈrɒlədʒi/	/faɪrɒlɒdʒi/	/v/ → /f/
10.	patients	/ˈpeɪʃnts/ /ˈpeɪʃnts/	/peɪʃn/ /peɪʃn/	/t/ → 0 /s/ → 0
11.	viruses	/ˈvaɪrəsiz/ /ˈvaɪrəsiz/	/faɪrəs/ /faɪrəs/	/v/ → /f/ /z/ → /s/
12.	species	/'spɪʃi:z/ /'spɪʃi:z/	/spesi:es/ /spesi:es/	/ʃ/ → /s/ /z/ → /s/
13.	results	/rɪˈzʌlts/ /rɪˈzʌlts/	/rɪ'sʌlt/ /rɪ'sʌlt/	/z/ → /s/ /s/ → 0
14.	reservoir	/ˈrezəvwɑ:(r)/ /ˈrezəvwɑ:(r)/ /ˈrezəvwɑ:(r)/	/resərfɑi:r/ /resərfɑi:r/ /resərfɑi:r/	/z/ → /s/ /v/ → /f/ /w/ → 0
15.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
16.	development	/dɪˈveləpmənt/ /dɪˈveləpmənt/	/dɪfeləpmən/ /dɪfeləpmən/	/v/ → /f/ /t/ → 0
17.	vaccines	/'væksi:nz/ /'væksi:nz/	/fæsi:nz/ /fæsi:nz/	/v/ → /f/ /k/ → 0

Omitting consonants is one of the issues found in this datum. Based on the table above, there are four consonants were omitted. Those consonants are /s/, /t/, /w/, and /k/. First, consonant /s/ was omitted as in words insights, patients, and results. It is happened due to the student ignored suffix /s/, /t/, /w/, and /k/ in those words and just simply pronounced the infinitive words only. Another problem related to inserting consonant. It can be seen as in word pneumonia. The actual transcription of this word is /nju: 'məʊniə/ which there is no consonant /p/ at the beginning of the word. Nonetheless, the student pronounced this word by added consonant /p/ as /pnemɒniə/.

Table 20. List of verbs contained troubled English consonants found in Datum 7

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪˈzaɪn/	/dɪˈsaɪn/	/z/ → /s/
2.	provides	/prəˈvaɪdz/	/prɒ'faɪdz/	/v/ → /f/
3.	resulting	/rɪˈzʌltɪŋ/	/rɪsʌltɪŋ/	/z/ → /s/
4.	developed	/dɪˈveləpt/ /dɪˈveləpt/	/dɪfelop/ /dɪfelop/	/v/ → /f/ /t/ → 0
5.	recognizes	/'rɛkəgnaɪzɪz/	/ri:kɔ;gnaɪs/	/z/ → /s/

There are two issues were found i.e. substituting and omitting consonant. There are 3 words which consonant /z/ that should be pronounced as voiced but the student substitute it with voiceless consonant that is /s/. Meanwhile, there are 2 words that should be pronounced as /v/ but the student pronounced it as /f/, as in words provides, and developed. Another issue is related to omitting consonant. The student did not pronounce the word in past participle form. It can be seen in word developed where the student did not pronounce consonant /t/. Therefore, the student pronounced it as /dɪfelop/ instead of /dɪˈveləpt/.

Table 21. List of adjectives contained troubled English consonants found in Datum 7

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/fairəl/	/v/ → /f/
2.	available	/əˈveɪləbl/	/ə'faɪlebl/	/v/ → /f/
3.	various	/ˈveəriəs/	/fʌriʊs/	/v/ → /f/
4.	geographic	/ˌdʒi:əˈgræfɪk/	/geɒgrʌfɪk/	/dʒ/ → /g/
5.	another	/ə'nʌðə/	/ə'nʌdə/	/ð/ → /d/
6.	derived	/dɪˈraɪvd/	/dɪ'raif/	/v/ → /f/
9.	evolutionary	/ˌi:vəˈlu:ʃənri/	/efɑlu:ʃnəri/	/v/ → /f/
10.	effective	/ɪˈfektɪv/	/efektɪf/	/v/ → /f/

There are two issues were found in the transcription above, i.e. substitution and omission. Related to substitution issue, there are 3 consonants were found. Consonant /v/ substituted into /f/ and consonant /dʒ/ substituted into /g. It is related to Buginese alphabet system where there is no consonant /dʒ/ and /ð/. Furthermore, there is one issue related to consonant omission. In word derived, respondent 7 omit consonant /d/ at the end of the word. Same with some previous problems, it is also related to past participle form where the student seems like ignore to pronounce suffix –ed at the end of a word.

h. Datum 8

Table 22. List of nouns contained troubled English consonants found in Datum 8

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	coronavirus	/kəˈrəʊnə ˈvaɪrəs/	/kɒrɒnʌ fɪrʊs/	/v/ → /f/

2.	infections	/ɪnˈfekʃnz/	/ɪn'fekʃn/	/z/ → /s/
3.	health	/helθ/	/helt/	/θ/ → /t/
4.	investigators	/ɪnˈvestɪgeɪtə(r)/ /ɪnˈvestɪgeɪtə(r)/	/ɪnfestɪgeɪtər/ /ɪnfestɪgeɪtər/	/v/ → /f/ /z/ → /s/
5.	strategies	/'strætɪdʒɪz/ /'strætɪdʒɪz/	/strʌtegɪs/ /strʌtegɪs/	/dʒ/ → /g/ /z/ → /s/
6.	insights	/ˈɪnsaɪts/	/ˈɪnsaɪt/	/s/ → 0
7.	pneumonia	/nju:'məʊniə/	/pneʊmoniə/	0 → /p/
8.	virology	/vaɪˈrɒlədʒi/	/faɪrɒlɒdʒi/	/v/ → /f/
9.	patients	/ˈpeɪʃnts/	/peɪʃnt/	/s/ → 0
10.	viruses	/ˈvaɪrəsiz/ /ˈvaɪrəsiz/	/fɪrʊs/ /fɪrʊs/	/v/ → /f/ /z/ → /s/
11.	species	/'spɪʃi:z/ /'spɪʃi:z/	/spesi:es/ /spesi:es/	/ʃ/ → /s/ /z/ → /s/
12.	disease	/dɪˈzi:z/	/dɪ'si:s/	/z/ → /s/
13.	results	/rɪˈzʌlts/ /rɪˈzʌlts/	/rɪ'sʌlt/ /rɪ'sʌlt/	/z/ → /s/ /s/ → 0
14.	reservoir	/ˈrezəvwɑ:(r)/ /ˈrezəvwɑ:(r)/ /ˈrezəvwɑ:(r)/	/resərfɑi:r/ /resərfɑi:r/ /resərfɑi:r/	/z/ → /s/ /v/ → /f/ /w/ → 0
15.	discovery	/dɪˈskʌvəri/	/dɪskʌfəri/	/v/ → /f/
16.	development	/dɪˈveləpmənt/ /dɪˈveləpmənt/	/defeləpmən/ /defeləpmən/	/v/ → /f/ /t/ → 0
17.	vaccines	/'væksi:nz/ /'væksi:nz/	/fæksi:n/ /fæksi:n/	/v/ → /f/ /z/ → 0

Still regarding substituting consonant, there are three consonants that also substituted by respondent 8 i.e. consonant /θ/, /dʒ/, and /ʃ/. Consonant /θ/ substituted into /t/ as in word health. Consonant /θ/ substituted into /t/ as in word health. Then, consonant /ʃ/ substituted into /s/ as in word species. Lastly, consonant /dʒ/ as in word strategies. It is due to the student might generalize consonant /θ/, /dʒ/ and /ʃ into /t/, /g/ and /s/ since there is no consonant /θ/, /dʒ/ and /ʃ/ in Buginese alphabet system. Another problem based on the table above is related to inserting consonant. It can be seen in word pneumonia where consonant /p/ at the beginning of the word supposed to be a silent letter but respondent 8 still pronounced it. Thus, instead of pronounced as /nju:ˈməʊniə/, the student pronounced it as /pnemɒniə/.

Table 23. List of verbs contained troubled English consonants found in Datum 8

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	design	/dɪˈzaɪn/	/dɪˈsaɪn/	/z/ → /s/

2.	provides	/prəˈvaɪdz/ /prəˈvaɪdz/	/prɒ'faɪd/ /prɒ'faɪd/	/v/ → /f/ /z/ → 0
3.	published	/ˈpʌblɪʃt/ /ˈpʌblɪʃt/	/pʌblɪs/ /pʌblɪs/	/ʃ/ → /s/ /t/ → 0
4.	resulting	/rɪˈzʌltɪ∩/	/rɪsʌltɪ∩/	/z/ → /s/
5.	developed	/dɪˈveləpt/ /dɪˈveləpt/	/defelop/ /defelop/	/v/ → /f/ /t/ → 0
6.	recognizes	/'rɛkəgnaɪzɪz/	/ri:kəgnaɪs/	/z/ → /s/
7.	suggest	/səˈdʒɛst/ /səˈdʒɛst/	/sʌ'ges/ /sʌ'ges/	/dʒ/ → /g/ /t/ → 0

Omission issue in this datum found in two different consonants. Provides is the word where respondent 8 omit consonant /z/. Hence, instead of pronounced as /prəˈvaɪdz/, the student pronounced as /prɒ'faɪd/. The student did not pronounce suffix /z/ at the end of a word, and just simply to pronounced the word using the infinitive form. Moreover, the existence of suffixes–d or –ed in past participle words like published, developed, and suggest which should be pronounced using consonant /t/ is also omitted. In this case, the student ignored pronouncing those words in past participle form and just simply by pronounced the infinity form.

Table 24. List of adjectives contained troubled English consonants found in Datum 8

No.	List of Words	Transcription	Improper Pronunciation by the Student	Troubled English consonant
1.	viral	/ˈvaɪrəl/	/fairəl/	/v/ → /f/
2.	available	/əˈveɪləbl/	/ə'feɪlebl/	/v/ → /f/
3.	various	/ˈveəriəs/	/feriʊs/	/v/ → /f/
4.	geographic	/ˌdʒi:əˈgræfɪk/ /ˌdʒi:əˈgræfɪk/	/geɒgrʌpɪk/ /geɒgrʌpɪk/	/dʒ/ → /g/ /f/ → /p/
5.	another	/əˈnʌðə/	/əˈnʌdər/	/ð/ → /d/
6.	evolutionary	/ˌi:vəˈlu:ʃənri/	/efɑlu:ʃnəri/	/v/ → /f/
7.	effective	/ɪˈfektɪv/	/efektɪf/	/v/ → /f/

Based on the transcription above, there are four different kinds of troubled English consonants related to substituting issues. Those 4 consonants are: /v/, /dʒ/, /p/, and /ð/.Besides, another is a word where the student substituting consonant /ð/ into /d/. Therefore, the student pronounced it as /əˈnʌdə/ instead of /əˈnʌðə/. In fact, consonant /ð/ and /d/ are quite different.

3.2. Some Factors Caused the Troubled English consonants Sounds

There are three major reasons behind the problem faced by Buginese students in pronouncing English consonants, which is influenced by their mother tongue (Buginese), the period when they start to learn English, and lack of motivation and efforts to make their pronunciation better.

The influence of mother tongue is one of the factors that affect Buginese students in pronouncing English consonants. It can be seen from the questionnaires where they all answer their mother tongue has significant influence

when they pronounce English words. This makes sense since the transcriptions of the troubled English consonants come from the presence of consonants in English which is not exist in Buginese language, such as /ʒ/, /θ/, /ʃ/, /ð/, and /tʃ/. Then, the students also have difficulties in distinguishing voiced and voiceless consonants, such as consonant /v/ and /z/. Besides, problems that also frequently arose are related to substituting, inserting, and eliminating consonants. This problem commonly found in past participle and plural form.

Furthermore, Buginese students in pronouncing English consonants also affected by the period when they start to learn English. From the distributed questionnaires, most of the students studied for about 9 years. If it is assumed from formal education in Indonesia, the number of Buginese students started studying when they were in junior high school. Though they have studied English for about 9 years, majority of the students admit that they have difficulties in pronouncing English consonants. By all means, it is very different from children who already equipped by their parents in a foreign language since childhood. It is also related to Brown's theory which states that if someone does not start to learn a new language since they were child it is not easy for them to sound a word properly or sound like a native.

Another factor that influenced the pronunciation of Buginese students is lack of motivation to improve their English pronunciation skills, it can be seen from the time they have allocated and their effort to make their pronunciation better. None of them practice their pronunciation every day, and majority practice randomly. Most of them do not have a fixed schedule to practice their skills. They only practice when they have leisure time or have willingness to find out the correct pronunciation on difficult words they found. Moreover, related to their efforts to make their pronunciation better, from the questionnaire, most of them answered by reading text, watching movies, and listening to music. Nevertheless, learning about the correct pronunciation is not enough just to rely on the media mentioned above. One of the things to make pronunciation better is learn how to articulate vowels and consonants properly so that it can make pronunciation better.

4. Conclusion

There are still many troubled English consonants when the students pronounce English words. The problematic sounds tend to come from the presence of consonants in English which is not exist in Buginese, for instance /θ/, /ð/, /ʃ/, /ʒ/, and /dʒ/. Then, the students also have difficulties in distinguishing voiced and voiceless consonants, such as consonant /v/ and /z/. Besides, problems that also frequently arose are related to substituting, omitting, and inserting consonants. This problem commonly found in past participle and plural form. The cause of the troubled English consonants that occur consist of three causes, namely the influenced of their mother tongue (Buginese), the period when they start to learn English, and lack of motivation and efforts to make their pronunciation better.

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