Chapter I

Introduction

This chapter discusses about the background of the study, the research questions, the purposes of the study, the scope and limitation of the study, and the previous related studies.

1.1 Background of the study

When people learning a foreign language, they are often assume that fluency is the main point of learning. Actually, knowing how the sentences are structured or comprehending vocabulary are equally as important as knowing how native speakers articulate the words. The goals of the language learners is to make sure they can communicate what they have in their minds effectively and by that they have to be understood when they are uttering the words. Learners who have good pronunciation are more likely be understood even if they make a mistake in other areas, whereas learners who excel in grammar but find difficulties in pronunciation, are more likely will not be understood (Yates, 2002:1).

In general, pronunciation is the production of sounds that contain meanings. Pronunciation focus on the particular sounds of a language (segments), aspects of speech such as intonation, phrasing, stress, timing, and rhythm (Yates, 2002:1). In linguistics, pronunciation relates to phonetics, as the definition of phonetics is a study of speech sounds. Phonetics of a particular language lists, describes, and classifies only the particular sounds that only occur in that particular language. The sounds are divided into a smaller set or system of different sounds for that language. These sounds are called the ‘phonemes’ of that language. Then, phoneme also can be grouped into two subjects which are segmental phonemes, which are the set of sounds from segmentation of someone’s speech into a set of individual articulations, and supra-segmental phonemes which are set of sounds that may occur together with segmental sounds in order to make different meaning. This study will be focused on segmental phonemes only, using phonemic transcription, which are divided into two: Vowel and Consonants (Acharya, 1991:15).

English can be categorized the most difficult language to master in pronunciation area. Fraser (2000) stated that many language learners find pronunciation as one of the most difficult aspects in learning English and need more supervision from the teacher (As cited in Yates, 2002: 1). The other problem that L2 learners often find in learning English is their own L1 language. Many linguist discovered that the most common source of errors found in foreign language learners is caused by the negative influence of their L1 to the speech production of their L2 (Crystal, 1980: 188). It means that when L2 learners producing speech, the learner use their L1 language patterns or pronunciations that lead to an error in their L2. There are also other sources of errors such as phonological Universals, Avoidance, Over-generalisation and Over-elaboration, Hypercorrection or Overcompensation, Elision and Epenthesis, Stylistic Variation, Letter to Sound rule confusion, and the developmental model which have their own characteristics to classify errors (Carey, 2002: 73).

Because of Asian English learners' tendency of making errors due to the difficulties from English pronunciation itself or their L1 language and other sources, the writer is eager to learn more about this problem. Also, the writer is interested in analyzing about pronunciation errors among Asia's English speakers because of her personal experiences. In her daily life, the writer is often communicating with people from other countries such as Philippines, Singapore, Japan and Malaysia. The writer sometimes finds difficulties on understanding what are they are saying because of their English Pronunciation. With this experience, the writer wants to find out what is the source of problem that the writer's friends come across and help in some ways in order to have a good conversation.

Many writers have done research on pronunciation errors, such as Ivy Kho Chiann Yiing who conducted a study entitled "An Analysis of Pronunciation Errors in English of Six Utar Chinese Studies Undergraduates", analyzing the pronunciation of Chinese students in Malaysia according to Contrastive Analysis and Error Analysis. Mariona Jean Lambaihang conducted a study entitled "The study of English pronounciation errors in "seleksi non stop - natal milenium -

lagu & dialog". She investigated the kind of errors that are made by the little singers in this cassette and find out the possible causes. The writer herself intends to analyze the pronunciation errors among Asian English speakers in the terms of vowels and consonants, unlike Lambaihang who only focuses on Indonesian speakers and Yiing, who only focuses on Malaysian-Chinese speakers. Asia's Next Top Model becomes the writer's choice of data source because in this show, participants are obligated to speak English all the time. The participants came from thirteen Asian countries that use English as their second language or official language such as Singapore, Malaysia, Indonesia, Philippine, India, Nepal, Vietnam, South Korea, Japan, China, Hongkong, Taiwan and Thailand. The writer chooses Asia English speakers because the writer has not found a study about Pronunciation Errors among Asia English speakers in general on her university also from other writers, who usually analyze pronunciation errors in one native language.

1.2 Research Questions

Based on the background of the study above, the writer proposes the following questions:

1. What are the pronunciation errors made by the participants of Asia's Next Top Model cycle 1 in terms of segmental phonemes?
2. What are the causes of the errors made by the participants of Asia's Next Top Model cycle 1?

1.3 Purposes of the study

In this study, the writer wants to investigate the pronunciation errors made by the participants of Asia’s Next Top Model cycle 1 in terms of segmental phonemes and to find out the causes of errors produced by the participants.

1.4 Scope and Limitation of the study

The scope of this study is the daily conversation and monologue from cycle 1 participants. The writer focuses on analyzing the errors that participants of Asia’s Next Top Model produced during 13 episodes of Asia’s Next Top Model cycle1.

1.5 Significances of the study

This study theoretically is expected to enrich the readers’ knowledge about English pronunciation errors that occur in Asian countries which mostly do not use English as their national language. Practically, the study will provide information to English Department’s students.

1.6 Previous related studies

There are some related studies that were published previously. Michael Carey (2002) conducted a study entitled “An L1-specific CALL pedagogy for instruction of pronunciation with Korean learners of English”. He listed 9 possible causes of pronunciation errors which are Interlanguage Transfer, Phonological Universals, Avoidance, Over-generalisation and Over-elaboration, Hypercorrection or Overcompensation, Elision and Epenthesis, Stylistic

Variation, Letter to Sound rule confusion, and the developmental model. He presented a new L1-specific pedagogical approach to the teaching of pronunciation. Initially, the approach was conceived from the observed needs of English language students. The approach has been further developed through conducting experiments with KE speakers. Experiments were conducted on their Korean and English monophthongal vowel production.

Ivy Kho Chiann Yiing on 2011 conducted a study entitled “An Analysis of Pronunciation Errors in English of Six Utar Chinese Studies Undergraduates”. In her study, she examined the pronunciation of Chinese students in Malaysia according to Contrastive Analysis and Error Analysis with the prediction that those pronunciation errors are neither coincidental nor randomly made. The result from her research is that both Mandarin Chinese and Malay, as the objects’ L1, is affecting the English as can be seen in the glottalisation of stops and simplification of final.

On 2002, Mariona Jean Lambaihang conducted a study entitled “The study of English pronounciation errors in "seleksi non stop - natal milenium - lagu & dialog". She investigated the kind of errors that are made by the little singers in this cassette and find out the possible causes by comparing with Indonesian language considering L1 has a great effect to influence the children’s second L2. The result from her research is that Indonesian, as the singers’ L1 indeed influences all words in the cassette. Almost all words are pronounced using

Indonesian spelling system by singers. Another kind of errors is they tend to delete sounds which are not familiar with them or difficult to pronounce.

Chapter II

Literature Review

In conducting this study, the writer uses some related theories as her references which can help her to analyze the data.

2.1 International English

English, as the one of the international languages in the world, become the main commodity in this era. Tsui stated that English and technology, which are often being called as *global literacy skills*, are two inseparable meditational tools that affected globalization (2007: 1). Then, English changed from international language to global language. A language acquired a global language status when it has a special role that is recognized in every country (Crystal, 2007: 3). The notion of international language is different from global language. Japanese and Korean are international language but they aren't global language. Surely, Japanese and Korean were spoken not only in their respective country, but also in the entire world. But, people only speak Japanese and Korean when they discussed something related to them. This is different with English. As the global language, English is used by people in almost every part of the world and is spoken by people throughout the world as their first language, second language, and foreign language.

David Crystal (1997) has stated that the current global status of English is from 2 factors:

> “The current global language status of English is mainly the outcome of two factors: the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century”

Step by step, English gained special position in the countries that don’t use it as their first language. More than 70 countries used English as their second language and achieve role as ‘Official Language’ (Crystal, 1997: 4). This ‘special role’ made English as one of the language that mostly be chosen to be taught to children and learned by adults.

In Asia, English without any doubt got that special role in each country, especially in Singapore and India that use English as their official language. Most of Asian countries placed English as their second language and the rest of them place it as their foreign language. Many Asian children learned English since they were kindergarten and also many adults who enrolled in English language school. Almost in all Asian countries (except Singapore), English is used as high-class language and not commonly use in daily conversation, yet since early 21th century, learning English has been offered in many Asian countries as a national mission (Tsui, 2007:4).

In this study, the writer will not use the terms of error, but the writer will use ‘similar’ or ‘dissimilar’ instead of it. Because of English status as international language, no one can judge whether one pronunciation is correct or not. Albeit, their pronunciation can be compared to RP or *Received Pronunciation* that become the base of English pronunciation.

2.2 Pronunciation

Pronunciation is the way how sounds are articulated. According to Dalton and Seidhofer, pronunciation can be defined in two ways:

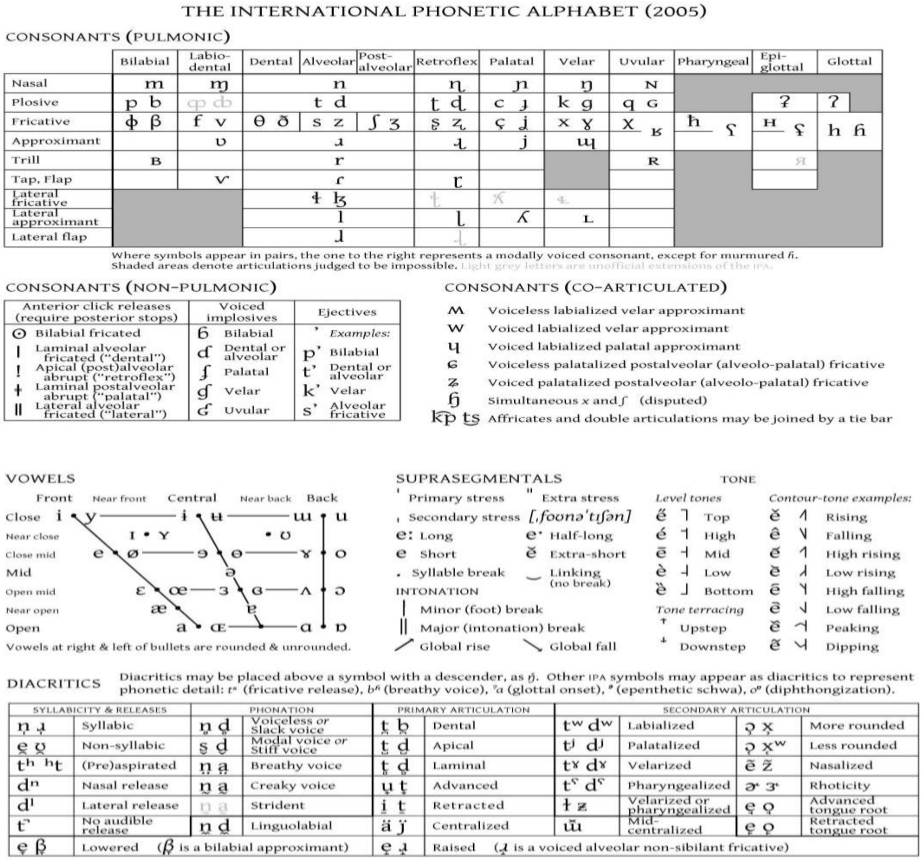
> *First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and repetition of sounds of speech.*
>
> *Second, sound is significant because it is used to achieve meaning in context of use. Here the code combines with other factors to make communication possible. In this sense we can talk about pronunciation with reference to acts of speaking (1994: 3).*

There are two main features in pronunciation, which are segmental and supra-segmental features. Segmental features are dealing with vowels and consonants while supra-segmental features are focusing in stress, rhythm, intonation, voice quality and more (Brown, 1991: 4). This thesis will be focused on segmental features of pronunciation only.

Each segmental feature is regarded as an individual sound, which is known as phoneme, and sequences of them are strung together in an utterance (Chun, 2002:3). Peter Roach (1983) stated that a *phoneme* is a small number of regularly used sounds, like vowels and consonants. Basically, phoneme, as the fundamental component of pronunciation, is the smallest unit of sound that can affect the entirely meaning of a word.

The number of phonemes in any language can be different depending on who the speaker is and what the dialect is. That means, every language has different ways of dividing their sounds into vowels and consonant (Roach, 1983:11). IPA chart describes the sounds of all language, which each language will use some of IPA symbols on its pronunciation.

Table 2 IPA Chart



THE INTERNATIONAL PHONETIC ALPHABET (2005)

CONSONANTS (PULMONIC)

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Epi-glottal	Glottal
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ			
Plosive	p b	ȹ ȸ		t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʡ	ʔ
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	ʜ ʢ	h ɦ
Approximant		ʋ		ɹ		ɻ	j	ɰ				
Trill	ʙ			r					ʀ		ᴙ	
Tap, Flap		ⱱ		ɾ		ɽ						
Lateral fricative				ɬ ɮ		ꞎ	𝼆	𝼄				
Lateral approximant				l		ɭ	ʎ	ʟ				
Lateral flap				ɺ		𝼈						

Where symbols appear in pairs, the one to the right represents a modally voiced consonant, except for murmured *ɦ*.
Shaded areas denote articulations judged to be impossible. Light grey letters are unofficial extensions of the IPA.

CONSONANTS (NON-PULMONIC)

Anterior click releases (require posterior stops)	Voiced implosives	Ejectives
ʘ Bilabial fricated	ɓ Bilabial	ʼ *Examples:*
ǀ Laminal alveolar fricated ("dental")	ɗ Dental or alveolar	pʼ Bilabial
ǃ Apical (post)alveolar abrupt ("retroflex")	ʄ Palatal	tʼ Dental or alveolar
ǂ Laminal postalveolar abrupt ("palatal")	ɠ Velar	kʼ Velar
ǁ Lateral alveolar fricated ("lateral")	ʛ Uvular	sʼ Alveolar fricative

CONSONANTS (CO-ARTICULATED)

ʍ	Voiceless labialized velar approximant
w	Voiced labialized velar approximant
ɥ	Voiced labialized palatal approximant
ɕ	Voiceless palatalized postalveolar (alveolo-palatal) fricative
ʑ	Voiced palatalized postalveolar (alveolo-palatal) fricative
ɧ	Simultaneous *x* and *ʃ* (disputed)
k͡p t͡s	Affricates and double articulations may be joined by a tie bar

VOWELS

Front Near front Central Near back Back
Close i • y — ɨ • ʉ — ɯ • u
Near close ɪ • ʏ • ʊ
Close mid e • ø — ɘ • ɵ — ɤ • o
Mid ə
Open mid ɛ • œ — ɜ • ɞ — ʌ • ɔ
Near open æ ɐ
Open a • ɶ — ɑ • ɒ
Vowels at right & left of bullets are rounded & unrounded.

SUPRASEGMENTALS

ˈ	Primary stress	ˈˈ	Extra stress
ˌ	Secondary stress		*[ˌfoʊnəˈtɪʃən]*
eː	Long	eˑ	Half-long
e	Short	ĕ	Extra-short
.	Syllable break	‿	Linking (no break)

INTONATION

|	Minor (foot) break		
‖	Major (intonation) break		
↗	Global rise	↘	Global fall

TONE

Level tones			Contour-tone examples:		
e̋	˥	Top	ě	˩˥	Rising
é	˦	High	ê	˥˩	Falling
ē	˧	Mid	e᷄	˦˥	High rising
è	˨	Low	e᷅	˩˨	Low rising
ȅ	˩	Bottom	e᷇	˥˦	High falling
Tone terracing			e᷆	˨˩	Low falling
ꜛ		Upstep	e᷈	˧˦˧	Peaking
ꜜ		Downstep	e᷉	˧˨˧	Dipping

DIACRITICS Diacritics may be placed above a symbol with a descender, as ŋ̊. Other IPA symbols may appear as diacritics to represent phonetic detail: *tˢ* (fricative release), *bʱ* (breathy voice), *ˀa* (glottal onset), *ᵊ* (epenthetic schwa), *oᵘ* (diphthongization).

SYLLABICITY & RELEASES		PHONATION		PRIMARY ARTICULATION		SECONDARY ARTICULATION			
n̩ ɹ̩	Syllabic	n̥ d̥	Voiceless *or* Slack voice	t̪ b̪	Dental	tʷ dʷ	Labialized	ɔ̹ x̹	More rounded
e̯ ʊ̯	Non-syllabic	s̬ d̬	Modal voice *or* Stiff voice	t̺ d̺	Apical	tʲ dʲ	Palatalized	ɔ̜ xʷ̜	Less rounded
tʰ ʰt	(Pre)aspirated	n̤ a̤	Breathy voice	t̻ d̻	Laminal	tˠ dˠ	Velarized	ẽ z̃	Nasalized
dⁿ	Nasal release	n̰ a̰	Creaky voice	u̟ t̟	Advanced	tˤ dˤ	Pharyngealized	ɚ ɝ	Rhoticity
dˡ	Lateral release	n͇ a͇	Strident	i̠ t̠	Retracted	ɫ z̴	Velarized or pharyngealized	e̘ o̘	Advanced tongue root
t̚	No audible release	n̼ d̼	Linguolabial	ä ÿ	Centralized	ɯ̽	Mid-centralized	e̙ o̙	Retracted tongue root
e̞ β̞	Lowered (*β̞* is a bilabial approximant)			e̝ ɹ̝	Raised (*ɹ̝* is a voiced alveolar non-sibilant fricative)				

(Source: http://www.langsci.ucl.ac.uk/ipa/ipachart.html)

For L2 learners, sometimes it’s difficult to learn a phoneme that doesn’t exist in their language. Because this study is focused on Asia, the writer will only explain briefly about some of Asia’s language and English vowels and consonants.

2.2.1 English

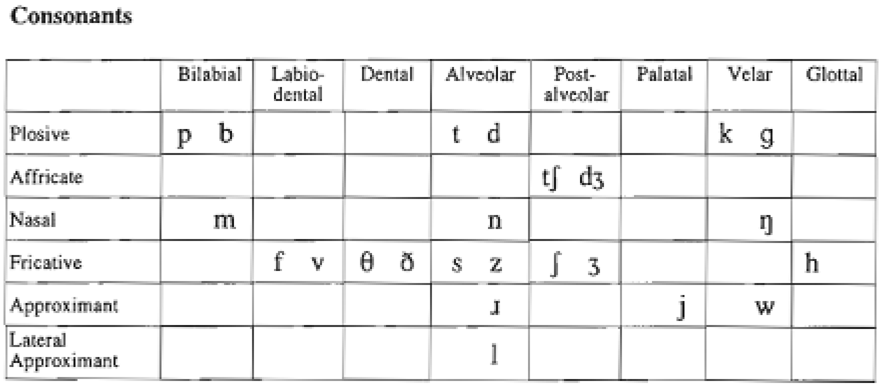
a. Consonants

English has 24 consonants which are p, b, m, t, d, n, k, ɡ, ŋ, f, v, s, z, θ, ð, ʃ, ʒ, tʃ, dʒ, l, ɹ, j, w, and h. Consonants are distinguished in three criteria; voicing, place of articulation and manner of articulation.

- Voicing is controlling the vibration of the vocal cords as air passes through to make speech sounds. All consonants are either *voiced* or *voiceless*. The airflow that is coming out from the lungs is resisting at the *larynx* or voice box. The resistance can be controlled in different positions and tensions in the vocal cords or vocal folds, which are two muscular bands of tissue that stretch from front to back in the larynx (Denham & Lobeck, 2009: 71). When air is pushed from the lungs, it goes up through the trachea and the larynx, passing through the opening between the vocal cords. The flexibility of vocal cords makes it possible to vary the width of this opening. When the vocal cords are apart, the air can pass freely into the vocal tract and no vibration caused. In this case, when speech sounds such as p, t, k, tʃ, θ, h, ʃ and s. these sounds are called *voiceless*. However, the vocal cords may also close the space between them. The folds are very elastic and can bounce back to their original position close to each other, and the cycle of opening and closure repeats itself. The result is a vibration of the vocal cords. Sounds which are produced with this vibration are called *voiced* (Plag, Braun, Lappe, & Schramm, 2009: 15).

- Place of articulation is the organs of the oral tract that are directly in charge for the production of a sound, either actively or passively. There are some classifications in place of articulation which are bilabial, labio-dental, dental, alveolar, post-alveolar, palatal, velar and glottal (Grau & Reeves, 1995: 25).
- Manner of articulation is the way in which the articulators come together like the type of contact they make or the degree of estimation between them. There are some basic lists of consonants according to the manner of articulations which are plosive, fricatives, affricatives, laterals, nasals, and approximants or semiwovels (Grau & Reeves, 1995: 26).

Table 2.1 English Consonants Chart



Consonants

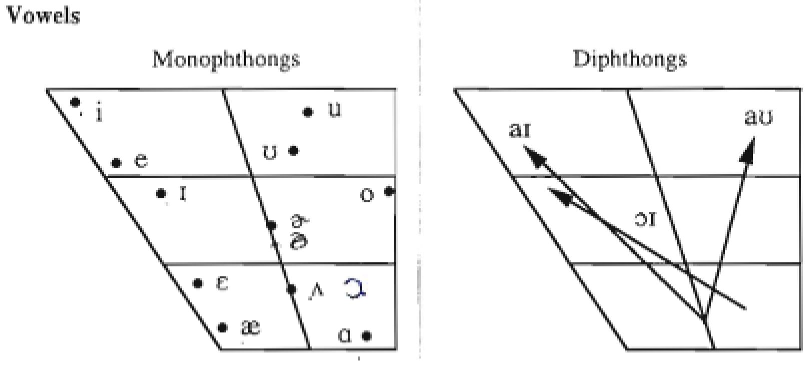
	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Affricate					tʃ dʒ			
Nasal	m			n			ŋ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Approximant				ɹ		j	w	
Lateral Approximant				l				

(Source: Ladefoged, P. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.41)

b. Vowels

In articulation of vowels, there is no obstruction of the airstream and vocal folds vibrate. Furthermore, the lips and the tongue are the responsible articulators for the production of vowels. The parts of the tongue are distinguished into front, center and back. Based on the shape of the lips, vowel can be *rounded* or *unrounded* (Grau & Reeves, 1995: 25).

Table 2.2 English Vowels chart

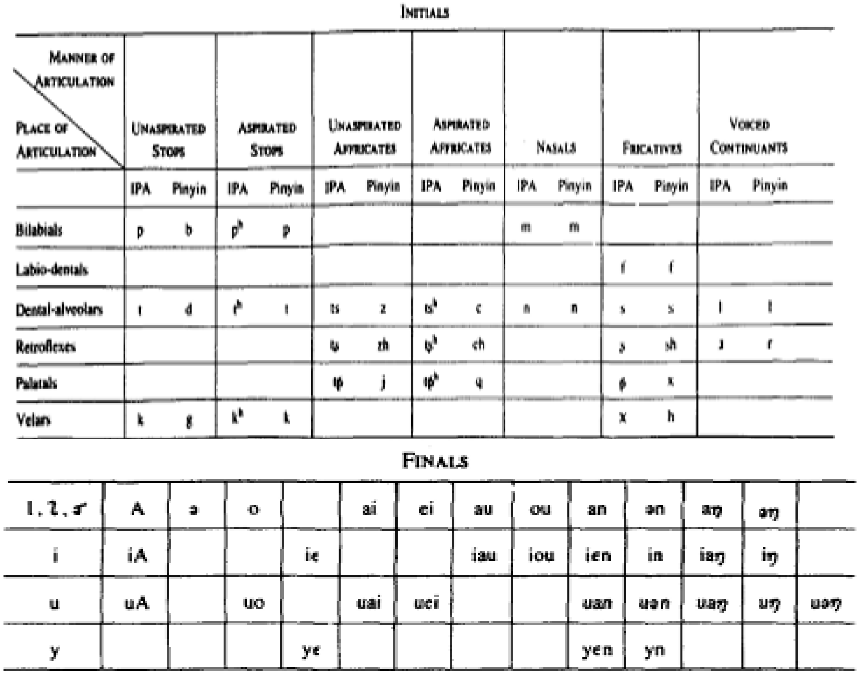


(Source: Ladefoged, P. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.42)

2.2.2 Chinese

a. Consonants

Table 2.3 Chinese Consonants chart



INITIALS

Manner of Articulation / Place of Articulation	Unaspirated Stops		Aspirated Stops		Unaspirated Affricates		Aspirated Affricates		Nasals		Fricatives		Voiced Continuants	
	IPA	Pinyin	IPA	Pinyin	IPA	Pinyin	IPA	Pinyin	IPA	Pinyin	IPA	Pinyin	IPA	Pinyin
Bilabials	p	b	pʰ	p					m	m				
Labio-dentals											f	f		
Dental-alveolars	t	d	tʰ	t	ts	z	tsʰ	c	n	n	s	s	l	l
Retroflexes					tʂ	zh	tʂʰ	ch			ʂ	sh	ɹ	r
Palatals					tɕ	j	tɕʰ	q			ɕ	x		
Velars	k	g	kʰ	k							x	h		

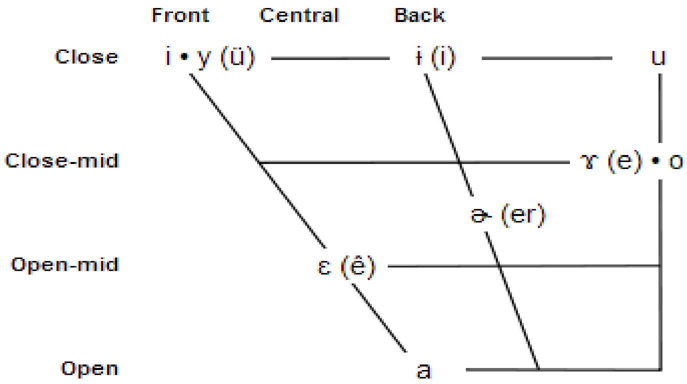
FINALS

ɿ, ʅ, ɚ	A	ə	o		ai	ei	au	ou	an	ən	aŋ	əŋ	
i	iA			iɛ			iau	iou	iɛn	in	iaŋ	iŋ	
u	uA		uo		uai	uei			uan	uən	uaŋ	uŋ	uəŋ
y				yɛ					yɛn	yn			

(Source: Li, C. N & Thompson, S. A (1989). *Mandarin Chinese: A Functional Reference Grammar.* California: The Regents of the University of California. P.5-6)

b. Vowels

Table 2.4 Chinese Vowels chart



(Source: Wikipedia website)

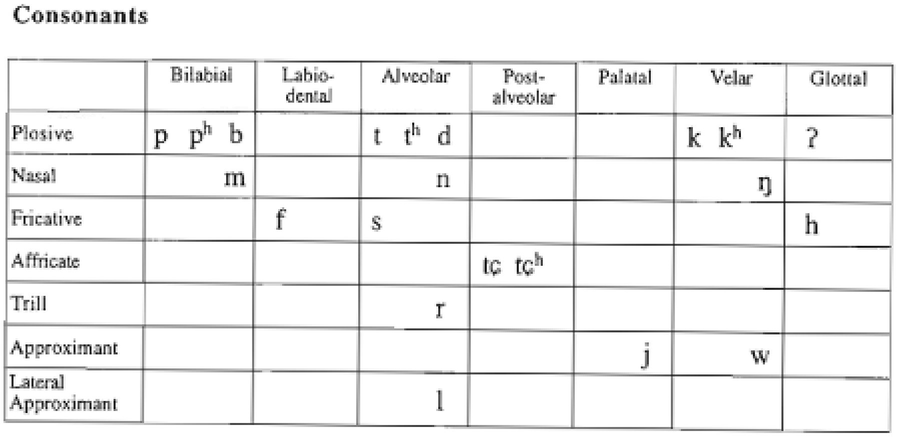
c. Interference of Chinese on English pronunciation/articulation

Most English pronunciation's aspects cause difficulties for Chinese learners. Some English phonemes don't exist in Chinese, also stress and intonation patterns are different. English has more vowel sounds than Chinese, making mispronunciation of words like *ship/sheep, it/eat, fool/full.* Diphthongs such as in *weigh, now* or *deer* are often shortened to a single sound. The major problem that Chinese learners find is with the final consonant in English and results in learners either falling to produce the consonants or adding an extra vowel at the end of the word (*The differences between English and Chinese*, accessed 14th April 2013, Frankfurt International School: http://esl.fis.edu.).

2.2.3 Thai

a. Consonants

Table 2.5 Thai Consonants chart



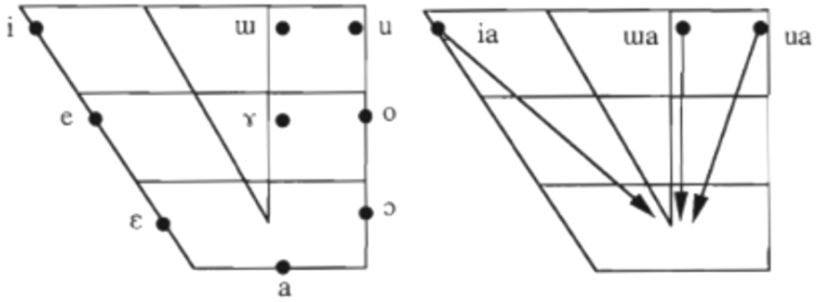
Consonants

	Bilabial	Labio-dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosive	p pʰ b		t tʰ d			k kʰ	ʔ
Nasal	m		n			ŋ	
Fricative		f	s				h
Affricate				tɕ tɕʰ			
Trill			r				
Approximant					j	w	
Lateral Approximant			l				

(Source: Tingsabadh, K. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.147)

b. Vowels

Table 2.6 Thai Vowels chart



(Source: Tingsabadh, K. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.148)

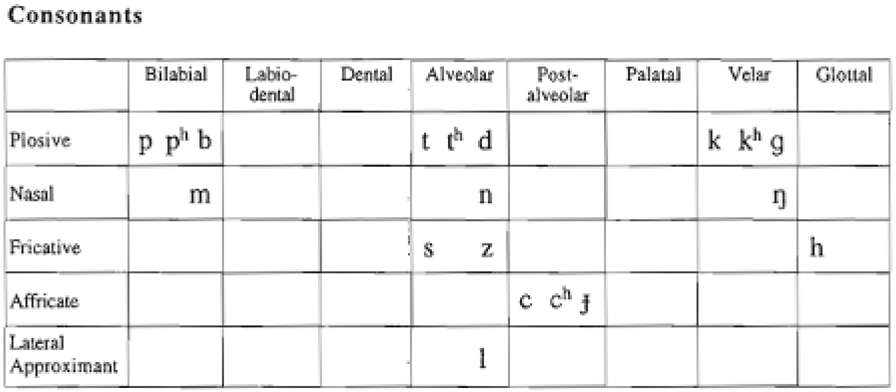
c. Interference of Thai on English pronunciation/articulation

Luksaneeyanawin stated that there are three major problems that Thai learners find in speaking English. First, the numbers and types of the phoneme existing in Thai and English are different. Second are the differences of the structure of syllables and sequences of sounds in Thai and English. Then the last one is the differences in the phonetic details of the phoneme in Thai and English (2005).

2.2.4 Korean

a. Consonants

Table 2.7 Korean Consonants chart



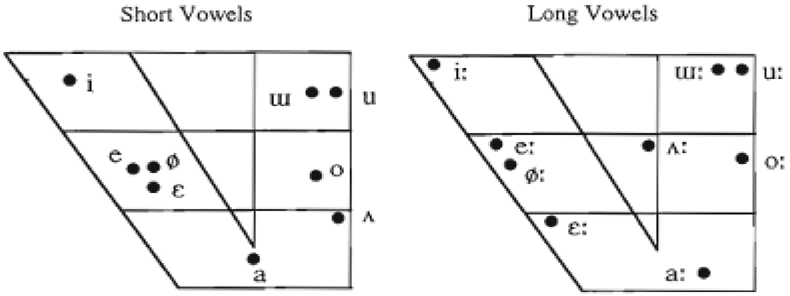
Consonants

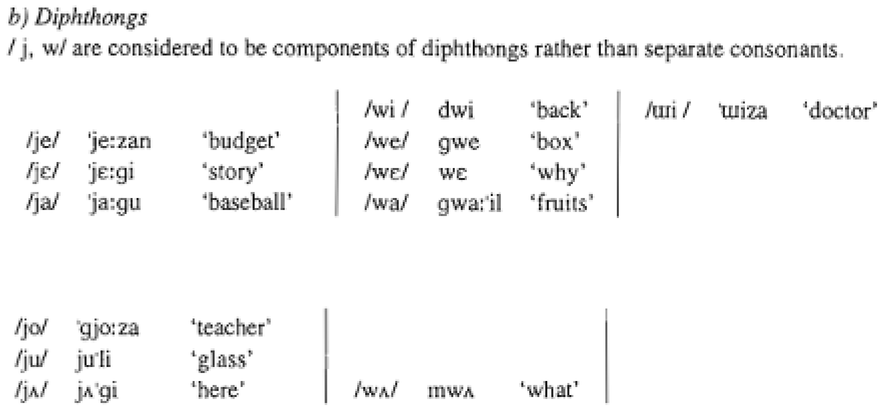
	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosive	p pʰ b			t tʰ d			k kʰ g	
Nasal	m			n			ŋ	
Fricative				s z				h
Affricate					c cʰ ɟ			
Lateral Approximant				l				

(Source: Lee, H. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.120)

b. Vowels

Table 2.8 Korean Vowels chart





b) Diphthongs

/ j, w/ are considered to be components of diphthongs rather than separate consonants.

			/wi /	dwi	'back'	/ɯi /	'ɯiza	'doctor'
/je/	'je:zan	'budget'	/we/	gwe	'box'			
/jɛ/	'jɛ:gi	'story'	/wɛ/	wɛ	'why'			
/ja/	'ja:gu	'baseball'	/wa/	gwa:'il	'fruits'			
/jo/	'gjo:za	'teacher'						
/ju/	ju'li	'glass'						
/jʌ/	jʌ'gi	'here'	/wʌ/	mwʌ	'what'			

(Source: Lee, H. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.121)

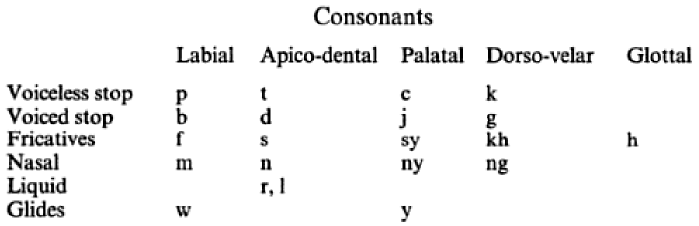
c. Interference of Korean on English pronunciation/articulation

Reproduction of consonants is the main problem that Korean learners often found. Several English consonant sounds do not exist in Korean. The most significant of these are the /θ/ and /ð/ sounds in words such as *then, thirteen,* and *clothes*. The /v/ sound, which is produced as a /b/ and the /f/ sound which leads, for example, to *phone* being pronounced as *pone*. Differences in syllable structure between the two languages may lead to the addition of a short vowel sound to the end of English words that terminate with a consonant or within words containing consonant clusters (*The differences between English and Korean*, accessed 14th April 2013, Frankfurt International School: http://esl.fis.edu.).

2.2.5 Malay and Indonesian

a. Consonants

Table 2.9 Malay and Indonesian Vowels chart



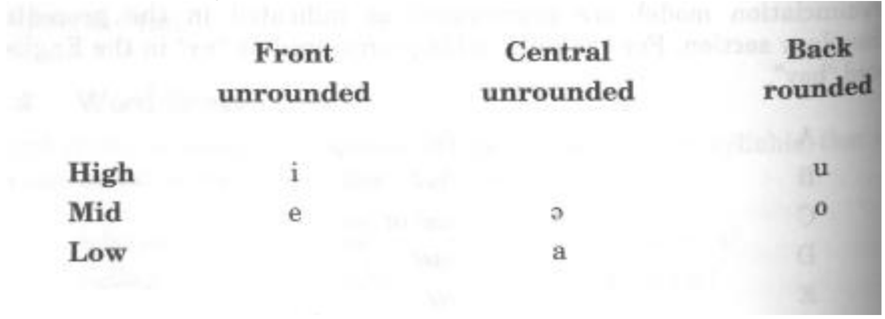
Consonants

	Labial	Apico-dental	Palatal	Dorso-velar	Glottal
Voiceless stop	p	t	c	k	
Voiced stop	b	d	j	g	
Fricatives	f	s	sy	kh	h
Nasal	m	n	ny	ng	
Liquid		r, l			
Glides	w		y		

(Source: Errington, J. J (1998). *Shifting Languages.* London: Cambridge. P.xiii)

b. Vowels

Table 2.10 Malay and Indonesian Vowels chart



	Front unrounded	Central unrounded	Back rounded
High	i		u
Mid	e	ə	o
Low		a	

(Source: Mintz, M. W (1998). *A student grammar of Malay and Indonesian.* Singapore: EPB Publishers. P.20)

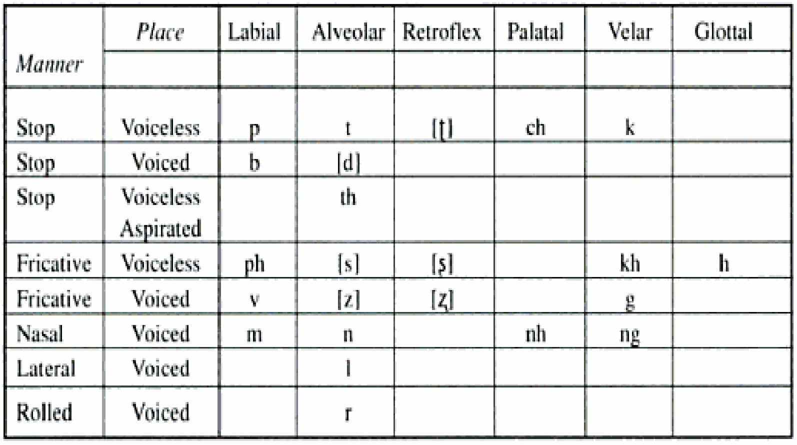
c. Interference of Malay and Indonesian on English pronunciation/articulation

Malay and Indonesian, abbreviated as M/I, and English phonological system are very different. English has twenty-two vowels and diphthongs, and twenty-four consonants, while M/I has only six vowels and three diphthongs. All vowels may couse problems to some points, like almost all vowels except /Ə/ are pronounced with more or less comparable length. Then, English diphthongs may be realized as pure vowels uttered sometimes long and sometimes short and with no appreciable glide. Because M/I words are spelled just the way they are pronounced, M/I learners find difficulties in pronouncing English words (Swan & Smith, 2001: 280).

2.2.6 Vietnamese

a. Consonants

Table 2.11 Vietnamese consonants chart

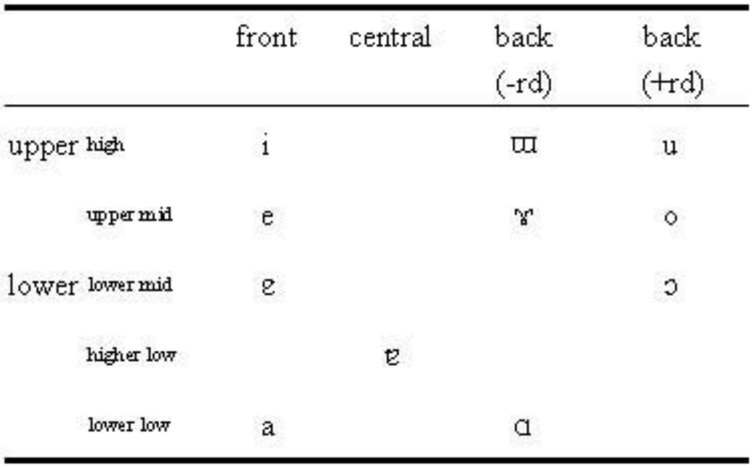


Manner	*Place*	Labial	Alveolar	Retroflex	Palatal	Velar	Glottal
Stop	Voiceless	p	t	[ʈ]	ch	k	
Stop	Voiced	b	[d]				
Stop	Voiceless Aspirated		th				
Fricative	Voiceless	ph	[s]	[ʂ]		kh	h
Fricative	Voiced	v	[z]	[ʐ]		g	
Nasal	Voiced	m	n		nh	ng	
Lateral	Voiced		l				
Rolled	Voiced		r				

(Source: Ngo, B. N (1999).*Elementary Vietnamese: Revised Edition.* Singapore: Tuttle Publishing. P.18)

b. Vowels

Table 2.12 Vietnamese vowels chart



		front	central	back (-rd)	back (+rd)
upper	high	i		ɯ	u
	upper mid	e		ɤ	o
lower	lower mid	ɛ			ɔ
	higher low		ɐ		
	lower low	a		ɑ	

(Thompson, L. (1987). *A Vietnamese reference grammar*. Hawaii: University of Hawaii. P 19)

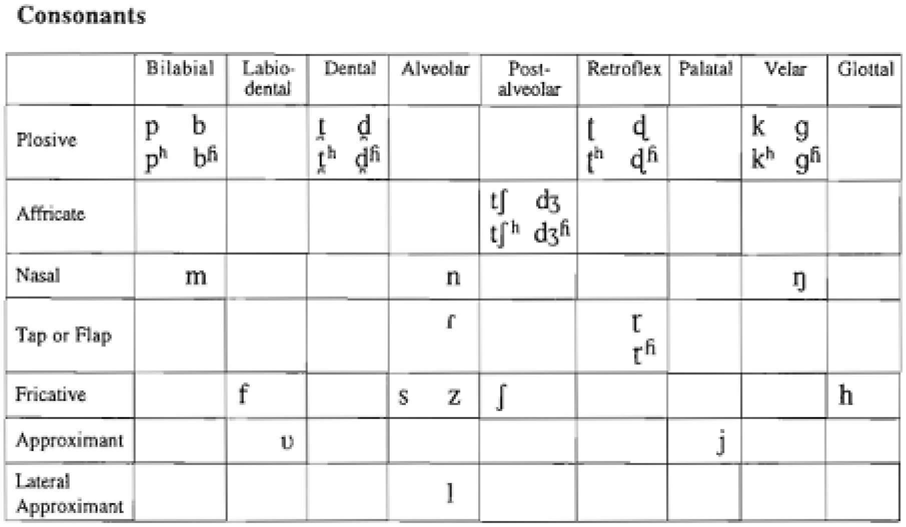
c. Interference of Vietnamese on English pronunciation/articulation

The most common pronunciation mistakes among Vietnamese learners are the mistakes of pronouncing two English fricatives ʃ, ʒ and two English affricatives tʃ, dʒ. Vietnamese learners found those sounds very confusing. Vietnamese learners often omit final consonants of words in English (Nu, D. T (2009) Mistake or Vietnamese English, VNU Journal of Science, Foreign Languages 25 (2009) 41-50)

2.2.7 Hindi

a. Consonants

Table 2.13 Hindi consonants chart



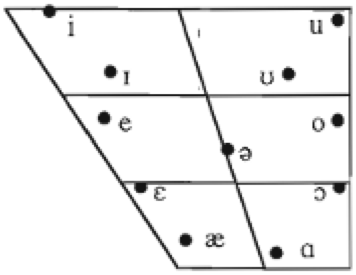
Consonants

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Retroflex	Palatal	Velar	Glottal
Plosive	p b pʰ bʱ		t̪ d̪ t̪ʰ d̪ʱ			ʈ ɖ ʈʰ ɖʱ		k g kʰ gʱ	
Affricate					tʃ dʒ tʃʰ dʒʱ				
Nasal	m			n				ŋ	
Tap or Flap				ɾ		ɽ ɽʱ			
Fricative		f		s z	ʃ				h
Approximant		ʋ					j		
Lateral Approximant				l					

(Source: Olaha, M. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.100)

b. Vowels

Table 2.14 Hindi vowels chart



(Source: Olaha, M. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.102)

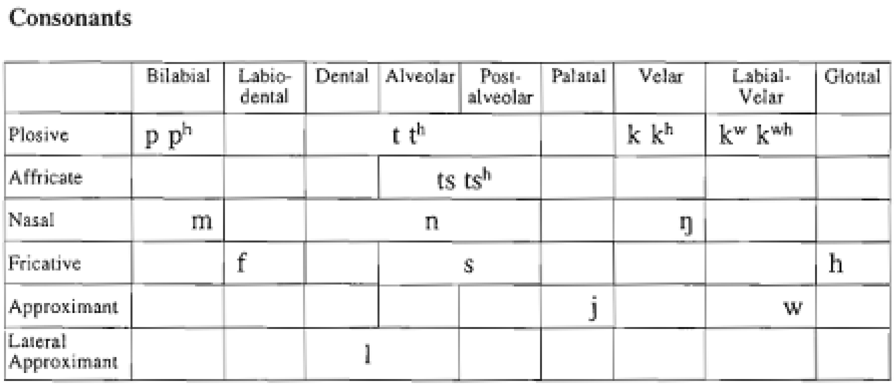
c. Interference of Hindi on English pronunciation/articulation

Hindi has around half as many vowels and twice as many consonants, comparing to English and leads to several problems of pronunciation. One of them is distinguishing phonemes in words such as *said / sad; par / paw; vet / wet*, etc. Words containing the letters *th* (*this, thing, months*) will cause Hindi learners problems. The phoneme / ʒ / is missing in Hindi and so pronunciation of such words is difficult. Consonants clusters at the beginning or end of words are more frequent in English than Hindi. This is leading to errors in the pronunciation of words such as *straight (istraight), fly (faly), film (filam)* (*The differences between Hindi and Korean*, accessed 14thApril 2013, Frankfurt International School: http://esl.fis.edu.).

2.2.8 Cantonese

a. Consonants

Table 2.15 Cantonese consonants chart



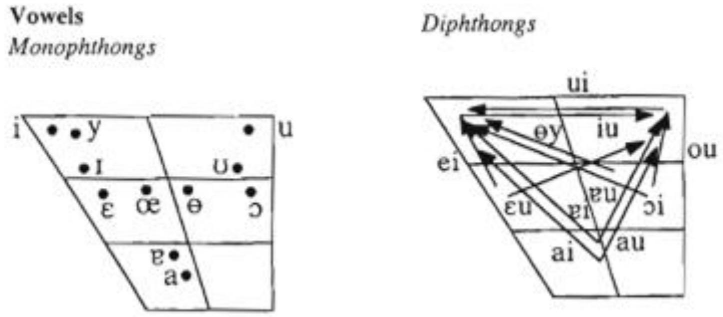
Consonants

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Labial-Velar	Glottal
Plosive	p pʰ		t tʰ				k kʰ	kʷ kʷʰ	
Affricate				ts tsʰ					
Nasal	m		n				ŋ		
Fricative		f		s					h
Approximant						j		w	
Lateral Approximant			l						

(Source: Zee, E. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.58)

b. Vowels

Table 2.16 Cantonese vowels chart



(Source: Zee, E. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.59)

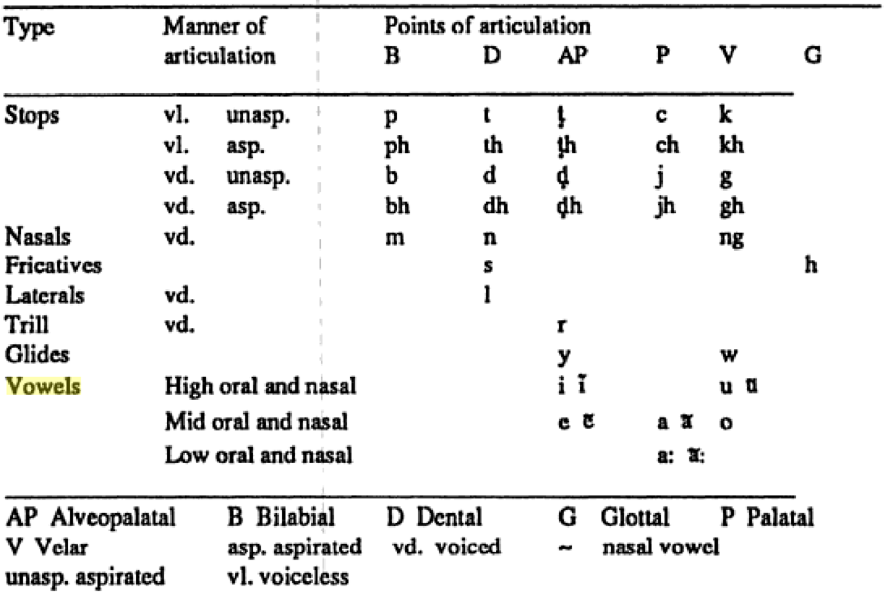
c. Interference of Cantonese on English pronunciation/articulation

Cantonese learners usually find difficulties because some of English vowels, which are e, æ, o, ɚʌ, and a that are missing in the Cantonese phonetic inventory.So, when Cantonese learners pronounce those sounds, they replace with Cantonese vowels that are similar with them. It also work the same with consonants. Cantonese learners often replace English consonants that are missing in Cantonese consonants, with Cantonese consonants that have similar place and/or manner of articulation (Department of Systems Engineering & Engineering Management The Chinese University of Hong Kong, 2007)

2.2.9 Nepali

a. Consonants

Table 2.17 Nepali consonants chart



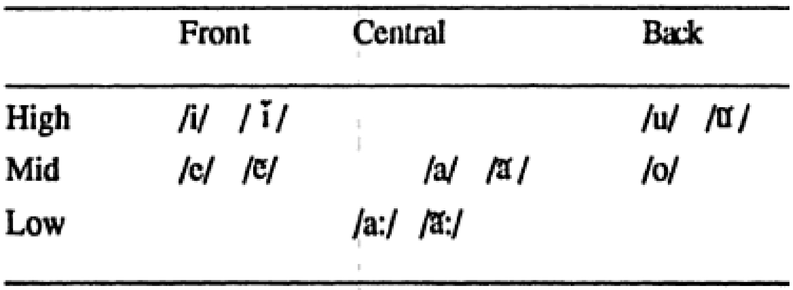
Type	Manner of articulation		Points of articulation					
			B	D	AP	P	V	G
Stops	vl.	unasp.	p	t	ṭ	c	k	
	vl.	asp.	ph	th	ṭh	ch	kh	
	vd.	unasp.	b	d	ḍ	j	g	
	vd.	asp.	bh	dh	ḍh	jh	gh	
Nasals	vd.		m	n			ng	
Fricatives				s				h
Laterals	vd.			l				
Trill	vd.				r			
Glides					y		w	
Vowels	High oral and nasal				i ĩ		u ũ	
	Mid oral and nasal				e ẽ	a ã	o	
	Low oral and nasal					a: ã:		

AP Alveopalatal B Bilabial D Dental G Glottal P Palatal
V Velar asp. aspirated vd. voiced ~ nasal vowel
unasp. aspirated vl. voiceless

(Source: Ahcarya, J. (1990). *A descriptive grammar of Nepali and an analyzed corpus.* Washington D.C: Georgetown University Press. P.36)

b. Vowels

Table 2.18 Nepali vowels chart



	Front	Central	Back
High	/i/ /ĩ/		/u/ /ũ/
Mid	/e/ /ẽ/	/a/ /ã/	/o/
Low		/a:/ /ã:/	

(Source: Ahcarya, J. (1990). *A descriptive grammar of Nepali and an analyzed corpus.* Washington D.C: Georgetown University Press. P.30)

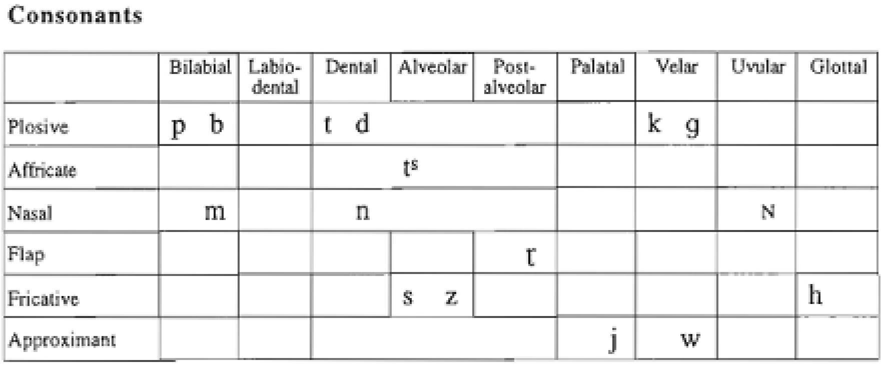
c. Interference of Nepali on English pronunciation/articulation

Nepali is very similar to Hindi, including their English pronunciation. The differences in the number of phonemes also affect Nepali learners' in pronouncing English words. Nepali learner' pronunciation of English words is consequently stuck to the written forms (Swan & Smith, 2001: 231).

2.2.10 Japanese

a. Consonants

Table 2.19 Japanese consonants chart



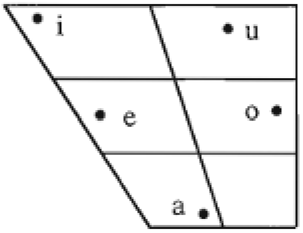
Consonants

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Uvular	Glottal
Plosive	p b		t d				k g		
Affricate			t^s						
Nasal	m		n					N	
Flap					ɾ				
Fricative				s z					h
Approximant						j	w		

(Source: Okada, H. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.117)

b. Vowels

Table 2.20 Japanese vowels chart



(Source: Okada, H. (1999). *Handbook of the International Phonetic Association.* London: Cambridge. P.117)

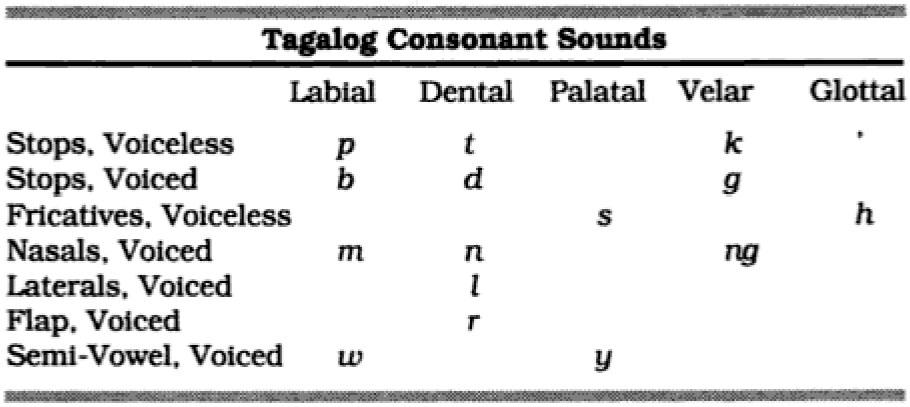
c. Interference of Japanese on English pronunciation/articulation

In Japanese, vowels have 5 sounds that can be short or long and 15 consonant sounds. There are few complex consonant sound combinations such as in the English words *strength* or *Christmas* that Japanese learners find hard to pronounce. They like to put short vowels in between the consonants. Major problems with English vowel sounds are including the failure to accurately render the diphthong in words such as *caught/coat* or *bought/boat* or the different vowel sound in minimal pairs such as *hat/hut*. The most visible problem on English consonants is seen in the incapability of many learners to differentiate between the /l/ and the /r/ sounds. Words such as *lot/rot* or *glimmer/glimmer* are hard for them to pronounce correctly. Japanese learners also find difficulties with the θ and ð sounds. The /v/ sound is also difficult for them, for example Japanese learners tend to say *berry* instead of *very* or *ban* instead of *van* (*The differences between English and Japanese*, accessed 14th April 2013, Frankfurt International School: http://esl.fis.edu.).

2.2.11 Tagalog

a. Consonants

Table 2.21 Tagalog consonants chart



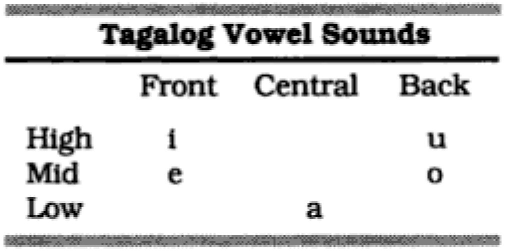
Tagalog Consonant Sounds

	Labial	Dental	Palatal	Velar	Glottal
Stops, Voiceless	*p*	*t*		*k*	'
Stops, Voiced	*b*	*d*		*g*	
Fricatives, Voiceless			*s*		*h*
Nasals, Voiced	*m*	*n*		*ng*	
Laterals, Voiced		*l*			
Flap, Voiced		*r*			
Semi-Vowel, Voiced	*w*		*y*		

(Source: Ramos, T. V & Cena, R. M (1990).*Modern Tagalog.* Hawaii: University of Hawaii Press. P.1)

b. Vowels

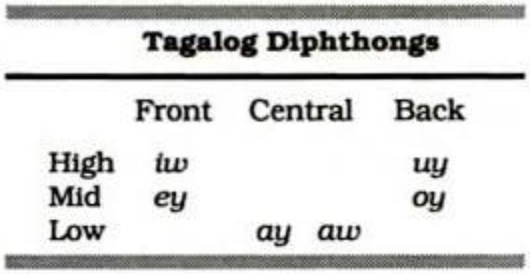
Table 2.22 Tagalog vowels chart



Tagalog Vowel Sounds

	Front	Central	Back
High	i		u
Mid	e		o
Low		a	

(Source: Ramos, T. V & Cena, R. M (1990).*Modern Tagalog.* Hawaii: University of Hawaii Press. P.8)



Tagalog Diphthongs

	Front	Central	Back
High	*iw*		*uy*
Mid	*ey*		*oy*
Low		*ay aw*	

(Source: Ramos, T. V & Cena, R. M (1990).*Modern Tagalog.* Hawaii: University of Hawaii Press. P.10)

c. Interference of Tagalog on English pronunciation/articulation

In general, Tagalog learners tend to pronounce English words with the spellings because they typically learn English from books rather than native speakers. In addition to the lack of reduced vowels in unstressed syllables, certain vowel contrasts are often missing. For example, many have trouble with the vowels represented in the following minimal pairs: *sheep/ship, full/fool, hat/hot.* Because the inexistence *of* /ð/ and / θ /, they are often pronounced /d/ and /t/ so *these* and *three* are spoken as ‘dese’ and ‘tree’. Due to the great influence from Spanish, Pilipino learners pronounce some sounds just like in Spanish. In addition, some similar vowels are usually treated with the same pronunciation. (Thompson, 2003: 53)

2.3 Pronunciation errors

Every language learner is always faces some errors in their language acquisition. Firstly, it is important to know the differences between the concept of errors and mistakes. Errors occur because of the learners’ inadequate knowledge of L2 so that they consistently use the incorrect form of a language, whereas mistakes appear when learners have sufficient knowledge of L2 but fail to perform of what they know (Ellis, 1997: 17)

Error analysis is one of linguistic analysis type that focuses on the errors learners make. Different with Contrastive Analysis, the comparison made is between the errors a learner makes in producing L2 and the form of L2 itself (Gass and Selinker, 1994:102).

There are several steps in analyzing learners' errors. Corder (As cited in Ellis, 1997:48) suggests five steps in Error Analysis research, which are collection of a sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors. Those five steps are explained briefly as follows:

a. Collection of a sample of learner language

EA's main point is to choose what learner languages' samples that are going to be used for the analysis and how to collect the samples. Based on the size of the sample, there are three broad types of EA, which are *massive sample, specific sample,* and *incidental sample*. A massive sample involves several sample of language use form a large number of learners while a specific sample consists of one sample of language use from a limited number of learners. Furthermore, Incidental sample is only involving one sample of language use produced by a single learner. Most of published EAs employed specific sample and incidental sample since massive sample need major undertaking (Ellis, 1997:49).

b. Identification of errors

After a corpus of learner language has been collected, it is necessary to identify what constitutes an ‘error’ and to establish a procedure to recognizing one. At first, it should be known which variety of L2 should serve as norm. After knowing the distinction between errors and mistakes, the error needs to be identified whether it is overt or covert. An overt error occurs when there is a clear derivation in the form, while a covert error occurs in utterances that are superficially correct but do not reflect on what learners intended to mean. Then, it also should be known whether the analysis should only be focused on deviation in correctness or also on deviation in appropriateness (Ellis, 1997:51-52).

c. Description of errors

After identifying parts, the errors can be described and classified into several types. One way to describe the errors is using surface strategy taxonomy. This strategy is divided into four categories, which are omissions, additions, misinformations, and misorderings. Omissions is the absence of an item that is required to appear in a complete sentence, while additions, the contrary of omissions, is the presence of an item that must not appear in a complete sentence. The use of incorrect form of the morpheme or structure is known as misinformations. Then, misorderings means the wrong placement of a morpheme or group of morphemes in a sentence (Ellis, 1997:56).

d. Explanation of errors

Explanation is focused on establishing the source of errors. Taylor (1986) points out that the source or error may be *psycholinguistics*, which concern in the nature of the L2 knowledge system, and the difficulties that learners found in using it, *sociolinguistics*, which involve such matters as the learners' ability to adjust their language in accordance with the social context, *epistemic*, which concern the learners' lack of world knowledge, or *discourse structure*, which involve problems in the organization of information into a coherent 'text' (as cited in Ellis 1997: 57-58).

e. Evaluating errors

Evaluation of error involves a consideration of the effect that errors have on the person addressed. Error evaluation's design is around the decisions on who the addressee (i.e. the judges) will be, what errors they will be asked to judge, and how they will be asked to judge them. Error evaluation also has addressed 3 main research questions: (1) Are some errors judged to be more problematic than others? (2) Are there any differences in evaluation made by native speakers and non-native speakers? (3) What criteria do judges use in evaluating learners' errors? (Ellis 1997: 63).

Pronunciation problem may occur when L2 speakers communicate because speakers are used to sounds that exist in their mother tongue but may not exist in the target language. Carey (2002), in his study entitled '*An L1-specific CALL pedagogy for instruction of pronunciation with Korean learners of English'* listed nine variables which may be attributed to sources of L2 pronunciation errors.

a. Interlanguage Transfer

To successfully produce an L2 sound, a language learner is depended on their ability to separate their L2 utterances from their L1 phonemes and allophones. Separating two languages are often needed because they may contain sounds which sounded to be the same but are produced differently. Therefore, they are acoustically different and may be recognized to be divergent from the target by the listener.

Nationalities are also one of the variable success of L2 learners in their production of English pronunciation. Nationalities with a immensely different phonetic chart to English often find it easier to learn to produce an acceptable phonetic sound in L2 than a nationality whose L1 contains contrasting sounds. For example, Japanese have an advantage over Koreans when it comes to English vowels production. Japanese only contains five simple vowels while Korean has ten. Japanese English speakers only have five vowels to interfere with the twelve vowels present in English. Therefore, it may be assumed that it is a simpler task to learn totally foreign sounds than sounds which have a resemblance to sounds found in the L2.

b. Phonological Universals

Phonological Universals are phonological patterns which are common to all languages. They are also referred to as being *unmarked* or as being *marked*. For example, in English /s/ is unmarked and /θ/ is marked.

Takahasi (1987) in his study about markedness concluded that:

> *Those less marked phonetic or phonological characteristics of L1 are harder to unlearn. That is, those characteristics which are acquired early in L1 acquisition and are important (yet commonly occurring) characteristics of L1 are easily carried over in the production of the L2 phonological system and remain persistently as the L2 learner's foreign accent* (as cited in Carey, 2002: 74).

The development of markedness in and between languages is an almost impossible task because of the enormous number and diversity of languages. Markedness theory has contributed to a general understanding of the tendencies of simplification adopted by L2 learners. Carey has outlined some of these below.

The open CV syllable has appears to be a universal preference in all languages. Kozhevnikov and Chistovich (1965) in their study showed that in a stressful situation, speakers tended to come back to very simple CV patterns of pronunciation in their L1 (as cited in Carey, 2002: 74).

From this it could be summarized that in interlanguage transfer, first languages with a greater tendency toward open syllables will have a greater degree of difficulty in assimilating the syllable structure of English. Other phonological universal tendencies include devoicing of word-final obstruent and affrication of the word-final alveolar fricative /s/ (Takahasi, as cited in Carey, 2002: 75).

c. Avoidance

Avoidance is a normal tendency for L2 learners to avoid aspects of production that they know to be problematic for them. Avoidance strategies may be employed at the grammatical as well as the phonemic level. At the phonemic level, a typical example of avoidance is the avoidance of using words which contain difficult to pronounce phonemes such as /z/ for Koreans. Then, the speakers may give a false impression of their phonemic pronunciation errors by avoiding the use of words such as *zoo*.

d. Over-generalisation and Over-elaboration

Richards (1973) described over-generalisation as newly learnt L2 rule application to an inappropriate form or context, while over-elaboration is usually caused by revelation to language acquisition strategies that are heavily dependent on reading and writing to the detriment of speaking. In an attempt to produce accurate L2 utterances, the learner produces *un-native like* formal speech which may be syntactically accurate but unnatural (as cited in Carey, 2002: 76).

e. Hypercorrection or Overcompensation

This phenomenon showed up after L2 learners have become aware of a negative transfer effect and knows the strategy they have to employ to deal with this. For example, Japanese does not have the cv /si:/ (see) but does contain the cv /ʃi:/ (she), so the typical negative transfer is the production of /ʃi:/ (she) for the word *see*. A Japanese English learner may realize that the sounds /s/ and

/ ʃ/ must be distinguished before the vowel /i:/ in the L2 but has not learnt exactly when to do this. Then, the learner acquires the concept of / ʃ/ + /i:/ is not allowed in English and applies it even when it is necessary in the production of the word *she*. Thus the learner overcompensates and produces /si:/ instead of / ʃi:/.

f. Elision and Epenthesis

Elision is the non-articulation of a sound and epenthesis is the addition of a sound to a word in the L2.

g. Stylistic variation

Variations in style of speech occur according to psycholinguistic factors such as the situation, the context, the addressee and the location. In the gathering of speech data, factors which may affect the validity of the data are: the self consciousness felt by the subject and the pressure to perform in the situation of a studio recording; unfamiliarity with the context or lexis of the test sentences; the pressure to achieve a ‘good result’ for the addressee; and the artificial environment and discomforts associated with remaining still in a recording studio

h. Letter to Sound Rule Confusion

Learners of English whose L1 contains a phonemic orthography, often learn to speak English through reading and writing and attempt to interpret English pronunciation from the orthography. The inconsistency letter to sound rules of English may result in pronunciation.

i. The developmental Model

This model of language acquisition suggests that there are significant parallels between the replacement strategies employed by infant L1 learners of English and infant-adult L2 learners of English. Various studies across a variety of nationalities of L2 English learners have revealed replacement strategies for the production of new phones in L2 which are similar to the substitution strategies for the production of new phones in L2 which are similar to the substitution strategies found in the L1 speech of infants.

2.4 Theoretical Framework

This study analyzes pronunciation errors on Asia’s Next Top Model cycle 1. Based on previous literature review, the writer chooses nine possible variables that are listed by Carey (2002) to analyze pronunciation errors which are: Interlanguage Transfer, Phonological Universals, Avoidance, Over-generalisation and Over-elaboration), Hypercorrection or Overcompensation, Elision and Epenthesis, Stylistic Variation, Letter to Sound rule confusion, and the developmental model that become the base of the writer analysis on the cause of errors. Asia's Next Top Model cycle 1 is chosen because the participants of this show are Asian who obliged to speak English throughout the show.

Chapter III

Methodology

This chapter discusses the methodology of the study. It discusses what research method, data and source of data, instrument, data collection procedure, data analysis, and table of analysis.

3.1 Research Method

This study uses a descriptive analytical study. This study was chosen because of its general features. As stated from Ratna, descriptive analytical study is a method to describe facts then analyzing each of it. Qualitative approach's main key is the writer. Then, qualitative data were collected in the form of words rather than numbers. In this study, the writer also systematically describes the kinds and characteristics of subject's pronunciation error.

3.2 Data and Source of data

The data of this study was the utterances produced by Asia's Next Top Model's participants throughout the shows that contain English pronunciation errors. The data were taken from 13 episodes of Asia's Next Top Model's first cycle (November 25, 2012 – February 17, 2013). Each episode was in approximate time 45 minutes.

3.2.1 Asia's Next Top Model (AsNTM) cycle 1

Asia's Next Top Model (abbreviated as AsNTM) is an adaption of the original hit TV series America's Next Top Model, a fashion-themed reality television show broadcasted in over one hundred countries around the world. A number of women compete for the title of *Asia's Next Top Model* and a chance to start their career in the modeling industry (Wikipedia).

An online search was held for the selection process. Models of Asian descent were encouraged to apply, but were required to speak and write in perfect English. All applicants were required to be between the ages of 18-27 and be at least 5'7, which follows the same format as the America's Next Top Model (Wikipedia).

AsNTM's cycle 1 was broadcasted from November 25th 2012 until February 17th 2013 with 13 episodes. Each episode was in different theme with approximate time 45 minutes (Wikipedia).

There are fourteen participants from cycle 1, from thirteen countries in South, Southeast, and East Asia.

Table 3.2.a The Participants

From	**Contestant**
Thailand	Jessica Amornkuldilok
Taiwan	Kate Ma
Philippines	Stephanie Retuya
Thailand	Monica Benjaratjarunun
Hong Kong	Helena Chan
Malaysia	Melissa Thng

India	Rachel Erasmus
Vietnam	Nguyễn Thị Thùy Trang
South Korea	Jee Choi
Indonesia	Filantropi Witoko
China	Bei Si Liu
Japan	Sofia Wakabayashi
Nepal	Aastha Pokharel
Singapore	Kyla Tan Rong Ying

Source: Wikipedia

Because participants from Singapore, Kyla and Thailand, Monica have to go home from episode one, the writer does not include them in her study.

3.3 Instrument

In this study, the writer herself become the instrument since she collected the data and conducted the analysis of the utterances used by *AsNTM*'s participants. Then, the writer also used video recorder in order to record all the utterances spoken by the participants during the shows.

3.4 Data collection procedure

In collecting the data, the writer began by watching and downloading 13 episodes of *AsNTM* from official YouTube channel. Then, she made the transcription based on the data recorded. Here, the writer gave number to each participant's utterances in order to ease her in putting those sentences in the table afterwards. The writer used participant's initial name and the numbering system with 2 number digits. For example, if it was written J.6.1, it meant that the utterances analyzed were Jessica's sixth sentence taken from first episode. After listing all the transcription, the writer re-watched Asia's Next Top Model videos six to seven times to avoid mistakes.

3.5 Data analysis procedure

In analyzing the data, the writer followed some procedures. First of all, the writer classified all the transcription based on the participants/countries. Having the phonetic transcription of the data, the writer identified the errors done by the participant and listed it down to each respective table 3.1 of participants/countries. After comparing participants' pronunciation to the standard phonetic transcription, the writer diagnosed their pronunciation errors based on nine possible variables which are: Interlanguage Transfer, Phonological Universals, Avoidance, Over-generalisation and Over-elaboration, Hypercorrection or Overcompensation, Elision and Epenthesis, Stylistic Variation, Letter to Sound rule confusion, and the developmental model.

After listing down the error and diagnosing it, the writer explained the causes of errors. Then the writer calculated which country that had most errors with listing each country's error in table 3.2 in percentage. The final step is the writer drew a general conclusion to answer the research questions.

3.6 Table of analysis

After reading and identifying the pronunciation errors on the AsNTM's utterances, the writer tabulating the errors into the following tables.

Table 3.1

Pronunciation analysis				
Subject:				
No	Words	Diction based		Remarks
		Subject	RP Based pronunciation	

Table 3.2

English pronunciation error in Asia countries		
No	Participant/Country	Error's percentage

Chapter 4

Findings and Discussion

In this chapter, the writer analyses the words which are pronounced improperly by the participants of Asia's Next Top Model cycle 1. In analyzing the data, the writer follows several steps which have been elaborated in chapter 3. The writer divides the data based on participants, in the terms of vowels and consonants. After that the writer describes the findings and draws a conclusion.

4.1 Thailand

The writer starts her analysis with participants from Thailand, Jessica Amornkuldilok.

4.1.1 Consonants

Throughout thirteen episodes, Jessica made several problems with consonants which are /t/, /r/, /l/, /z/, /v/, and /θ/.

a. Voiceless Alveolar Plosive /t/

There are seven instances of problems as found in the terms of voiceless alveolar plosive. They are time, talk, watch, different, quiet, don't, best and toy.

Table 4.1.1.a Voiceless Alveolar Plosive /t/

Pronunciation analysis			
Subject: J/T			
No	Words	Diction based:	Remarks

		Subject	RP based pronunciation	
28	Different	dɪf. ə r. ə n	ˈdɪf. ə r. ə nt	Dissimilar
40	Environment	ɪnˈvaɪr.ə n .mən	ɪnˈvaɪr.ə n .mənt	Dissimilar
54	Don’t	Don	doʊnt	Dissimilar
56	Best	bes	best	Dissimilar

/t/ as voiceless alveolar plosive in final position is deleted.

Different	ˈ dɪf. ə r. ə nt	→	dɪf. ə r. ə n
Environment	ɪnˈvaɪr.ə n .mənt	→	ɪnˈvaɪr.ə n .mən
Don’t	doʊnt	→	don
Best	best	→	bes

For Thais, many consonants clusters are difficult to pronounce. There are no consonant clusters in Thai word endings except /n, m, ng, pb, dt, g, y, w/. These problems happen because the counterparts of consonant clusters’ /nt, st/ are not distinguished in Thai so the subject tends to delete the last phoneme, in this case, which is /t/.

b. Voiced post-aveolar appoximant /r/

In voicing /r/ as voiced post-aveolar approximant, there are two types of problems in words which can be seen in these tables.

Table 4.1.1.b-1 voiced post-alveolar approximant /r/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
5	More	mɔːl	mɔːr	Dissimilar
9	Room	lum	rum	Dissimilar
34	Crying	klaı.ıŋ	kraı.ıŋ	Dissimilar
35	Really	li·li	ˈri·ə·li / ˈri·li	Dissimilar
45	Relax	lıˈlæks	rıˈlæks	Dissimilar
46	Red	led	red	Dissimilar
49	Career	kəˈlɪl	kəˈrɪr	Dissimilar
73	During	'dʊəl·ɪŋ	'dʊər·ɪŋ	Dissimilar
82	Prepare	plɪ'peəl	prɪ'peər	Dissimilar
95	Cry	klɑɪ	krɑɪ	Dissimilar
97	Rock	lɑk	rɑk	Dissimilar
100	Problem	'plɑb·ləm	'prɑb·ləm	Dissimilar
101	Parents	'peəl·ənts	'peər·ənts	Dissimilar

Problems that can be seen in the table above appear in all positions; initial, middle and final. She replaces /r/ with /l/.

Initial

Room rum → lum

Middle

During ˈdʊər·ɪŋ → ˈdʊəl·ɪŋ

Final

More mɔːr → mɔːl

Thai’s /r/ is quite different with English /r/ and Thai even always replace /r/ with /l/ in their own language. It affects on how they read /r/ in English.

Table 4.1.1.b-2 voiced post-alveolar approximant /r/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		IPA transcription	RP based pronunciation	
3	Crowd	kaʊd	kraʊd	Dissimilar
6	Crab	kab	kræb	Dissimilar
7	Brow	bɒ	braʊ	Dissimilar

/r/ as second consonant of a word is deleted

Crowd kraʊd → kaʊd

Crab kræb → kab

Brow braʊ → bɒ

In Thai language, they always delete /r/ when /r/ stands as second consonant of a word. Then, sometimes they apply it in English.

c. Voiced Dental Lateral /l/

/l/ is a voiced dental lateral. To analyze this sound, the writer distinguishes the data in two tables.

Table 4.1.1.c-1 voiced dental lateral /l/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
4	Normal	nɔː.mə	nɔː.məl	Dissimilar
19	Style	staɪ	staɪl	Dissimilar

Table 4.1.1.c-2 voiced dental lateral /l/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
11	Animal	ˈæn.ɪ.məw	ˈæn.ɪ.məl	Dissimilar
24	Incredible	ɪnˈkred.ɪ.bw	ɪnˈkred.ɪ.bl	Dissimilar

Thai English learners tend to pronounce /l/ in final position as /n/ or /w/ or omit it. In Jessica’s case, she replaces /l/ with /w/ or she omits /l/ in the final position.

/l/ is replaced by /w/

Animal ˈæn.ɪ.məl → ˈæn.ɪ.məw

Incredible ɪnˈkred.ɪ.bl → ɪnˈkred.ɪ.bw

/l/ in final position is omitted

Normal nɔː.məl → nɔː.mə

Style staɪl → staɪ

d. Voiced alveolar fricative /z/

In voicing /z/ as voiced post-alveolar approximant, there are two types of problems in words which can be seen in these tables.

Table 4.1.1.d-1 voiced alveolar fricative /z/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
12	Because	bɪˈkɑ	bɪˈkɑz	Dissimilar

Table 4.1.1.d-2 voiced alveolar fricative /z/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
14	Zodiac	ˈsoʊdi.æk	ˈzoʊdi.æk	Dissimilar

99	Design	dɪ'saɪn	dɪ'zaɪn	Dissimilar

/z/ cannot be found in Thai phonetic system. Hence, Jessica tends to make problem in pronouncing this sound. She substitute /z/ with /s/ or omitted /z/ in the final position.

/z/ is replaced by /s/

Zodiac ˈzoʊdi.æk → ˈsoʊdi.æk

Design dɪ'zaɪn → dɪ'saɪn

/z/ is omitted in final position

Because bɪˈkɑz → bɪˈkɑ

e. Voiceless Dental Fricative / θ/

There are two words which are spoken improperly by Jessica in producing / θ/ as voiceless dental fricative. It can be seen in this table.

Table 4.1.1.e-1 voiceless dental fricative /θ/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
22	Thing	sɪŋ	θɪŋ	Dissimilar
84	Theater	ti·ə·t̬ər	'θi·ə·t̬ər	Dissimilar

Similar with /z/, /θ/ does not exist in Thai phonetic system. In Jessica’s case, she tends to replace /θ/ with /s/

Thing θɪŋ → sɪŋ
Theater 'θi·ə·t̬ər → ti·ə·t̬ər

4.1.2 Vowels

Throughout thirteen episodes, Jessica makes several mistakes with vowels and diphthong, which are /ɪ/, /ɜː/, / æ/ ,/ ə/ and /aʊ/.

a. High Front Unrounded / ɪ/

There are four instances of problems as found in the terms of voiceless alveolar stop. They are expensive, environment, excited, and express.

Table 4.1.2.a High Front Unrounded /ɪ/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
23	Expensive	ekˈspen *t* .sɪv	ɪkˈspen *t* .sɪv	Dissimilar
40	Environment	enˈvaɪr.ə n .mənt	ɪnˈvaɪr.ə n .mənt	Dissimilar
41	Excited	ekˈsaɪ.tɪd	ɪkˈsaɪ.tɪd	Dissimilar

78	Express	ekˈspres	ɪkˈspres	Dissimilar

High front unrounded / ɪ/ is replaced by /e/ every time /ɪ/ occurs in the initial position. The possible cause why this problem occurs is because /ɪ/ does not exist in Thai phonetic system. In Jessicaʹs case, she substitutes it with the sound that identified as similar which is /e/. Also, all of the words start with alphabet ʹeʹ so there is a big possibility she reads the word on how it exactly written.

Expensive ɪkˈspen*t* .sɪv → ekˈspen*t* .sɪv

b. Long central unrounded /ɜː/

There are three words which are spoken improperly by Jessica in producing /ɜː/ as long mid central unrounded. It can be seen in this table

Table 4.1.2.b Long central unrounded /ɜː/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
8	Work	wɔːk	wɝːk	Dissimilar
30	Nervous	ˈnɔː.vəs	ˈnɜː.vəs	Dissimilar
31	Worried	ˈwɔː r.id	ˈwɝːr.id	Dissimilar

Work wɝːk → wɔːk

Nervous ˈnɔː.vəs → ˈnɜː.vəs

Worried ˈ wɔː r.id → ˈwɝːr.id

/ ɝː/ in / wɝːk/, /ˈnɜː.vəs/ and /ˈwɝːr.id/ are replaced by / ɔː/ because Thai phonetic system does not has the exact sound on its system. They tend to replace it by the sound that sounds identical for them but in fact their pronunciation differs.

c. Low front unrounded / æ/

There are six instances of problems as found in the terms of Low front unrounded / æ/. They are happy, magic, shallow, challenge, practice and chance.

Table 4.1.2.c Low front unrounded / æ/

Pronunciation analysis				
Subject: J/T				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
43	Happy	ˈhap.i	ˈhæp.i	Dissimilar
52	Magic	ˈmadʒ.ɪk	ˈmædʒ.ɪk	Dissimilar
53	Shallow	ˈʃal.oʊ	ˈʃæl.oʊ	Dissimilar
64	Challenge	ˈtʃal·əndʒ	ˈtʃæl·əndʒ	Dissimilar
69	Practice	ˈprak·tɪs	ˈpræk·tɪs	Dissimilar

93	Chance	tʃans	tʃæns	Dissimilar

Low front unrounded /æ/ is replaced by open front unrounded /a/.

Happy ˈhæp.i → ˈhap.i

/æ/ is replaced by /a/ between consonants. The mispronounced words above are influenced by Thai spelling system. / æ/ does not exist in thai phonetic charts. As well as the previous explanation, the subject substitutes it with the nearest sound. In this case, / æ/ is substituted by the nearest sound which is /a/.

d. Mid central unrounded /ə/

There are three words which are spoken improperly by Jessica in producing /ə/ as long mid central unrounded. It can be seen in this following table.

Table 4.1.2.d mid central unrounded /ə/

<table>
<tr><td colspan="5">Pronunciation analysis</td></tr>
<tr><td colspan="5">Subject: J/T</td></tr>
<tr><td rowspan="2">No</td><td rowspan="2">Words</td><td colspan="2">Diction based</td><td rowspan="2">Remarks</td></tr>
<tr><td>Subject</td><td>RP based pronunciation</td></tr>
<tr><td>1</td><td>Model</td><td>mɒdel</td><td>mɒd ᵊ l</td><td>Dissimilar</td></tr>
<tr><td>11</td><td>Animal</td><td>ˈæn.ɪ.mal</td><td>ˈæn.ɪ.məl</td><td>Dissimilar</td></tr>
<tr><td>86</td><td>Beautiful</td><td>ˈbju·t̬ɪ·ful</td><td>ˈbju·t̬ɪ·fᵊl</td><td>Dissimilar</td></tr>
<tr><td>90</td><td>Commercial</td><td>kəˈmɜr·ʃal</td><td>kəˈmɜr·ᶴᵊl</td><td>Dissimilar</td></tr>
<tr><td>98</td><td>Focus</td><td>ˈfo·kus</td><td>ˈfoʊ·kəs</td><td>Dissimilar</td></tr>
</table>

/ə/ is replaced by /e/ between consonants

Model mɒd ᵊ l → mɒdel

/ə/ is replaced by /a/ between consonants

Animal ˈæn.ɪ.məl → ˈæn.ɪ.mal

Commercial kə'mɜr·ᶴᵊl → kə'mɜr·ʃal

/ ə/ is replaced by /u/ between consonants

Beautiful 'bju·t̬ɪ·fᵊl → 'bju·t̬ɪ·ful

Focus 'foʊ·kəs → 'fo·kus

There are no / ə/ in Thai vowels chart. In order to read /e/, the subject tends to pronounce the word as it is written. So, the subject pronounce letter ‘e’ in model as /e/, letter /a/ in animal and commercial as /a/ and letter ‘u’ in beautiful and focus as /u/.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 66 dissimilarities from 74 words. Each problem has variety possible causes. There are 7 dissimilarities because it is part of consonant clusters. There are 22 dissimilarities because there are no counterparts in Thai phonetic chart and there are 18 dissimilarities because of Thai language influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer*. The subject replaces the sound that does not exist in her mother tongue with the similar sound that exists in Thai phonetic system.

Then, she also applies Thai phonetic rules into English phonetic rules, which caused confusion for the listener. Considering there are no consonant clusters in Thai, she tends to drop one of the consonants to make it easier to read.

4.2 Philippines

The next analysis is the participant from Philippines, Stephanie Retuya.

4.2.1 Consonants

Throughout thirteen episodes, Stephanie mostly faces problem in pronouncing consonant /f/

a. Voiced labiodental fricative /f/

There are three words which are spoken improperly by Stephanie in producing /f/ as voiced labiodental fricative. It can be seen in this table.

Table 4.2.1-4 Voiced Labiodental Fricative /f/

Pronunciation analysis				
Subject: ST/PH				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
5	Finale	pɪˈnɑː.le	fɪˈnɑː.li	Dissimilar
9	Fan	pæn	fæn	Dissimilar
11	Photo	ˈpoʊ·t̬oʊ	ˈfoʊ·t̬oʊ	Dissimilar

Voiced labiodental fricative /f/ is substituted with voiceless bilabial plosive /p/.

Finale	fɪˈnɑː.li	→	pɪˈnɑː.le
Fan	fæn	→	pæn
Photo	ˈfoʊ·t̬oʊ	→	ˈpoʊ·t̬oʊ

The most possible cause of these dissimilarities is that /f/ is not present in tagalog consonants chart. Then, the subject substitutes it with the closest sound to /f/ which is /p/.

4.2.2 Vowels

Throughout thirteen episodes, Stephanie faces several problems with vowels, which are /ʌ/, /ɪ/, / ɔ/, / ə/, and /æ/.

a. Back mid unrounded /ʌ/

There are two instances of problems as found in the terms of back mid unrounded /ʌ/. They are happy, magic, shallow, challenge, practice and chance.

Table 4.2.2-a Back Mid Unrounded / ʌ/

Pronunciation analysis				
Subject: ST/PH				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
39	Comfortable	ˈkom·fər·t̬ə·bəl	ˈkʌm·fər·t̬ə·bəl	Dissimilar
41	Judge	dʒudʒ	dʒʌdʒ	Dissimilar

Back mid unrounded / ʌ/ is replaced with /o/

Comfortable ˈkʌm·fər·t̬ə·bəl → ˈkom·fər·t̬ə·bəl

Back mid unrounded / ʌ/ is replaced with /u/

Judge dʒʌdʒ → dʒudʒ

There are two possible reasons for these dissimilarities. First reason is, in tagalong vowels chart, / ʌ/ is not exist. Because / ʌ/ is not distinguished by tagalong speakers, they tend to replace it with another vowel that is easier to pronounce. In ‘comfortable’ , the subject replaces / ʌ/ with /o/ because /o/ is the most natural replacement in that word. While in ‘judge’, /u/ is the most natural replacement for / ʌ/.

The second possible reason is the subject read the word as it is written. The subject pronounce letter ‘o’ in comfortable as /o/ and letter ‘u’ in judge as /u/.

b. High Front Unrounded / ɪ/

There are two words which are spoken improperly by Stephanie in producing / ɪ / as long high front unrounded. It can be seen in this following table.

Table 4.2.2-b High Front Unrounded / ɪ /

Pronunciation analysis				
Subject: ST/PH				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
25	Elimination	eˌlem·əˈneɪ·ʃən	ɪˌlɪm·əˈneɪ·ʃən	Dissimilar

29	Relax	re'laks	rɪ'læks	Dissimilar

High front unrounded / ɪ/ is replaced by close-mid front unrounded /e/

Elimination	ɪˌlɪm·ə'neɪ·ʃən	→	eˌlem·ə'neɪ·ʃən
Relax	rɪ'læks	→	re'laks

The possible reason of the substitution of / ɪ/ with /e/ is that /e/ is easier to read because the subject tends to read the word on as it is written, relating to previous explanation. In addition, / ɪ/ does not exist in tagalog vowel charts, therefore the subject tends to replace it with another sound.

c. Back mid rounded / ɔ/

There are four instances of problems as found in the terms of back mid rounded. They are talk, always, walk, and already.

Table 4.2.2-c Back Mid Rounded / ɔ/

Pronunciation analysis				
Subject: ST/PH				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
21	Talk	tak	tɔk	Dissimilar
22	Always	'ʌl·weɪz	'ɔl·weɪz	Dissimilar
23	Walk	wak	wɔk	Dissimilar
51	Already	ʌl'red·i	ɔl'red·i	Dissimilar

Filipinos are programmed to pronounce words exactly as they are spelled. It also applied on /ɔ/ which does not exist in tagalog vowel chart. Because of the absence, they read the word based on how it spelled. For example, in ‘talk’, /ɔ/ is replaced by /a/ in order to pronounce ‘a’ letter easily.

d. Mid central unrounded /ə/

There are nine words which are spoken improperly by Stephanie in producing / ə / as mid central unrounded. It can be seen in this table below.

Table 4.2.2-d Mid Central Unrounded /ə/

Pronunciation analysis				
Subject: ST/PH				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
2	Congratulation	kənˌgrætʃ·əˈleɪ·ʃonz	kənˌgrætʃ·əˈleɪ·ʃənz	Dissimilar
13	Travel	ˈtav·el	ˈtræv·əl	Dissimilar
35	Seriously	ˈsɪr.i.os.li	ˈsɪr.i.əs.li	Dissimilar
40	Achievement	aˈtʃiv·mənt	əˈtʃiv·mənt	Dissimilar
48	Jacuzzi	dʒaˈku·zi	dʒəˈku·zi	Dissimilar
54	Elegant	ˈel·ɪ·gant	ˈel·ɪ·gənt	Dissimilar
55	Beautiful	ˈbju·t̬ɪ·ful	ˈbju·t̬ɪ·fəl	Dissimilar

Congratulation	kənˌgrætʃ•əˈleɪ•ʃonz	→	kənˌgrætʃ•əˈleɪ•ʃənz
Travel	tav•el	→	ˈtræv•əl
Seriously	sɪr.i.os.li	→	ˈsɪr.i.əs.li

With the lack of vowel sounds on its phonetic charts, Pilipino tend to replace the sound that they do not familiar with the one that they already know. In pronouncing / ə/, which does not exist in tagalong vowel chart, they replace it with /e/ or /o/, depends on how the words are spelled. On Stephanie's case, she tends to replace / ə/ with /o/ as in 'congratulation', /e/ as in 'travel', /a/ as in 'jacuzzi', 'achievement' and 'elegant' and /u/ as in 'beautiful. It proves that the subject reads a word mostly on how they spelled.

e. Low front unrounded / æ/

In pronouncing /æ/, the subject mostly met difficulties which lead to dissimilar pronounced words listed in the table below.

Table 4.2.2-e Low Front Unrounded / æ/

Pronunciation analysis				
Subject: ST/PH				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
8	Cameras	ˈkam.ra	ˈkæm.rə	Dissimilar
9	Fans	pæn	fæn	Dissimilar

10	Challenge	'tʃal·əndʒ	'tʃæl·əndʒ	Dissimilar
13	Travel	'tav·el	'træv·əl	Dissimilar
14	Handle	'han·dl	'hæn·dəl	Dissimilar
15	Happy	'hap·i	'hæp·i	Dissimilar
16	Bad	bad	bæd	Dissimilar
18	Happy	'hap·i	'hæp·i	Dissimilar
30	Panic	'pan·ɪk	'pæn·ɪk	Dissimilar
38	Shadow	'ʃad·oʊ	'ʃæd·oʊ	Dissimilar
42	Acting	'ak·tɪŋ	'æk·tɪŋ	Dissimilar
43	Understand	ˌʌn·dər'stand	ˌʌn·dər'stænd	Dissimilar
47	Slack	slak	slæk	Dissimilar
49	Cast	kast	kæst	Dissimilar
52	Plan	plan	plæn	Dissimilar

Cameras ' kam.ra → ˈkæm.rə

Fans pæn → fæn

Challenge ' tʃal•əndʒ → tʃæl•əndʒ

Similar with previous explanation, /æ/ also does not exist in tagalog vowel charts. /æ/ is not distinguished and would be pronounced as /a/.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 49 dissimilarities from 58 words. Each problem has variety possible causes. There are 3 dissimilarities because there are no counterparts of certain sounds in Tagalog phonetic, which caused the subject to replace it with the nearest sound of those sounds. There are 46 dissimilarities because there are no counterparts in Tagalog phonetic chart, which caused the subject to read the word as it is written.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer* which resulted as *Letter to Sound Rule Confusion*. The subject overcomes the problem in pronouncing the sounds that do not exist in Tagalog phonetic chart, with reading the word on as it is written.

4.3 Taiwan

The next analysis will be the participant from Taiwan, Kate Ma.

4.3.1 Consonants

Throughout thirteen episodes, Kate mostly makes mistakes in pronouncing consonant /n/, /l/, and / θ /.

a. Voiced alveolar nasal /n/

In the terms of pronouncing voiced alveolar nasal /n/, the subject makes three dissimilarities which are shown in the table below.

Table 4.3.1-a Voiced Alveolar Nasal /n/

Pronunciation analysis				
Subject: K/TW				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
11	Fun	fʌŋ	fʌn	Dissimilar
26	Everyone	ˈev·riˌwʌŋ	ˈev·riˌwʌn	Dissimilar
32	One	wʌŋ	wʌn	Dissimilar

/n/ as final consonant is replaced by voiced velar nasal /ŋ/

Fun	fʌn	→	fʌŋ
Everyone	ˈev·riˌwʌn	→	ˈev·riˌwʌŋ
One	wʌn	→	wʌŋ

The possible cause of this dissimilarity is the subject is having confusion between /n/ and /ŋ/. Almost in all utterances that have /n/ as its final consonant, the subject changes it into / ŋ /. Another possibility is that, the subject applies mandarin phonetic system into English phonetic system. In mandarin, there is no /n/ in final position. The nearest sounds to /n/ that available in final position are /m/ and /ŋ/.

b. Voiced alveolar lateral approximant /l/

There are four words which are spoken improperly by Kate in producing / l / as Voiced alveolar lateral approximant. It can be seen in this table below.

Table 4.3.10-b Voiced Alveolar Lateral Approximant /l/

Pronunciation analysis				
Subject: K/TW				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
15	Well	wew	wel	Dissimilar
20	Clear	kwɪər	klɪər	Dissimilar
23	Blond	brɑnd	blɑnd	Dissimilar
41	All	ɔw	ɔl	Dissimilar

Voiced alveolar lateral approximant /l/ is replaced by voiced bilabial approximant /w/

Well	wel	→	wel
Clear	klɪər	→	kwɪər
All	ɔl	→	ɔw

Voiced alveolar lateral approximant /l/ is replaced by voiced post alveolar approximant /r/

Blond	blɑnd	→	brɑnd

Voiced alveolar lateral approximant /l/ is one of the common problems of Asian English learners. They always mix up sound /l/ with sound /r/. For Taiwanese, they often substitute /l/ with /r/ or /w/. In Kate's case, mostly she substitutes /l/ with /w/ as showed in the table above. While in 'blond', she substitutes /l/ with /r/.

c. Voiceless Dental Fricative /θ/

There are two instances of problems as found in the terms of voiceless dental fricative. They are something and thought.

Table 4.3.1-c Voiceless Dental Fricative

Pronunciation analysis				
Subject: K/TW				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
25	Something	ˈsʌm·fɪŋ	ˈsʌm·θɪŋ	Dissimilar
30	Thought	fɔt	θɔt	Dissimilar

Voiceless dental fricative / θ / is replaced with voiced labiodental fricative /f/

Something	ˈsʌm·θɪŋ	→	ˈsʌm·fɪŋ
Thought	θɔt	→	fɔt

Voiceless dental fricative / θ / does not exist in mandarin and is likely to be substituted by /t/, /f/ and /s/. In this case, the subject mostly replace / θ / with /f/.

4.3.2 Vowels

Throughout thirteen episodes, Kate mostly makes mistakes in pronouncing vowels as explained below.

a. Open-mid back unrounded /ʌ/

In pronouncing / ʌ /, the subject mostly met difficulties which lead to dissimilar pronounced words listed in the table below.

Table 4.3.2-a Open-min Back Unrounded /ʌ/

Pronunciation analysis				
Subject: K/TW				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
12	Love	lov	lʌv	Dissimilar
36	Lucky	luk.i	ˈlʌk.i	Dissimilar

Open-mid back unrounded / ʌ / is replaced by /o/

Love lʌv → lov

Open-mid back unrounded / ʌ/ is replaced by /u/

Lucky ˈlʌk.i → luk.i

In this case, the most possible cause of dissimilarities is that the subject tends to read based on how it is written. As the table above shows, the subject reads / ʌ / in ‘love’ as /o/, just as how the word it is written. Also in ‘lucky’, the subject reads /ʌ/ as /u/ just as how the word it is written.

b. Near-open front unrounded /æ/

In the terms of pronouncing Near-open front unrounded /æ/, the subject made four dissimilarities which are shown in the table below.

Table 4.3.2-b Near-open Front Unrounded /æ/

<table>
<tr><td colspan="5">Pronunciation analysis</td></tr>
<tr><td colspan="5">Subject: K/TW</td></tr>
<tr><td rowspan="2">No</td><td rowspan="2">Words</td><td colspan="2">Diction based</td><td rowspan="2">Remarks</td></tr>
<tr><td>Subject</td><td>RP based pronunciation</td></tr>
<tr><td>13</td><td>Last</td><td>lest</td><td>læst</td><td>Dissimilar</td></tr>
<tr><td>44</td><td>Understand</td><td>ˌʌn·dər'stand</td><td>ˌʌn·dər'stænd</td><td>Dissimilar</td></tr>
<tr><td>56</td><td>Imagination</td><td>ɪˌmadʒ·ə'neɪ·ʃən</td><td>ɪˌmædʒ·ə'neɪ·ʃən</td><td>Dissimilar</td></tr>
<tr><td>58</td><td>Bag</td><td>beg</td><td>bæg</td><td>Dissimilar</td></tr>
</table>

Last	lest	→	læst
Understand	ˌʌn•dərˈstand	→	ˌʌn•dərˈstænd
Imagination	ɪˌmadʒ•əˈneɪ•ʃən	→	ɪˌmædʒ•əˈneɪ•ʃən
Bag	beg	→	bæg

Near-open front unrounded / æ/ is unknown in mandarin. Learners tend to confuse it with /e/ or /ʌ/, just like the table above presented. Also, the dissimilarities could be happened because learners tend to read based on it is written, which lead to mispronounce word.

c. High Front Unrounded /ɪ/

There are four instances of problems as found in the terms of high Front Unrounded. They are excited, remember, and stupid.

Table 4.3.2-c High Front Unrounded /ɪ/

Pronunciation analysis				
Subject: K/TW				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
38	Excited	ekˈsɑɪ	ɪkˈsɑɪ·t̬ɪd	Dissimilar
48	Remember	reˈmem	rɪˈmem·bər	Dissimilar
52	Stupid	ˈstu·ped	ˈstu·pɪd	Dissimilar

High front unrounded /ɪ/ is substituted with /e/

Excited ɪkˈsɑɪ·t̬ɪd → ekˈsɑɪ

Remember rɪˈmem·bər → reˈmem

Stupid ˈstu·pɪd → ˈstu·ped

Similar the previous explanation, to make it easier, the subject tends to read the word on as it is written. It also applied on high front unrounded / ɪ/. The subject substitutes it with /e/ on pronouncing words like ‘excited’, ‘remember’ and ‘stupid.

4.3.3 Others

The words that are included in this section are explained apart from another vowel and consonant dissimilarities. They have different kind of problem. The dissimilarity is caused by deletion and can be seen in this following table.

Table 4.3.3 Others - Deletion

Pronunciation analysis				
Subject: K/TW				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
3	Competititon	ˌkɑm·pəˈtɪʃ	ˌkɑm·pəˈtɪʃ·ᵊn	Dissimilar
8	Director	dəˈrek	dəˈrek·tər	Dissimilar
27	Listen	ˈlɪs	ˈlɪs·ᵊn	Dissimilar
28	Seriously	ˈsɪr.i.əs	ˈsɪr.i.əs.li	Dissimilar
29	Letter	ˈlet̬	ˈlet̬·ər	Dissimilar
38	Excited	ekˈsaɪ	ɪkˈsaɪ·t̬ɪd	Dissimilar
39	Lesson	ˈles	ˈles·ᵊn	Dissimilar
61	Watch	wɑt	wɑtʃ	Dissimilar

Mandarin syllable structure does not allow consonant clusters; therefore, the speakers tend to either simplify or resyllabify consonant clusters. It also applies on the words with a 'schwa' on the last syllable. Schwa tends to be pronouncing weakly and make the word as consonant clusters. With final consonant clusters, they tend to drop the final consonant or create excessive syllables to facilitate pronunciation.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 42 dissimilarities from 57 words. Each problem has variety possible causes. There are 8 dissimilarities because it is part of consonant clusters. There are 37 dissimilarities because there are no counterparts in Thai phonetic chart and there are 7 dissimilarities because of Mandarin influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer*. The subject overcomes the problem about the sound that does not exist in her mother tongue with reading the word as it is written, which lead to *Letter to Sound Rule Confusion*, and replacing it with the nearest sound. Then, she also tends to drop one of the consonants in consonant cluster because consonant cluster itself does not exist in mandarin.

4.4 Japan

The next analysis will be the participant from Japan, Sofia Wakabayashi.

4.4.1 Consonants

Throughout thirteen episodes, Sofia mostly makes mistakes in pronouncing consonant /v/, /r/, and /l/.

a. Voiced Labiodental Fricative /v/

This following table shows dissimilarities in pronouncing voiced labiodental fricative /v/.

Table 4.4.1-a Voiced Labiodental Fricative /v/

Pronunciation analysis				
Subject: SF/JP				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
14	have	hab	hæv	Dissimilar
16	violin	ˌbaɪ·əˈrɪn	ˌvaɪ·əˈlɪn	Dissimilar
21	violence	ˈbaɪ·ə·rəns	ˈvaɪ·ə·ləns	Dissimilar

Voiced labiodental fricative /v/ is substituted with /b/

Have hæv → hab

Violin ˌvaɪ·əˈlɪn → ˌbaɪ·əˈrɪn

Violence ˈvaɪ·ə·ləns → ˈbaɪ·ə·rəns

/v/ does not exist in Japanese phonetic system and confuse Japanese English learners in pronouncing it. They usually replace it with /b/.

b. Voiced Post-Alveolar Approximant /r/

In the terms of pronouncing Voiced Post-Alveolar Approximant /r/, the subject makes four dissimilarities which are shown in the table below.

Table 4.4.1-b Voiced Post-Alveolar Approximant /r/

Pronunciation analysis				
Subject: SF/JP				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
25	dream	dlim	drim	Dissimilar
26	super	ˈsu·pə	ˈsu·pər	Dissimilar

dream dlim → drim

super ˈ su•pə ˈ→ su•pər

Japanese is often stereotyped with their ‘r-l’ matter in pronouncing English, which is actually, in Asia, not only Japanese who face problem in pronouncing l-r. As already explained above, Thailand, Philippines and Taiwanese also face the similar problem with Japanese.

In fact, none of /r/ or /l/ sound exists in Japanese phonetic system. Japanese indeed have /r/ but it is a different /r/ with English /r/. Japanese /r/ sound is like a sound in the middle of pronouncing English /r/ and /l/.

When they pronounce /r/, it is often that the sound that comes out from their mouth is /l/ instead or /r/, just like the table above presented.

c. Voiced Alveolar Lateral /l/

This table below explains the pronunciation dissimilarities of /r/ counterparts, /l/.

Table 4.4.1-c Voiced Alveolar Lateral /l/

Pronunciation analysis				
Subject: SF/JP				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
15	club	krab	klʌb	Dissimilar
16	violin	ˌbɑɪ·ə'rɪn	ˌvɑɪ·ə'lɪn	Dissimilar
21	violence	'bɑɪ·ə·rəns	'vɑɪ·ə·ləns	Dissimilar
22	Love	rʌv	lʌv	Dissimilar

As explained above, Japanese cannot differentiate between sound /r/ or /l/ even though they also have /r/ sound which is actually has different way to pronounce than English /r/.

It also happened when they pronounce /l/. They often misuse /l/ to read /r/ sound as the table above presented.

4.4.2 Vowels

Throughout thirteen episodes, Sofia faces several problems with vowels, which are explained in the table below.

a. Low front unrounded / æ/

There are four instances of problems as found in the terms of high Front Unrounded. They are pants, cast, have, and actor.

Table 4.4.2-a Low Front Unrounded / æ/

Pronunciation analysis				
Subject: SF/JP				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
8	Pants	pants	Pænts	Dissimilar
13	Cast	kast	kæst	Dissimilar
14	have	hab	hæv	Dissimilar
20	actor	ˈek·tər	ˈæk·tər	Dissimilar

Because Japanese only have five sounds on their vowel chart, it is hard for them to pronounce sounds other than /a/, /i/, /u/, /e/, and /o/, which often inserted in pronouncing other English vowels.

In /æ/'s case, the subject tends to substituted it with /a/ because /a/ is the nearest sound to / æ/

Pants pænts → pants

Cast kæst → kast

Have hæv → hab

In fact, / æ/ pronunciation is somewhere around /a/ and /e/ so sometimes the subject confuses it with /e/

Actor 'æk·tər → 'ek·tər

b. Near-close near-back rounded /ʊ/

In the terms of pronouncing near- close near-back rounded /ʊ/, the subject makes a dissimilarity which is shown in the table below.

Table 4.4.2-b Near-close Near-back rounded /ʊ/

Pronunciation analysis				
Subject: SF/JP				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
11	Good	gu:d	gʊd	Dissimilar

The possible reason on why the subject replace /ʊ/ with /u:/ is due the absence of a similar /ʊ/ sound in Japanese language. Since / ʊ/ is closer to /u:/, the subject prefer to substituted it with /u:/.

c. Open mid back rounded /ɔ/

There is one word which is spoken improperly by Sofia in producing / ɔ / as Open mid back rounded. It can be seen in this table below.

Table 4.4.2-c Open Mid Back Rounded /ɔ/

Pronunciation analysis				
Subject: SF/JP				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
4	Lost	lost	lɔst	Dissimilar

As / ɔ /'s sound is inexistence in Japanese language, the learners tend to replace it with the nearest sound to / ɔ /, which is /o/

Lost lɔst → lost

d. Close center /eɪ/

This following table shows dissimilarities in pronouncing close center /eɪ/

Table 4.4.2-d Close Center /eɪ/

Pronunciation analysis				
Subject: SF/JP				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
3	Change	tʃandʒ	tʃeɪndʒ	Dissimilar

Because of the lack of vowel sounds in Japanese language, Japanese often substituted a sound which is not exist in their language, with a sound that is similar with the

English sound, but based on their own phonetic system. They attempt to create a sound that is discrete to them.

In pronouncing / eɪ /, the speaker chooses to replace it with /a/. The possible reason on why she chooses /a/ is that, she may be read the word ‘change’ on how it is written and makes the pronunciation of /eɪ/ becomes /a/.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 17 dissimilarities from 26 words. From the findings, the writer concludes that most of the dissimilarities are caused by Japanese phonetic system. Japanese has a small number of vowels and different sound of consonants which cause confusion for Japanese English learners.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 17 dissimilarities from 26 words. Each problem has variety possible causes. There are 11 dissimilarities because there are no counterparts in Japanese phonetic chart and there are 6 dissimilarities because of Japanese language influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer*. The subject replaces the sound that does not exist in her mother tongue with the similar sound that exists in Japanese phonetic system. Then, she also applies Thai phonetic rules into English phonetic rules, which caused confusion for the listener.

4.5 Nepal

The next analysis will be the participant from Nepal, Aastha Pokkarel.

4.6.1 Consonants

Throughout thirteen episodes, Aastha mostly makes mistakes in pronouncing consonant /r/ and / ð /.

a. Voiced Post-Alveolar Approximant /r/

There are three words which are spoken improperly by Aastha in producing / r / as Voiced Post-Alveolar Approximant. It can be seen in this table below.

Table 4.5.1-a Voiced Post-Alveolar Approximant /r/

Pronunciation analysis				
Subject: A/N				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
2	Regular	ˈleg·jə·lər	ˈreg·jə·lər	Dissimilar
10	Better	ˈbet̬·əl	ˈbet̬·ər	Dissimilar
33	Really	li-li	ˈri·ə·li	Dissimilar

Even though /r/ does exist in Nepali; the subject tends to spell /l/ as /r/ in her pronunciation. The possible cause of this dissimilarity is the subject uses the phonetic system of Nepali on pronouncing English words.

b. Voiced dental fricative /ð/

There are two instances of problems as found in the terms of voiced dental fricative. They are them and smooth

Table 4.5.1-b Voiced Dental Fricative /ð/

Pronunciation analysis				
Subject: A/N				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
7	Them	dem	ðem	Dissimilar
18	Smooth	smut	smuð	Dissimilar

Because of the inexistence of voiced dental fricative /ð/ on Nepali language, the subject tends to substitute /ð/ with /d/ or /t/ as those two sounds have the most similar pronunciation toward /ð/.

Them	ðem	→	dem
Smooth	smuð	→	smut

4.5.2 Vowels

Throughout thirteen episodes, Aastha faces several problems with vowels, which are explained in the table below.

a. High Front Unrounded /ɪ/

This table below explains the pronunciation dissimilarities of / ɪ/

Table 4.5.2-a High Front Unrounded /ɪ/

Pronunciation analysis				
Subject: A/N				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
5	Thing	θeŋ	θɪŋ	Dissimilar
30	Difficult	ˈdef·ɪ·kəlt	ˈdɪf·ɪ·kəlt	Dissimilar

High front unrounded /ɪ/ is substituted with /e/ between consonants

Thing θɪŋ → θeŋ

Difficult ˈdɪf·ɪ·kəlt → ˈdef·ɪ·kəlt

Nepalese English learners tend to confuse between /ɪ/ and /e/ which actually have different way of pronouncing. In Aastha's case, just like common English speakers in Nepal, she also mispronounces / ɪ/ to /e/ which lead to problems in the table above.

b. Mid central unrounded /ə/

There are three words which are spoken improperly by Aastha in producing / ə / as mid central unrounded. It can be seen in this table below.

Table 4.5.2-b Mid Central Unrounded /ə/

Pronunciation analysis				
Subject: A/N				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
11	Salon	saˈlɑn	səˈlɑn	Dissimilar

12	People	ˈpi·pol	ˈpi·pəl	Dissimilar
14	Later	ˈleɪ·t̬a	ˈleɪ·t̬ər	Dissimilar

/ ə/ has become a common problem in Asia English learners. English / ə/ does not have any counterparts in Nepali phonetic system and cause trouble for people who want to pronounce it. They confuse Nepali and English phonetic system and create their own pronunciation, with replacing / ə / with another vowel. The subject also does similar things in pronouncing / ə/, as showed in the table above.

c. Near-close near-back rounded /ʊ/

In pronouncing / ʊ/, the subject makes two dissimilarities of pronunciation.

Table 4.5.2-c Near-close Near-back Rounded /ʊ/

Pronunciation analysis				
Subject: A/N				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
9	Could	kud	kʊd	Dissimilar
34	Good	god	gʊd	Dissimilar

Near-close near-back rounded / ʊ / is substituted with /u/

Could kʊd → kud

Near-close near-back rounded / ʊ/ is substituted with /o/

Good gʊd → god

The possible reason of this dissimilarity is vowel / ʊ/ is not distinguished in Nepali phonetic system. Then, the subject finds a similar sound in each word to replace / ʊ/ which are /u/ and /o/.

d. Closing ending in ʊ /əʊ/

The table below presents pronunciation dissimilarities of closing ending in ʊ /əʊ/

Table 4.5.2-d Closing Ending /əʊ/

Pronunciation analysis				
Subject: A/N				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
1	Hope	hop	həʊp	Dissimilar
8	Told	tuld	təʊld	Dissimilar
16	Toes	tos	təʊs	Dissimilar
20	Know	nu	nəʊ	Dissimilar
22	Kilo	'ki·lo	'ki·ləʊ	Dissimilar
25	Going	'gu·ɪŋ	'gəʊ·ɪŋ	Dissimilar
32	Show	ʃu	ʃəʊ	Dissimilar

Hope	hop	→	həʊp
Told	tuld	→	təʊld

Toes	t	os	→	təʊs

Nepali English learners are often finding difficulties in pronouncing English dipthtongs, including əʊ, because of the inexistence of dipthtongs in Nepali phonetic system. The subject replaces / əʊ/ with /o/ or /u/, as the table above presents.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 24 dissimilarities from 35 words. Each problem has variety possible causes. There are 19 dissimilarities because there are no counterparts in Thai phonetic chart and there are 5 dissimilarities because of Thai language influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer*. The subject replaces the sound that does not exist in her mother tongue with the similar sound that exists in Nepali phonetic system. She also confuses Nepali phonetic rules with English phonetic rules.

4.6 Hongkong

The next analysis will be the participant from Hongkong, Helena Chan.

4.6.1 Consonant

Throughout thirteen episodes, Helena mostly makes mistakes in pronouncing consonant /l/ and /v/.

a. Voiced alveolar lateral approximant /l/

In pronouncing / l/, the subject makes two dissimilarities of pronunciation

Table 4.6.1.a Voiced alveolar lateral approximant /l/

Pronunciation analysis				
	Subject: H/HK			
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
3	pull	pu:	pʊl	Dissimilar
6	Blond	band	bland	Dissimilar

/l/ is omitted between consonant and final position

Pull	pʊl	→	pʊ
Blond	bland	→	band

/l/ does occur in Cantonese but it cause confusion in all position. Therefore, Cantonese English speakers drop the final /l/ to avoid the confusion. The subject drops final /l/ on ‘pull’ and /l/ between consonants on ‘blond’

b. Voiced labiodental fricative /v/

This following table shows dissimilarities in pronouncing /v/

Table 4.6.1.b Voiced Labiodental Fricative /v/

Pronunciation analysis			
	Subject: H/HK		
No	Words	Diction based	Remarks

		Subject	RP based pronunciation	
14	Deserve	de'zɜrf	dɪ'zɜrv	Dissimilar
18	Vanilla	wəˈnɪl.ə	vəˈnɪl.ə	Dissimilar

/v/ is replaced by /f/ in final position

Deserve dɪ'zɜrv → de'zɜrf

/v/ is replaced by /w/ in initial position

Vanilla vəˈnɪl.ə → wəˈnɪl.ə

/v/ does not occur in Cantonese phonetic system. Therefore, many of Cantonese English learners face problems in pronouncing /v/. In order to avoid the problem, the subject replaces /v/ in final position with /f/, remembering /f/ is easier to be pronounced. While in initial position such as in 'vanilla', the subject tends to substitute it with /w/.

4.6.2 Vowels

Throughout thirteen episodes, Helena faces several problems with vowels, which are explained in the tables below.

a. Near-close near-front unrounded /ɪ/

There are five dissimilarities in pronouncing / ɪ/.

Table 4.6.2.a Near-close near-front unrounded /ɪ/

Pronunciation analysis				
	Subject: H/HK			
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
1	Pissed	pest	pɪst	Dissimilar
4	Pissed	pest	pɪst	Dissimilar
13	Bitch	betʃ	bɪtʃ	Dissimilar
14	Deserve	de'zɜrf	dɪ'zɜrv	Dissimilar
20	Bit	bet	bɪt	Dissimilar

Vowel /ɪ/ does exist in Cantonese phonetic system and from previous research; it is rarely to be found a problem for Cantonese in pronouncing /ɪ/. Despite on the existence of /ɪ/, the subject finds problem in pronouncing /ɪ/ between the consonants. The subject tends to replace /ɪ/ with /e/ in ‘pissed’, ‘bitch’, ‘deserve’ or ‘bit’. The possible cause of this problem is that the subject fails to perceive /ɪ/ sound from native speakers.

b. Mid central unrounded /ə/

There are three words which are spoken improperly by Helena in producing / ə / as mid central unrounded. It can be seen in this table below.

Table 4.6.2.b Mid central unrounded / ə/

Pronunciation analysis			
	Subject: H/HK		
No	Words	Diction based	Remarks

		Subject	RP based pronunciation	
2	Fierce	fɪers	fɪərs	Dissimilar
16	Commercial	ko'mɜr·ʃəl	kə'mɜr·ʃəl	Dissimilar

Fierce fɪers → fɪərs

Commercial koˈmɜr•ʃəl → kəˈmɜr•ʃəl

Even thought vowel /ə/ does exist in Cantonese phonetic chart, the subject finds problem in pronouncing /ə/ in ‘fierce’ and ‘commercial’. Though not all /ə/ on her utterances have problems in pronouncing. The possible cause of this problem is the subject intends to make a natural pronunciation while actually not necessary in pronouncing ‘fierce’ and ‘commercial’

c. Near open front unrounded /æ/

There is one instance of problems as found in the terms of near open front unrounded.

Table 4.7.2.c Near open front unrounded / æ/

Pronunciation analysis				
	Subject: H/HK			
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
17	Cancer	'ken·sər	'kæn·sər	Dissimilar

Cancer ˈken•sər → ˈkæn•sər

Cantonese often confuse / æ / with /e/, remembering both of the vowels do not exist in Cantonese phonetic system. In order to avoid the confusion, the subject replaces / æ / with /e/ to make natural pronunciation for ‘cancer’.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 12 dissimilarities from 23 words. Each problem has variety possible causes. There are 3 dissimilarities because there are no counterparts in Cantonese phonetic chart. There are 4 dissimilarities because of Cantonese language influence. And there are 5 dissimilarities because may be, the subject fails to perceive certain sound from native speakers.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer*. The subject replaces the sound that does not exist in her mother tongue with the similar sound that exists in Cantonese phonetic system. Then, she also applies Cantonese phonetic rules into English phonetic rules, which caused confusion for the listener.

4.7 Vietnam

The following analysis will be the participant from Vietnam, Thuy Trang.

4.7.1 Consonants

Throughout thirteen episodes, Trang mostly makes mistakes in pronouncing consonant / ʃ/, /θ/, and /v/.

a. Voiceless post alveolar fricative /ʃ/

There are three words which are spoken improperly by Trang in producing /ʃ/ as Voiceless Post-Alveolar fricative. It can be seen in this table below.

Table 4.7.1.a Voiceless post alveolar fricative /ʃ/

Pronunciation analysis				
Subject: T/VN				
No	Words	Diction based:		Remarks
		Subject	RP based pronunciation	
10	Shoe	suː	ʃuː	Dissimilar
12	Shooting	su·t̬ɪŋ	ˈʃu·t̬ɪŋ	Dissimilar
14	Shopping	ˈsɑp·ɪŋ	ˈʃɑp·ɪŋ	Dissimilar

/ʃ/ is replaced by /s/ in initial position

Shoe ʃuː → suː

Shooting ˈʃu·t̬ɪŋ → su·t̬ɪŋ

Shopping ˈʃɑp·ɪŋ → ˈsɑp·ɪŋ

Vietnamese find difficulties in pronouncing /ʃ/ because /ʃ/ does not exist in Vietnamese phonetic chart. Therefore, they tend to replace it with the nearest sound, which is /s/, in order to overcome the problem. The subject also finds difficulty in pronouncing /ʃ/, and she replaces it with /s/ in pronouncing ‘shoe’, ‘shooting’ and ‘shopping’.

b. Voiceless dental fricative /θ/

This following table shows dissimilarities in pronouncing / θ/

Table 4.7.1.b voiceless dental fricative / θ/

Pronunciation analysis				
Subject: T/VN				
No	Words	Diction based:		Remarks
		Subject	RP based pronunciation	
18	With	wɪs	wɪθ	Dissimilar

/θ/ is replaced by /s/ in final position

With wɪθ → wɪs

The subject replaces /θ/ with /s/ because she cannot find /θ/ counterparts in Vietnamese phonetic chart. Therefore, she substitutes it with the nearest sound which is /s/.

c. Voiced labiodental fricative /v/

In the terms of pronouncing Voiced labiodental fricative /v/, the subject makes two dissimilarities which are shown in the table below.

Table 4.1.7.c Voiced labiodentals fricative /v/

Pronunciation analysis				
Subject: T/VN				
No	Words	Diction based:		Remarks
		Subject	RP based pronunciation	
28	Love	lʌf	lʌv	Dissimilar
30	Very	'ber·i	'ver·i	Dissimilar

/v/ is replaced by /f/ in final position

Love lʌv → lʌf

/v/ is replaced by /b/ in initial position

Very 'ver·I → 'ber·i

Due to /v/ inexistency in Vietnamese phonetic chart, the subject replaces /v/ in ‘love’ as /f/ because /f/ is the nearest sound with /v/ that available in Vietnamese phonetic chart. While in ‘very’, the subject replaces /v/ with /b/ because probably she wants to make a natural pronunciation of ‘very’ with replacing /v/ with /b/ not with /f/ which actually is not necessary.

4.7.2 Vowels

Throughout thirteen episodes, Trang faces several problems with vowels, which are explained in the tables below.

a. Near-open front unrounded /æ/

There are four instances of problems as found in the terms of near- open front unrounded /æ/. They are animal, match, ask and glasses.

Table 4.7.2 near- open front unrounded /æ/

Pronunciation analysis				
Subject: T/VN				
No	Words	Diction based:		Remarks
		Subject	RP based pronunciation	
20	Animal	ˈen·ə·məl	ˈæn·ə·məl	Dissimilar
27	Match	mat	mætʃ	Dissimilar
33	Ask	ad	æsk	Dissimilar
19	Glasses	ˈglas·əz	ˈglæs·əz	Dissimilar

Vowel /æ/ is often become a problem for Asian English speakers, including Vietnamese, because /æ/ mostly does not exist in Asian countries phonetic charts. In

Trang’s case, she replaces /æ/ with /e/ in pronouncing ‘animal’ and /a/ in ‘match’, ‘glasses’ and ‘ask’.

b. Closing ending in ʊ/ əʊ /

This following table shows dissimilarities in pronouncing / əʊ /

Table 4.7.2.b closing ending in ʊ/ əʊ/

Pronunciation analysis				
Subject: T/VN				
No	Words	Diction based:		Remarks
		Subject	RP based pronunciation	
16	Hope	hop	həʊp	Dissimilar
34	Clothes	kloðz	kləʊðz	Dissimilar

Even though Vietnamese has so many diphthongs, but /əʊ/ does not available on that list. Therefore, in order to overcome the problem, the subject drops one of the vowel which is /ʊ/ and pronounce ‘hope’ and ‘clothes’ as / hop / and / kloz /.

4.7.3 Others

The words that are included in this section are explained apart from another vowel and consonant dissimilarities. They have different kind of problem. The problems are caused by deletion and addition and can be seen in this following table.

Table 4.7.3 Others

Pronunciation analysis
Subject: T/VN

No	Words	Diction based:		Remarks
		Subject	RP based pronunciation	
1	Experience	ɪpɪərəns	ɪkˈspɪər·i·əns	Dissimilar
2	Forward	ˈfɔr·wə	ˈfɔr·wərd	Dissimilar
3	Challenge	ˈtʃal·əndʒi	ˈtʃæl·əndʒ	Dissimilar
7	Dinner	ˈdɪn·a	ˈdɪn·ər	Dissimilar
13	Challenge	ˈtʃal·əndʒi	ˈtʃæl·əndʒ	Dissimilar
15	Dollar	ˈdɑl·a	ˈdɑl·ər	Dissimilar
22	Period	ˈpɪrəd	ˈpɪər·i·əd	Dissimilar
23	Prepared	peər·ɪd	prɪˈpeər·ɪd	Dissimilar
24	Scared	skeə	skeərd	Dissimilar
26	Little	ˈlɪt̬o	ˈlɪt̬·əl	Dissimilar
27	Match	mat	mætʃ	Dissimilar
31	Excited	sɑ·t̬ɪd	ɪkˈsɑɪ·t̬ɪd	Dissimilar

Vietnamese is a monosyllabic language and that is one big problem in pronouncing multisyllabic language such as English. Because of it, the subject tends to omit one of the syllables or just simplify the word. The pattern of the simplified word is unpredictable.

Experience ɪkˈspɪər·i·əns → ɪpɪərəns

Period ˈpɪər·i·əd → ˈpɪrəd

Prepared prɪˈpeər·ɪd → peər·ɪd

Excited ɪkˈsɑɪ·t̬ɪd → sɑ·t̬ɪd

The subject also tends to omit one of the consonants in consonant cluster or both of the consonants, especially the one in final position.

Forward ˈfɔr·wərd → ˈfɔr·wə

Scared skeərd → skeə

Match mætʃ → mat

The subject also often insert epenthetic vowel in final consonant clusters

Challenge ˈtʃæl·əndʒ → ˈtʃal·əndʒi

The subject omits /r/ in final position and replaces /ə/ with /a/ in ‘dinner’ and ‘dollar’ in order to ease the pronunciation for both of the words.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 28 dissimilarities from 39 words. From the findings, the writer concludes that most of the dissimilarities are caused by the limitations of Vietnamese phonetic system. After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 28 dissimilarities from 39 words. Each problem has variety possible causes. There are 14 dissimilarities because there are no counterparts in Vietnamese phonetic chart and there are 12 dissimilarities because of Vietnam language influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer*. The subject substitutes the sounds that do not exist in Vietnamese phonetic chart with nearest sounds that available in Vietnamese phonetic charts. Also, Vietnamese phonetic rules affect the way the subject reads English words.

4.8 South Korea

The following analysis will be the participant from South Korea, Choi Jee.

4.8.1 Consonants

Throughout thirteen episodes, Jee mostly makes mistakes in pronouncing consonant /z/, /r/, / θ /.

a. Voiced alveolar fricative /z/

There are two words which are spoken improperly by Jee in producing / z / as voiced alveolar fricative. It can be seen in this table below.

Table 4.8.1.a Voiced alveolar fricative /z/

Pronunciation analysis				
Subject: Jee/KR				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
1	Clothes	klods	kləʊðz	Dissimilar
2	Upstairs	'ʌp'stels	'ʌp'sterz	Dissimilar

/z/ is replaced by /s/ in final position

Clothes	kləʊðz	→	klods
Upstairs	'ʌp'sterz	→	'ʌp'stels

Since /z/ does not exist in Korean phonetic system, the subject substitutes it with /s/ because /s/ has a similar sound with /z/.

b. Voiced post-aveolar appoximant /r/

In voicing /r/ as voiced post-alveolar approximant, there are nine types of problems in words which can be seen in this table below.

Table 4.8.1.b voiced post alveolar approximant /r/

Pronunciation analysis				
Subject: Jee/KR				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
2	Upstairs	'ʌp'stels	'ʌp'sterz	Dissimilar
6	Bring	blɪŋ	brɪŋ	Dissimilar
12	Newborn	'nu'bɔn	'nu'bɔrn	Dissimilar
17	Rooster	'lu·stə	'ru·stər	Dissimilar
18	Working	'wɜ·kɪŋ	'wɜr·kɪŋ	Dissimilar
19	Upper	'ʌp·ʌ	'ʌp·ər	Dissimilar
22	Horn	hɔn	hɔrn	Dissimilar
31	Wearing	ˈweə.lıŋ	ˈweə.rıŋ	Dissimilar
35	tried	taid	traɪd	Dissimilar

In Korean, there is approximation of /r/ in English, but the /r/ ish sound only occurs in syllable initial position. Therefore, it is hard for Korean English learners in pronouncing English /r/. The subject does two things to overcome /r/ problem, which are omitting /r/ or replacing it with /l/.

But even sometimes, the subject pronounces /r/ in initial position as /l/.

Rooster ˈru·stər → ˈlu·stə

c. Voiceless Dental Fricative /θ/

There are two instances of problems as found in the terms of voiceless dental fricative. They are birthday and mouth.

Table 4.8.1.c Voiceless Dental Fricative / θ /

Pronunciation analysis				
Subject: Jee/KR				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
3	Birthday	bɜsˌdeɪ	ˈbɜrθˌdeɪ	Dissimilar
28	Mouth	maʊs	maʊθ	Dissimilar

/θ/ does not exist in Korean phonetic system, therefore, it causes problem in pronouncing it. The subject replaces it with /s/ between consonant as in ‘birthday’ and in final position as in ‘mouth’

4.8.2 Vowel

Throughout thirteen episodes, Jee faces several problems with vowels, which are explained in the tables below.

a. Open mid back rounded /ɔ/

There are three words which are spoken improperly by Jee in producing / ɔ / as open mid back rounded. It can be seen in this table below.

Table 4.8.2.a Open Mid Back Rounded / ɔ/

Pronunciation analysis				
Subject: Jee/KR				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
11	Fall	ful	fɔl	Dissimilar
16	Call	kul	kɔl	Dissimilar

Due to /ɔ/ inexistence in Korean phonetic chart, the subject replaces /ɔ/ with the nearest sound which is /u/.

Fall	fɔl	→	ful
Call	kɔl	→	kul

b. Near open front unrounded /æ/

There are two words which are spoken improperly by Jee in producing / æ /. It can be seen in this table below.

Table 4.8.2.b Near Open Front Unrounded / æ/

Pronunciation analysis				
Subject: Jee/KR				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
15	Advance	əd'vans	əd'væns	Dissimilar
21	Balance	'bal·əns	'bæl·əns	Dissimilar

The subject cannot make a correct pronunciation of /æ/ and it is more similar to /a/ sound. The possible cause of this problem is that /æ/ does not exist in Korean phonetic chart.

c. Closing, ending in ʊ /əʊ/

This table below presents dissimilarities of Jee’s pronunciation in the terms of / əʊ /.

Table 4.8.2.c Closing, ending in ʊ / əʊ /

Pronunciation analysis				
Subject: Jee/KR				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
1	Clothes	klʊðs	kləʊðz	Dissimilar
26	Don't	dʊn	dəʊnt	Dissimilar

Diphthongs cause quite problem for Korean English learners. In Korean, there is no gliding sound like diphthong. Therefore, Korean English learners commonly either leave out the glide or pronounce the diphthong as two distinct vowels. In Jee's case, she leaves out the glide and only pronounces /ʊ/ sound.

d. Closing, ending in ʊ /aʊ/

There are three words which are spoken improperly by Jee in producing / aʊ /. It can be seen in this table.

Table 4.8.2.d Closing, ending in ʊ /aʊ/

Pronunciation analysis				
Subject: Jee/KR				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
10	Clown	klan	klaʊn	Dissimilar
28	Mouth	maʊs	maʊθ	Dissimilar
29	Outfit	ˈat.fɪt	ˈaʊt.fɪt	Dissimilar

Similar with previous explanation, Korean English learners face hard times in pronouncing diphthongs. In /aʊ /, the subject leaves out the /a/ in 'clown', 'mouth' and 'outfit'.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 24 dissimilarities from 3 words. Each problem has variety possible causes. There are 5 dissimilarities because it is part of consonant clusters. There are 10 dissimilarities because there are no counterparts in Korean phonetic chart and there are 9 dissimilarities because of Korean language influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer*. The subject replaces the sound that does not exist in her mother tongue with the similar sound that exists in Korean phonetic system. Then, she also applies Korean phonetic rules into English phonetic rules, which caused confusion for the listener. Considering there are no consonant clusters in Korean, she tends to drop one of the consonants to make it easier to read.

4.9 China

The following analysis will be the participant from China, Liu Bei si. The table below showed Bei si's utterances throughout thirteen episodes of Asia's Next Top Model cycle one.

4.9.1 Consonants

Throughout thirteen episodes, Bei Si mostly makes mistakes in pronouncing consonant / ʃ/, /θ/, and /v/.

a. Voiced alveolar lateral approximant /l/

The improper pronunciation of /l/ can be found in this table below.

Table 4.9.1.a Voiced Alveolar Lateral Approximant /l/

Pronunciation analysis				
Subject: B/CN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
4	Girl	gɜw	gɜːl	Dissimilar
5	Style	staɪw	staɪl	Dissimilar
15	will	wɪw	wɪl	Dissimilar
16	pill	pɪw	pɪl	Dissimilar
23	feel	Fiw	Fil	Dissimilar

Girl gɜw → gɜːl

Style staɪw → staɪl

will wɪw → wɪl

Chinese English speakers tend to produce /l/ sound that is similar to /w/ sound after a vowel. The subject pronounced ‘girl’ / gɜːl/ as / gɜw/. /l/ is substituted with /w/ after / ɜː/. The cause of this problem is that Chinese English speakers have problems in pronouncing /l/ in final position as their mother tongue does not distinguish final consonant /l/.

b. Voiced post-alveolar approximant /r/

The subject has made four mispronunciations of /r/ as listed in the table below.

Table 4.9.1.b Voiced Post-Alveolar Approximant /r/

Pronunciation analysis				
Subject: B/CN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
6	Born	bɔwn	bɔrn	Dissimilar
8	fried	flaɪd	fraɪd	Dissimilar
9	rice	laɪs	raɪs	Dissimilar
10	grow	gwoʊ	groʊ	Dissimilar

The subject tends to pronounce voiced post-alveolar approximant /r/ as /w/ or /l/. The possible reason of this problem is the difference of Chinese /r/ sound with English /r/ sound. In fact, even consonant /r/ in Chinese language often cause problem for its speakers. Therefore, in order to overcome the confusion, the subject replaces /r/ with /w/ in ‘born’ and ‘grow’ and replaces it with /l/ in ‘fried and ‘rice’.

c. Voiced labiodental fricative /v/

There are two words which are spoken improperly by Bei Si in producing / v /. It can be seen in this table below.

Table 4.9.1.c Voiced Labiodental Fricative /v/

Pronunciation analysis				
Subject: B/CN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	

19	Visit	ˈwɪz.ɪt	ˈvɪz.ɪt	Dissimilar
20	Activity	æk'tɪw·ɪ·t̬i	æk'tɪv·ɪ·t̬i	Dissimilar
21	Very	ˈwer.i	ˈver.i	Dissimilar

The English sound /v/ is not common in Chinese languages so they often replace it with /w/. This phenomenon commonly occurs in initial and middle position.

Visit	ˈvɪz.ɪt	→	ˈwɪz.ɪt
Very	ˈver.i	→	ˈwer.i
Activity	æk'tɪv·ɪ·t̬l	→	æk'tɪw·ɪ·t̬i

d. Voiceless dental fricative /θ/

The table below presents pronunciation dissimilarities of voiceless dental fricative /θ/

Table 4.9.1.d Voiceless Dental Fricative / θ /

Pronunciation analysis				
Subject: B/CN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
1	Mouth	mɑʊs	mɑʊθ	Dissimilar
7	thin	sɪn	θɪn	Dissimilar
17	thank	sæŋk	θæŋk	Dissimilar
18	think	sɪŋk	θɪŋk	Dissimilar
22	with	wɪf	wɪθ	Dissimilar

Voiceless alveolar fricative /s/ replaces voiceless dental fricative /θ/, which does not exist in Chinese. /s/ becomes the substitution because /s/ is identified as identical with /θ/ but in fact their production differs.

4.9.2 Vowels

The writer does not find any vowel problems in Bei Si utterances throughout thirteen episodes of Asia's Next Top Model.

4.9.3 Others

The words that are included in this section are explained apart from another vowel and consonant dissimilarities. They have different kind of problem. The dissimilarity is caused by deletion and can be seen in this following table.

Table 4.9.3 Others

Pronunciation analysis				
Subject: B/CN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
13	Soft	sɒf	sɒft	Dissimilar
14	Card	kɑːr	kɑːrd	Dissimilar
2	Front	frʌntə	frʌnt	Dissimilar

Final syllables in Chinese only consist of vowels and consonant /n/ or /ŋ/. If a word has a final syllable other than those vowels and consonant, it may become a problem of the speakers. Therefore, they usually drop the final consonant sound altogether or add a syllable to it.

As the table above shows, the subject drops the final consonant in ‘card’and ‘soft’

Card kɑːrd → kɑːr

Soft sɒft → sɒf

While in pronouncing ‘front’, the subject adds vowel /ə/after consonant /t/

Front frʌnt → frʌntə

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 20 dissimilarities from 24 words. Each problem has variety possible causes. There are 8 dissimilarities because there are no counterparts in Thai phonetic chart and there are 12 dissimilarities because of Chinese language influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer*. The subject replaces the sound that does not exist in her mother tongue with the similar sound that exists in Chinese phonetic system. Then, she also applies Chinese phonetic rules into English phonetic rules, which caused confusion for the listener.

4.10 India

The following analysis will be the participant from India, Rachel Erasmus.

4.10.1 Consonants

Throughout thirteen episodes, Rachel mostly makes mistakes in pronouncing consonant /b/, /d/, /θ/, /f/, /ð/.

a. Voiced bilabial plosive /b/

The table below presents pronunciation dissimilarities of voiced bilabial plosive /b/

Table 4.10.1.a Voiced Bilabial Plosive /b/

Pronunciation analysis				
Subject: R/IN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
11	cab	Kæp	kæb	Dissimilar

The subject does not use voicing in the end of word. /p/ without voicing will have a similar sound with /b/. The possible cause of this dissimilar is their L1 phonological system.

b. Voiced alveolar plosive /d/

The subject has made two mispronunciations of /d/ as listed in the table below.

Table 4.10.1.b Voiced Alveolar Plosive /d/

Pronunciation analysis				
Subject: R/IN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
12	did	dɪt	dɪd	Dissimilar
15	lid	lɪt	lɪd	Dissimilar

/d/ is replaced by /t/ in final position

Did dɪd → dɪt

Lid lɪd → lɪt

As the previous explanation, Hindi English learners tend to not use voicing in the end of the word. It also applied for /d/ to /t/.

c. Voiceless dental fricative /θ/

There are two instances of problems as found in the terms of voiceless dental fricative. They are theme and thing.

Table 4.10.1.c Voiceless Dental Fricative / θ /

Pronunciation analysis				
Subject: R/IN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
8	Theme	tim	θim	Dissimilar
20	Thing	tɪŋ	θɪŋ	Dissimilar

Hindi English learners are replacing / θ/ with dental stops which cause confusion with /t/. Therefore, / θ/ is often mispronounced as / t/ as the subject substitute /θ/ on ‘theme’ into /t/ and / θ/ in ‘thing’ into /t/.

d. Voiced labiodental fricative /f/

In pronouncing /f/, the subject made three dissimilarities of pronunciation.

Table 4.10.1.d Voiced Labiodental Fricative /f/

Pronunciation analysis				
Subject: R/IN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
5	fair	peər	feər	Dissimilar
6	face	peɪs	feɪs	Dissimilar
3	Phone	pəʊn	fəʊn	Dissimilar

Hindi English speakers tend to confuse /f/ and /p/ which lead to both pronunciations as /p/

Fair	feər	→	peər
Face	feɪs	→	peɪs
Phone	fəʊn	→	pəʊn

e. Voiced dental fricative /ð/

The table below is presenting dissimilarities in pronouncing / ð/

Table 4.10.1.e Voiced Dental Fricative / ð /

Pronunciation analysis				
Subject: R/IN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
9	brother	ˈbrʌ d·ər	ˈbrʌð·ər	Dissimilar
13	Them	dem	ðem	Dissimilar

Similar with / θ/, Hindi English speakers are replacing / ð/ with dental stop which cause confusion with /d/. Therefore, the subject mispronounced / ð/ in ‘brother’ and ‘them’ into /d/.

4.10.2 Vowels

Throughout thirteen episodes, Rachel faces several problems with vowels, which are explained in the tables below.

a. Closing, ending in ɪ /ɔɪ/

The subject has made two mispronounciation of / ɔɪ / as listed in the table below.

Table 4.10.2.a Closing, ending in ɪ /ɔɪ/

Pronunciation analysis				
Subject: R/IN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
10	boy	baɪ	bɔɪ	Dissimilar
18	toy	taɪ	tɔɪ	Dissimilar

boy	baɪ	→	bɔɪ
toy	taɪ	→	tɔɪ

Many dipthtongs that cause problems with Hindi English learners and one of them is /ɔɪ/. The sound that they made when they pronounce /ɔɪ/ is similar with /aɪ/. The subject also replaced / ɔɪ / with / aɪ / when she pronounced ‘boy’ and ‘toy’.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 14 dissimilarities from 21 words. Each problem has variety possible causes. There are 2 dissimilarities because it is part of consonant clusters. There are 6 dissimilarities because there are no counterparts in Hindi phonetic chart and there are 6 dissimilarities because of Hindi language influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer*. The subject replaces the sound that does not exist in her mother tongue with the similar sound that exists in Hindi phonetic system. Then, she also applies Hindi phonetic rules into English phonetic rules, which caused confusion for the listener. Considering there are no consonant clusters in Hindi, she tends to drop one of the consonants to make the word easier to read.

4.11 Indonesia

The following analysis will be the participant from Indonesia, Filantropi Witoko. The table below showed Filantropi's utterances throughout thirteen episodes of Asia's Next Top Model cycle one.

4.11.1 Consonants

Throughout thirteen episodes, Filantropi mostly makes mistakes in pronouncing consonant /θ/, / ð /,/d/, and /g/

a. Voiceless Dental Fricative /θ/

There are two instances of problems as found in the terms of voiceless dental fricative. They are thing and thick.

Table 4.11.1.a Voiceless Dental Fricative / θ/

Pronunciation analysis Subject: F/IDN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
2	Thing	tɪŋ	θɪŋ	Dissimilar
5	Thick	tɪk	θɪk	Dissimilar

/θ/ is replaced by /t/ in initial sound

Thing	θɪŋ	→	tɪŋ
Thick	θɪk	→	tɪk

/θ/ as voiceless dental fricative is substituted by /t/ as voiceless alveolar stop. The possible cause of this problem is, /θ/ does not exist in Indonesian phonetic system. Therefore, the subject switches /θ/ with /t/ as the nearest sound with /θ/.

b. Voiced Alveolar Plosive /d/

This table below is presenting dissimilarities in pronouncing /d/

Table 4.11.1.b Voiced Alveolar Plosive /d/

Pronunciation analysis				
Subject: F/IDN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
14	Friend	fren	frend	Dissimilar
16	Send	sen	send	Dissimilar

/d/ in final position as a part of consonant cluster is deleted

Friend	frend	→	fren
Send	send	→	sen

In Indonesian, /d/ as final consonant of a word does not exist. Therefore, the speakers tend to drop the final consonant which is /d/.

c. Voiced Velar plosive /g/

In pronouncing /g/, the subject made three dissimilarities of pronunciation.

Table 4.11.1.c Voiced Velar Plosive /g/

Pronunciation problem analysis				
Subject: F/IDN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
26	Big	bɪk	bɪg	Dissimilar

/g/ as a final consonant of a word is replaced by /k/

Big bɪg → bɪk

Although Indonesian has many words with /g/ in the beginning, middle and end of a word, the final /g/ sound is not common. Some speakers replace /g/ with /k/ to get more smooth pronunciation which is actually not necessary.

d. Voiced Dental Fricative /ð/

The table below is presenting dissimilarities in pronouncing / ð/

Table 4.11.1.d Voiced Dental Fricative / ð /

Pronunciation analysis				
Subject: F/IDN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
23	togetherness	tə'ged·ər·nəs	təˈgeð.ə.nəs	Dissimilar

/ ð/ is replaced by /d/ between vowels

Togetherness təˈgeð.ə.nəs → tə'ged·ər·nəs

/ ð/ is replaced by /d/ because / ð/ is not in Indonesian phonetic system. Therefore, the subject substitutes it with the similar sound which is /d/.

4.11.2 Vowels

Throughout thirteen episodes, Filantropi faces several problems with vowels, which are explained in the tables below.

a. Near-open front unrounded /æ/

The subject has made two mispronounciation of / æ / as listed in the table below.

Table 4.11.2.a Near-open Front Unrounded / æ/

Pronunciation analysis				
Subject: F/IDN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
4	Imagine	ɪˈmedʒ.ɪn	ɪˈmædʒ.ɪn	Dissimilar
6	Task	tesk	tæsk	Dissimilar
9	Manage	ˈmen·edʒ	ˈmæn·ɪdʒ	Dissimilar
10	Balance	ˈbal·əns	ˈbæl·əns	Dissimilar
11	Travel	ˈtrav·əl	ˈtræv·əl	Dissimilar
13	bandana	banˈdan·	bænˈdæn·ə	Dissimilar
17	mask	mesk	mæsk	Dissimilar

Imagine ɪˈmedʒ.ɪn → ɪˈmædʒ.ɪn

Task tesk → tæsk

/æ/ is replaced with /a/ or /e/ between consonants. /æ/ in ‘balance’, ‘travel’, and ‘bandana’ are replaced by /a/. While /æ/ in ‘imagine’, ‘task’, ‘manage’ and ‘mask’ are replaced by /e/.

The possible reason of this problem is that /æ/ does not exist in Indonesian phonetic system. In Indonesian pronunciation, word is pronounced as it is written. So, the subject pronounces /æ/ in ‘balance’, ‘travel’ and ‘bandana’ as /a/.

b. Open Mid Back Rounded/ɔ/

There are three words which are spoken improperly by Filantropi in producing / ɔ / as open mid back rounded. It can be seen in this table below.

Table 4.11.2.b Open Mid Back Rounded / ɔ /

Pronunciation analysis				
Subject: F/IDN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
7	Awkward	ek·wərd	ˈɔk·wərd	Dissimilar
21	gorgeous	ˈger·dʒəs	ˈgɔr·dʒəs	Dissimilar

/ɔ/ is replaced by /e/ in initial position or between consonants. The possible cause of this problem is the subject fails to perceive /ɔ/ from foreign speakers. The subject tries to naturalize /ɔ/ as /e/ because both of the vowels sound similar in ‘awkward’ and ‘gorgeous’ words.

c. Near-close Near-back rounded /ʊ/

In pronouncing / ʊ /, the subject mostly met difficulties which lead to dissimilar pronounced words listed in the table below.

Table 4.11.2.c Near-close Near-back Rounded / ʊ /

Pronunciation analysis				
Subject: F/IDN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
3	Should	ʃud	ʃʊd	Dissimilar
22	woman	wom·ən	ˈwʊm·ən	Dissimilar

/ʊ/ is replaced by /o/ or /u/ between consonants. /ʊ/’s sound is like in between /o/ or /u/ which sometimes cause problems or its speakers. In ‘should’ the subject fails to read /ʊ/ and spells it as /u/. In ‘woman’, the possible cause of it is Indonesian tendency to read based on how the word it is written.

d. Near-close Near-front Unrounded /ɪ/

There are five dissimilarities in pronouncing / ɪ/.

Table 4.11.2.d Near-close Near-front Unrounded /ɪ/

Pronunciation analysis				
Subject: F/IDN				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
1	Embarrassed	em'bær·əst	ɪm'bær·əst	Dissimilar
9	Manage	'men·edʒ	'mæn·ɪdʒ	Dissimilar

/ ɪ / is replaced by /e/ in initial position and between the consonants

Embarrassed	ɪm'bær·əst	→	em'bær·əst
Manage	'mæn·ɪdʒ	→	'men·edʒ

The possible cause of this problem is the effect of Indonesian spelling system which pronounces the sound as it is written clearly.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 19 dissimilarities from 26 words. From the findings, the writer concludes that most of the dissimilarities are caused by Indonesian phonetic system. After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 19 dissimilarities from 26 words. Each problem has variety possible causes. There are 4 dissimilarities because Indonesian tendency to read the word as it is written. There are 10 dissimilarities because there are no counterparts in Indonesian phonetic chart and there are 5 dissimilarities because of Indonesian language influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer* and *Letter to Sound Rule Confusion.* The subject replaces the sound that does not exist in her mother tongue with the similar sound that exists in Indonesian phonetic system. Then, she also applies Indonesian phonetic rules into English phonetic rules, which caused confusion for the listener and the tendency to read the word on as it is written.

4.12 Malaysia

The following analysis will be the participant from Malaysia, Melissa Thng.

4.12.1 Consonants

Throughout thirteen episodes, Melissa mostly makes mistakes in pronouncing consonant /d/, /t/, /r/, /l/ and /g/

a. Voiced Alveolar Plosive /d/

There are three words which are spoken improperly by Melissa in producing / d / as Voiced Alveolar Plosive. It can be seen in this table below.

Table 4.12.1.a. Voiced Alveolar Plosive /d/

Pronunciation analysis				
Subject: M/MY				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
19	Hard	harʔ	hard	Dissimilar

20	Told	təʊlʔ	təʊld	Dissimilar

/d/ in final position is replaced by /ʔ/

Hard	hɑrd	→	hɑrʔ
Told	təʊld	→	təʊlʔ

Because of Malay Chinese language influence, Malay learners tend to glottalize /d/ in final position.

b. Voiceless Alveolar Plosive /t/

In the terms of pronouncing /t/, the subject has made one dissimilarity

Table 4.12.1.b Voiceless Alveolar Plosive /t/

Pronunciation analysis				
Subject: M/MY				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
12	expect	ɪk'spekʔ	ɪk'spekt	Dissimilar

/t/ in final position is replaced by /ʔ/

Expect	ɪk'spekt	→	ɪk'spekʔ

Similar with previous explanation that related to /d/, Malay learners have a tendency to glottalize ending /p/, /t/, /k/, /d/, /g/ and /b. So, the subject substitutes /t/ in ‘expect’ into / ʔ/

c. Voiced post-alveolar approximant /r/

The subject has made two mispronunciations of /r/ as listed in the table below.

Table 4.12.1.c Voiced Post-Alveolar Approximant /r/

Pronunciation analysis				
Subject: M/MY				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
4	Attractive	ə'tak·tɪv	ə'træk·tɪv	Dissimilar
8	Normally	ˈnɔ·mə·li	ˈnɔr·mə·li	Dissimilar

/r/ as a part of consonant cluster is deleted

Attractive	ə'træk·tɪv	→	ə'tak·tɪv
Normally	ˈnɔr·mə·li	→	ˈnɔ·mə·li

Malay learners are often simplifying consonant clusters of a word. They usually omit the hardest sound to spell and leave the other one. In ‘attractive’, consonant cluster /tr/ is reduced into /r/. While in ‘normally’, sound /r/ of consonant cluster /rm/ is omitted.

d. Voiced Alveolar Lateral Approximant /l/

There is one instance of dissimilarity in terms of voiced alveolar lateral approximant.

Table 4.12.1.d Voiced Alveolar Lateral Approximant /l/

Pronunciation analysis

Subject: M/MY				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
10	Wild	waid	wɑɪld	Dissimilar

/l/ as a part of consonant cluster is omitted

Wild wɑɪld → waid

Similar with previous explanation, because of Malaysian tendency to simplify consonant clusters, 'wild' is pronounced as / waid/ instead of / wɑɪld /. Consonant cluster /ld/ is reduced into /d/.

e. Voiced Velar Plosive /g/

The subject has one dissimilarity in pronouncing /g/

Table 4.12.1.e Voiced Velar Plosive /g/

Pronunciation analysis				
Subject: M/MY				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
15	exactly	ɪ'zækt·li	ɪg'zækt·li	Dissimilar

/g/ as a part of consonant cluster is omitted

Exactly ɪg'zækt·li → ɪ'zækt·li

Similar with two previous explanations, consonant cluster is always be simplified by Malaysians. In 'exactly', consonant cluster /gz/ is reduced to /z/ by the subject.

4.12.2 Vowels

Throughout thirteen episodes, Melissa faces several problems with vowels, which are explained in the tables below.

a. Open Back unrounded /ɑ/

In voicing / ɑ / as open back unrounded, there are two problems which can be seen in these tables.

Table 4.12.2.a Open Back Unrounded / ɑ /

Pronunciation analysis				
Subject: M/MY				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
1	Honest	ˈon·əst	ˈɑn·əst	Dissimilar
3	Common	ˈkom·on	ˈkɑm·ən	Dissimilar

/ɑ/ is replaced by /o/ in initial position and between consonants

Honest	ˈɑn·əst	→	ˈon·əst
Common	ˈkɑm·ən	→	ˈkom·on

The possible cause of / ɑ / replacement to /o/ is beause / ɑ / does not exist in Malay phonetic chart. Another possible reason is Malaysians tend to read the word on how it is written.

b. Near Open Front Unrounded /æ/

There is one instance of problems as found in the terms of near open front unrounded.

Table 4.12.2.b Near Open Front Unrounded / æ /

Pronunciation analysis				
Subject: M/MY				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
4	Attractive	ə'tak·tɪv	ə'træk·tɪv	
9	Task	task	tæsk	Dissimilar

/ æ/ is replaced by /a/ between consonants

Attractive	ə'træk·tɪv	→	ə'tak·tɪv
Task	tæsk	→	task

/ æ /has sound that somewhere between /a/ and /e/. Because of / æ/ inexistency in Malay phonetic chart, the speakers usually replace it with /a/ or /e/. The subject replaces / æ / with /a/ in 'attractive' and 'task'.

c. Near-close near-back rounded /ʊ/

In pronouncing / ʊ/, the subject makes two dissimilarities of pronunciation.

Table 4.12.2.c Near-close Near-back Rounded / ʊ /

Pronunciation analysis			
Subject: M/MY			
No	Words	Diction based	Remarks

		Subject	RP based pronunciation	
2	Good	god	gʊd	Dissimilar
16	Goodness	'god·nəs	'gʊd·nəs	Dissimilar

/ʊ/ is replaced by / ɔ:/ between consonants

Good	gʊd	→	god
Goodness	'gʊd·nəs	→	'god·nəs

Similar with previous explanation, vowel /ʊ/ does not exist in Malay phonetic charts. The speakers tend to replace it with the nearest sound which is /o/.

d. High Front Unrounded /ɪ/

There are two instances of problems as found in the terms of high Front Unrounded. They are since and excited

Table 4.12.2.d High Front Unrounded / ɪ /

Pronunciation analysis				
Subject: M/MY				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
17	Since	sens	sɪns	Dissimilar
13	Excited	ek'saɪ·t̬ed	ɪk'saɪ·t̬ɪd	Dissimilar

/ ɪ / is replaced by /e/ between consonant or in initial position.

Since	sɪns	→	sens

Excited ɪk'saɪ·̬tɪd → ek'saɪ·̬ted

Malaysian usually pronounces /ɪ/ as /e/ because /ɪ/ does not exist in Malay phonetic charts.

e. Mid central unrounded /ə/

There are three words which are spoken improperly by Melissa in producing /ə/ as long mid central unrounded. It can be seen in this following table.

Table 4.12.2.e Mid Central Unrounded / ə /

Pronunciation analysis				
Subject: M/MY				
No	Words	Diction based		Remarks
		Subject	RP based pronunciation	
3	Common	'kom·on	'kɑm·ən	Dissimilar
5	Ahead	a'hed	ə'hed	Dissimilar

/ ə / is replaced by /o/ between consonants and /a/ in initial position

Common 'kɑm·ən → 'kom·on

Ahead ə'hed → a'hed

Even thought / ə / does exist in Malay phonetic chart, sometimes the speakers have tendency to read a word based on how it is written. Possibly, the subject pronounces ‘common’ and ‘ahead’ based on its spelling and cause dissimilarities on its pronunciations.

After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 16 dissimilarities from 20 words. From the findings, the writer concludes that most of the dissimilarities are caused by Malay and Chinese phonetic systems. After analyzing all problems in the terms of consonants and vowels, the writer finds out that there are 16 dissimilarities from 20 words. Each problem has variety possible causes. There are 4 dissimilarities because it is part of consonant clusters. There are 2 dissimilarities because of letter to sound confusion. There are 8 dissimilarities because there are no counterparts in Thai phonetic chart and there are 3 dissimilarities because of Thai language influence.

From the findings, the writer concludes that most of the problems may be attributed to *Interlanguage Transfer* and *Letter to Sound Rule Confusion.* The subject replaces the sound that does not exist in her mother tongue with the similar sound that exists in Malay phonetic system. Then, she also applies Malay phonetic rules into English phonetic rules, which caused confusion for the listener. Considering there are no consonant clusters in Malay, she tends to drop one of the consonants to make it easier to read.

4.13 Pronunciation Errors on Asia’s Next Top Model

After finding out and discussing about dissimilarities that the participants made throughout the shows, the writer calculates the amount of dissimilarities in each country.

English pronunciation in Asia countries		
No	Country	Error's percentage
1	Thailand	86.8%
2	Philippines	84.4%
3	Taiwan	73.6%
4	Japan	65.3%
5	Nepal	68.5%
6	Hongkong	52.1%
7	Vietnam	71.7%
8	South Korea	68.5%
9	China	83.3%
10	India	66.6%
11	Indonesia	73%
12	Malaysia	80%

As the table shows, the highest percentage falls to J from Thailand. The possible causes on why she faces many problems in pronouncing English is her mother tongue which is Thai that really different with English. While Philippines comes second and next is China. Philippines tend to mix English with their mother tongue which is tagalog that possibly cause the confusion between English pronunciation and Tagalog pronunciation. For China, the possible causes on why the subject finds difficulty in pronouncing English are first, China is a tone language which is really different from English. Second, China does not use alphabets in its language and possibly cause problem for China English speakers.

Some of participants, such as H from Hongkong and SF from Japan have different side of perspection because H is living in Hongkong which already using English in daily life and SF stayed in Sweden for few months in her child life. The participants' background indeed important in analyzing pronunciation errors but because lack of information about the participants past life, the writer omits that part from her analysis.

Chapter V

Conclusion and Recommendation

5.1 Conclusion

The pronunciation of English is one of the problems that many of language learners face, especially by those whose mother tongue are not English. Having this standpoint as her base, the writer conducts a study on English pronunciation of participants in Asia's Next Top Model. From thirteen episodes of the shows, the writer finds that many dissimilarities of pronunciation appear in participants utterances throughout the shows. All of the participants come from Asian countries which do not use English as their mother tongue. The writer use phonemic transcription in order to reveal the problem that the participants got throughout the shows.

Based on the study, the writer finds out several things. The first one is that almost all participants face the same problems in pronouncing sounds. Additionally, the pronunciation errors could be found in all three positions, initial, middle and final. Yet, it should also be noticed that although the participants make those disimmilarities, they still manage to pronounce some of the words correctly because may be some of the participants have some exposure to English before they join the competition, like H from Hongkong and SF from Japan. Most of the participants find difficulties in pronouncing consonantal /r/ and /l/ and /θ/. While for the vowels section, most of the participants find /æ/ is difficult to be pronounced.

The second one is that *Interlanguage Transfers* become the main possible causes of the problem that participants from Asia's Next Top Model faced. Because there are no counterparts for certain sounds and L1 original phonetic rules, the subjects meet problem in pronouncing several sounds. *Letter to Sound Rule Confusion* comes next in the list that cause problem for the subjects. Because of their L1 tendency to read the word as it is written, it affects the way they read English words.

5.2 Recommendation

This study shows that many of Asia English speakers find problems in pronouncing some of English sounds.

Many of dissimilarities found in participants' pronunciation might occur as a result of the influence of their mother tongue. Nonetheless, some particular dissimilarities might also happen due the ignorance of the participants. Hence, in the end, the writer could conclude that most of Asia's Next Top Model participants are making pronunciation errors in pronouncing English words.

The study of Asia English learners' pronunciation errors might give a new sight in studying English Phonetics and Phonology. Furthermore, focusing on supra-segmental phonemes and finding out the possible causes beside L1 may be considered as new questions in the next study.