



Literature Review On English Consonant Pronunciation Problems Encountered By Indonesian Students

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Abstract. Because the ultimate goal of English instruction is for students to be able to communicate successfully in English, it is critical for EFL students to have a clear and comprehensible pronunciation of the language. As a result, English students must place a higher focus on their ability to accurately enunciate words. Learning good pronunciation is one of the most important things one can do to improve one's communication skills. However, many English as a foreign language students find it difficult to polish their pronunciation. Outside of Indonesia, students in Indonesia are required to study English as their first language. Students study English at school solely for the purpose of communication. As a result, they are unable to correctly enunciate any English word, despite the fact that they are expected to utilize English fluently outside of the classroom. The objective of this essay is to analyze the obstacles and reasons that Indonesian students have when attempting to accurately pronounce English consonants by analyzing past research. Following an examination of the study, it was discovered that Indonesian students had similar difficulty and inaccuracies in pronouncing English consonants. The first reason is because some consonants in English do not exist in Indo-European or their native language. This is due to the fact that English consonants were taken from other languages. The second issue is that most Indo-European students have difficulty pronouncing stop consonants such as / v / / ð / / t / and / d /. These are the vowels and consonants that come at the end of words. The difficulties distinguishing between voiced (consonants with vibration) and voiceless (consonants without vibration) consonants, the inconsistent sounds for vowel letters in English and Bahasa Indonesia, vowel-letter combinations, silent letters, a lack of knowledge of English fricative sounds, a preference for speaking their mother tongue rather than English, a lack of experience correctly pronouncing things, and the sounds of two or three combinations of consonants.

Keywords: pronunciation, consonant

INTRODUCTION

According to Gilakjani (2012), ensuring that language learners have a pronunciation that is easy to understand is one of the most important conditions for achieving language proficiency. Learning proper English pronunciation is a fundamental necessity, particularly for students of English as a foreign language who are not native speakers. According to Pardede (2010), the learner's capacity for communication suffers significantly in the absence of good pronunciation abilities. In addition to this, Gilakjani (2012) claimed that poor pronunciation might sometimes lead to misunderstandings. Because the end goal of English instruction is for students to be able to communicate effectively in English, it is essential for students of English

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as a foreign language (EFL) to have a clear and understandable pronunciation of the language. For this reason, it is essential for students of English to place a greater emphasis on their ability to pronounce words correctly. However, many students of English as a foreign language find it challenging to perfect their pronunciation. According to Gilakjani (2012), many students of the English language continue to struggle significantly with English pronunciation even after spending a significant amount of time studying the language.

Students in Indonesia are required to study English as their very first language outside of Indonesia. The students are beginning their studies of the English language and are instructed in vocabulary, grammar, and everyday expressions that they will use. The usage of English as a language is widespread around the globe, making it one of the international languages. For them, Indonesian is their native tongue, and English is considered a foreign language. To be successful in learning science and technology, having a command of the English language, which is an international language, is vital. This is why we still need to study other languages. Razak et al. (2010) Because English is not the native language in Indonesia, there may be some variation in the way it is pronounced or in the rules that govern its grammar. Because of these disparities, it will be difficult for Indonesian students to easily comprehend the language that is being taught to them. They are required to go through training in both written and oral activities. Aside from that, the lessons for learning English focus on abilities that are actually useful in everyday communication, such as listening, speaking, reading, and writing. The students not only work on perfecting their comprehension but also their pronunciation and spelling in order to make their English more accurate and easier to comprehend. The curriculum for teaching English comprises linguistic components such as vocabulary, grammar, and pronunciation in order to broaden the students' skill sets. As a result, English pronunciation adheres to a number of key rules, and one's command of the language in general necessitates the development of better pronunciation skills. The study of pronunciation, which is one aspect of English, serves a significant purpose as a method of communication and is therefore of great importance.

When trying to master the English language, it is essential to focus on perfecting one's pronunciation. Learning proper pronunciation is one of the most crucial things to do in order to improve one's ability to communicate. Because pronouncing words correctly is necessary in order to improve one's ability to communicate effectively (Simarmata & Pardede, 2018), The way that words are spoken is an important aspect of the English language. The English language has recently placed a greater emphasis on proper pronunciation. Pronunciation is an aspect of

the language that has a great influence on our successful communication, yet it is still ignored by teachers, who would rather focus on teaching grammar because they believe it is more important. Learners need clear pronunciation in communication to create a conversation that is correct and clear. Pronunciation is an aspect of the language. Pronunciation has a great influence on our successful communication. Students still find it challenging to learn or perfect pronunciation, despite the fact that it is the aspect of English that is considered to be the most significant. Students frequently report that it is challenging for them to correctly pronounce English consonants.

Kelly (2000: 9) outlined the two subfields that are included in the study of pronunciation, which are known as phonetics and phonology. Phonetics and phonology are two subfields of linguistics that are closely related to one another and depend on one another. Phonology is the study (and use) of sound patterns to construct meaning, whereas phonetics is the study of sounds that occur in speech. Phonetics is the study of the sounds and other linguistic events that make up speech. The study of the human vocal and auditory tracts, as well as acoustics and neurology, are some of the topics that are covered in phonetics. Phonetics is the study of how speech is physically made and received.

The study of phonology is based on phonetic information, but its primary concern is with how patterns in spoken and nonverbal communication (including body language) give rise to meaning as well as how such patterns are understood. According to Harmer (2000: 7), there is a distinction to be made between speaking and writing in the English language. When we write English, we use five vowels and 21 consonant letters, but when we speak English, we often use 20 different vowel sounds (including 12 diphthongs) and 24 different consonant sounds. When we write English, we use five vowels and 21 consonant characters. Learners of English are consequently put up against various challenges as a result of this.

Even though an Indonesian student of English attends a school that offers English classes, he or she may still struggle with pronouncing English words correctly. Only for the purpose of communicating, students study English at school. Therefore, they are unable to correctly pronounce any word in the English language, despite the fact that they are expected to use English in a fluent manner outside of the classroom. In this scenario, imitating native speakers is a viable alternative method for learning English pronunciation. They could learn the English pronunciation from their teacher, from someone else, or, preferably, from people who were born and raised in the United States. They will attempt to emulate native speakers and increase the amount of practice they get pronouncing a variety of foreign sounds correctly. Students are

not given the opportunity to interact with native speakers. They have a very limited number of chances to interact with native speakers. Students have the option of using recorded materials as a substitute for live instruction; however, not all teachers have the financial means to purchase electronic devices. There are certain schools that do not have technological equipment in their buildings. Only the instructor can serve as a model. The instructor is expected to serve as an exemplary role model. The fact that there are so many different languages spoken in Indonesia contributes to the complexity of the issues that arise here.

In light of the previous research, the purpose of this article is to investigate the challenges and the reason that Indonesian students encounter when attempting to correctly pronounce English consonants.

LITERATURE REVIEW

Pronunciation

The ability to pronounce words correctly is one of the most crucial parts of the English language, particularly when it comes to verbal interaction. Meaning can be conveyed by any and all sounds, patterns, intonations, and stresses. People who are not native speakers of English but are able to communicate in English need to be very careful while pronouncing certain phrases otherwise they could lead to confusion. Therefore, having a pronunciation that is easily understood is more important than having a pronunciation that sounds like a native speaker.

The following are some definitions of pronunciation offered by a few different authorities: According to Yates and Zelinski, who are cited in Hasan (2014:31), pronunciation is the manner in which we produce the sound that is used to convey meaning when we are speaking. It contains the precise consonants and vowels of a language (known as segments), as well as features of speech that go above the level of individual segments, such as stress, timing, rhythm, intonation, and phrasing (known as suprasegmentally aspects), and how the voice is projected (known as voice quality).

According to Gilakjani (2012:119), pronunciation is presumed to be a collection of behaviors for making sounds. It is possible to form a habit of creating a sound by repeatedly practicing that sound and receiving feedback when one's pronunciation of the sound is incorrect. On the other hand, Dalton in Hassan (2014:32) describes pronunciation as the production of a significant sound that is employed as a part of the code of a specific language

and to acquire meaning in the context in which it is used. This definition focuses on the context of use.

The researcher draws the following conclusion from the explanation that was given earlier: pronunciation is the manner in which a person utters a word or language.

English Consonant

All speech sounds are created when there is some obstruction formed by human speech organs against the flow of air. This obstruction can take many different forms. According to Kelly (2000: 47), consonants are produced by obstructing, restricting, or redirecting the passage of air in a number of different ways, such as the location of the obstruction, the method in which the obstruction is produced, and the activity of the vocal cords. There are twenty-four different consonants in the English language, and each one can be classified according to one of these three criteria: position of obstruction, mode of obstruction, or activity of vocal cords. The following table displays the English consonant sounds that have been categorized based on the three different variables:

/p/ is a voiceless bilabial plosive	/n/ is a voiced alveolar nasal
/t/ is a voiceless alveolar plosive	/l/ is a voiced alveolar lateral
/k/ is a voiceless velar plosive	/j/ is a voiced alveolar semivowel
/f/ is a voiceless labio-dental fricative	/w/ is a voiced bilabial semivowel
/θ/ is a voiceless dental fricative	/v/ is a voiced labio-dental fricative
/s/ is a voiceless alveolar fricative	/ð/ is a voiced dental fricative
/ʃ/ is a voiceless palate alveolar fricative	/z/ is a voiced alveolar fricative
/h/ is a voiceless glottal fricative	/ʒ/ is a voiced palate alveolar fricative
/tʃ/ is a voiceless palato-alveolar affricate	/b/ is a voiced bilabial plosive
/dʒ/ is a voiced palate-alveolar affricate	/d/ is a voiced alveolar plosive
/m/ is a voiced bilabial nasal	/g/ is a voiced velar plosive
/ŋ/ is a voiced alveolar nasal	/r/ is a voiced alveolar approximant

METHODOLOGY

This paper provides a review of previous research in the field. A survey of scholarly articles, books, and other sources that are significant to a certain subject, field of research, or theory is referred to as a "literature review," and the objective of such a survey is to provide a description, summary, and critical analysis of the works that were just stated. The problems, blunders, and mistakes that Indonesian students make when pronouncing English consonants are going to be the focus of the current study's review of previous research.

RESULTS AND ANALYSIS

Based on some study, many Indonesian students have problems in pronouncing English words especially in consonant sounds, even though they have learned English lessons in their school or college for years. It happens due to several factors such as slip of tongue, the organ of speech and the interference of mother tongue. Likewise, Lanteigne (2006) asserted that some difficulties in learning English occur because the sounds of English do not exist in their mother tongue. Alwi, et al (2010) added that English sounds like / v / / ð / / / t / and / d /, cannot be found in Indonesian language. This makes many students find it difficult to pronounce some English words correctly.

Many studies on pronunciation have been conducted in various contexts Martin (2020); Pennington & Rogerson-Revell (2019). In Indonesian context, Tulaktondok (2016) conducted a study on pronunciation errors. The findings of the study showed that most students incorrectly spelled consonant letters. Additionally, Elvionita (2019) investigated the problem of students' error in pronouncing English consonants. The result of this study showed that there was an empirical evidence from the students. They still pronounced the consonant letters incorrectly. In addition, based on the student's preliminary observation at Institut Parahikma Indonesia, she found out that there were many students who got difficulties in pronouncing consonant sounds. Some students were unable to differentiate voiced (vibration) and voiceless (no vibration) consonants. For example, when they would say "van" they said "fan".

Then, there is study by Tambunsaribu and Simatumpang (2021), where this research investigates the errors of English pronunciation made by Indonesian college students in Indonesia. This research uses qualitative method with purposive sampling data. Data have been collected from 50 students of Gunadarma University, Jakarta. In collecting data, the researcher typed the mispronunciation words as well as recorded their voice while they were speaking in front of the class. It is found that: 1) English language has many different sounds for a vowel letter (for example: letter "a" pronounced as /æ/, / /, / /, etc.); 2) Indonesian language does not have silent consonant and silent-vowel letters (for example: silent g, h, k, and e); 3) The plosive consonant letters are not pronounced clearly in Bahasa Indonesia such the word *tidak*, *bebek* and *sebab*, etc. Thus, the Indonesian students have problems the English words such as *think*, *philosophy*, *psychology*, *bright*, etc. In conclusion, many college students in Indonesia are confused to pronounce some English words because they have such inconsistency sounds for vowel letters, vowel-letter combination, silent letters and the sounds of two or three combination of consonant letters.

The next study is one that was carried out by Lestari (2019). The objective of this study is to demonstrate that the eighth-grade students of SMPN 5 Metro have achieved a high level of proficiency in correctly pronouncing English stop consonants. The issues that were brought up by the writers of this study pertained to one's level of speaking ability. This is due to the fact that problems have been identified that explain why students have a poor willingness to study English. In order to provide answers to the research questions, this study employs both descriptive qualitative analysis and analyzing documents. The students in this study made errors in pronouncing eight different stop consonant words, hence those words provided the data for this investigation. The author collects data using a combination of in-person interviews, field notes, observations, and documentation. This research was carried out in collaboration with an English instructor who taught eighth grade students at SMPN 5 Metro. When it comes to the proper pronunciation of stop consonants in spoken pronunciation, students have been shown to have committed multiple categories of errors, as was determined following an analysis of the data. Based on the findings of the study, there were four dominating errors out of a total of eight stop consonant errors in English while the test was being administered. They are the stop consonants /t/ 53.5%, /d/ 78.5%, /d/ 57.1%, and /t/ 64.3% respectively.

The following study was conducted by Adhani et al. (2021). The purpose of this study was to investigate the challenges faced by students in the eleventh grade of SMA Negeri 1 Kota Jambi in pronouncing English fricative and consonant sounds. Specifically, the researchers wanted to identify the factors that contributed to these challenges. This study utilized a quantitative and descriptive research technique, which included both a population and a sample. The participants in this study all attended SMAN 1 Kota Jambi and were enrolled in the XI MIPA 1 program. There were a total of 36 students included. In order to get the necessary information, the researcher administered a test and conducted an interview in the classroom. According to the findings of the study, the students of the eleventh grade at SMA Negeri 1 Kota Jambi had difficulty correctly pronouncing the English fricative consonant sounds of dental and labiodental. The students have trouble producing the sound of fricative consonants (/θ/, /ð/, and /v/), which indicates that they have difficulty pronouncing these sounds. The lowest percentage of students' overall score was only 15%, while the greatest possible score was 95%. Where the students had a mean score of 42.28 percent on the test, with a fair categories and percentage of students score test were /θ/ 76.11 percent, sound /ð/ 77.78 percent, /f/ 5%, and sound /v/ 57.22 percent. The effect of students' mother languages, students' lack of understanding about the English sound system, and students' inability to successfully use

English words borrowed from other languages are the reasons that contribute to students' difficulties in correctly pronouncing English fricative consonants.

Then, there is study by Situmeang and Lubis (2020), where the purpose of this article is to investigate the reasons behind the difficulty that students have with pronouncing fricative consonants and to identify the elements that contribute to those difficulties. This study utilized a descriptive qualitative methodology, and it incorporated participation from nine students in the fourth semester of TBI-2 in Tarbiyah as well as the Teacher Training Faculty of IAIN Padangsidempuan. According to the data presented, the students' challenges in correctly pronouncing English fricative consonant sounds are due to the following: the differences in elements between the students' native language and the target language (/q/,/ð/,/ð/), the same phonetic feature in both languages but differences in their distributions ((/v/,/f/,/ʒ/,/z/,/s/and/h/), and the same phonetic feature in both languages but differences in their distributions. According to the findings of the study, the most challenging aspect of creating English fricative sounds is the sound // - voiced dental fricative in first word position, followed by the sound /q/ - voiceless dental fricative in initial word position. 9 out of 9 students have an incorrect pronunciation of the sound /q/, and 9 out of 9 students have an incorrect pronunciation of the sound /ð/. The sound /ð/ and the sound /q/ are pronounced incorrectly by every single pupil. Whereas, the factors that contribute to its challenges are the effect of mother tongue or first language, failure in using borrowed English words, lack of knowledge of English fricative sounds, a preference for speaking Batakness rather than English, and a lack of experience in pronouncing things correctly.

CONCLUSION

In the previous study, Indonesian students' difficulties and errors in pronouncing English consonants were discussed. After examining the study, it was shown that Indonesian students were encountering similar difficulties and errors in pronouncing English consonants. The first reason is that some consonants in English do not exist in Indo-European or in their mother tongue, which is their native language. This is because English consonants were borrowed from other languages. The second issue is that most Indo-European pupils have trouble correctly pronouncing stop consonants like / v / / ð / / / t / and / d /. These are the vowels and consonants that end words. The difficulties in differentiating between voiced (consonants with vibration) and voiceless (consonants with no vibration) consonants, the inconsistent sounds for vowel letters in English and Bahasa Indonesia, vowel-letter

combinations, silent letters, a lack of knowledge of English fricative sounds, a preference for speaking their mother tongue rather than English, a lack of experience in correctly pronouncing things, and the sounds of two or three combinations of consonant letters are also becoming the main reason why Indonesian students facing struggle in pronouncing English Consonant.

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