

**THE CONSONANT SOUND PRODUCTION ANALYSIS OF *DR JIAJIA*
FROM *DR JIAJIA & BIG BRO'S SHOW* YOUTUBE CHANNEL**

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirement for Gaining the Bachelor Degree in English
Literature



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A FINAL PROJECT STATEMENT

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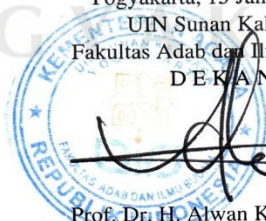
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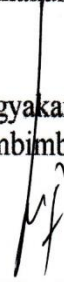
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ABSTRACT

Communication is a form of human interaction. There are many types of communication, from the complicated way like semaphore codes in a scout to the simplest way like ordinary face-to-face speaking. Talking about speaking, it is actually not that simple because it involves many body organs to produce the sounds and meaning to be conveyed correctly to the purpose. Thus, in this paper, the researcher is interested to examine on how the sound is produced mistakenly by the object, how it should be pronounced in the RP (received pronunciation) and what the most common to less common error pronunciations to happen are. The objects of this paper are several English videos taken from YouTube channel: *Dr Jiajia & Bigbro's Show*. This research uses the descriptive qualitative method. To analyse the sound production, the researcher uses the articulatory phonetics theory by Mike Davenport and S.J. Hannahs. The results are found 231 data of error English production of sound divided into 8 types of pronunciation error.

Keywords: articulatory phonetics, sound production, error pronunciation.

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ABSTRAK

Komunikasi adalah bentuk interaksi manusia. Terdapat banyak bentuk komunikasi, dari mulai cara yang paling rumit seperti kode semafor dalam kelompok pramuka sampai cara yang paling sederhana seperti berbicara empat mata. Mengenai berbicara, sebenarnya berbicara merupakan hal yang sederhana karena itu melibatkan bagian tubuh tertentu untuk memproduksi suara dan makna untuk dapat disampaikan sesuai tujuan kepada lawan bicara. Dengan demikian, dalam penelitian ini, peneliti tertarik untuk mengkaji bagaimana suara diproduksi secara keliru oleh objek, bagaimana ia seharusnya diucapkan dalam RP (pengucapan standar), dan apa kekeliruan pelafalan dari yang paling sering terjadi ke yang paling sedikit terjadi. Objek dari penelitian ini adalah beberapa video berbahasa Inggris dari saluran *YouTube: Dr Jiajia & Big Bro's Show*. Penelitian ini menggunakan metode kualitatif deskriptif. Dalam menganalisis produksi suara, peneliti menggunakan teori fonetik artikulatoris oleh Mike Davenport dan S. J. Hannahs. Hasil penelitian ini menunjukkan penemuan sebanyak 231 data pada kekeliruan produksi suara bahasa Inggris yang dibagi dalam 8 jenis kekeliruan pengucapan.

Kata kunci: fonetik artikulatoris, produksi suara, kekeliruan pengucapan.

MOTTO

وَهُوَ مَعَكُمْ أَيْنَ مَا كُنْتُمْ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ بَصِيرٌ

He is with you, wherever you may be; and Allah is seeing your deeds.

(QS. Al Hadid: 4)

إِنَّمَا يُوفَى الصَّابِرُونَ أَجْرَهُمْ بِغَيْرِ حِسَابٍ

Indeed, the patient will be given their reward without account.

(QS. Az Zumar: 10)

Aim for the moon. If you miss, you may hit a star.

(W. Clement Stone)

Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbour. Catch the trade winds in your sails. Explore. Dream.

Discover.

(Mark Twain)

DEDICATION

This graduating paper is dedicated to:

- ✓ My beloved parents, my younger brother and my family.
- ✓ My bright future-Insya Allah.
- ✓ English Department of Sunan Kalijaga State Islamic University of Yogyakarta.



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In the name of Allah, the Beneficent, the Merciful

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I would like to express my deepest gratitude to all people who have given me contributions in any kinds so that I could finish this graduating paper and marks the end of my university life. I would like to pay my gratitude to:

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10. All people who have contributed in helping me to finish my graduating paper. If there is a saying beyond thank you, I would say it. Thank you very much for your help.

Furthermore, I realise that this graduating paper might not be perfect. Thus, I open for a future criticism and suggestion regarding this graduating paper to make it better. I hope that this graduating paper can be useful academically, especially for the readers and students who want to do the similar research.

Wassalamu 'alaikum Wr. wb.

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LIST OF ABBREVIATIONS

No.	Abbreviations	Meaning
1	RP	Received Pronunciation
2	VPM	Voicing, Places of Articulation, and Manner of Articulation
3	V	Voicing/Voiced
4	V-	Voiceless
5	P	Places of Articulation
6	M	Manner of Articulation
7	IPA	International Phonetic Alphabet
8	VBP	Voiced Bilabial Plosive
9	V-BP	Voiceless Bilabial Plosive
10	VBN	Voiced Bilabial Nasal
11	VLdF	Voiced Labio-dental Fricative
12	V-LdF	Voiceless Labio-dental Fricative
13	VDF	Voiced Dental Fricative
14	V-DF	Voiceless Dental Fricative
15	VAP	Voiced Alveolar Plosive
16	V-AP	Voiceless Alveolar Plosive
17	VAF	Voiced Alveolar Fricative
18	V-AF	Voiceless Alveolar Fricative
19	VAAp	Voiced Alveolar Approximant
20	VAN	Voiced Alveolar Nasal

21	VALa	Voiced Alveolar Lateral Approximant
22	VPaF	Voiced Post- alveolar Fricative
23	V-PaF	Voiced Post- Alveolar Fricative
24	VPaAf	Voiced Post- alveolar Affricate
25	V-PaAf	Voiceless Post- alveolar Affricate
26	VVP	Voiced Velar Plosive
27	V-VP	Voiceless Velar Plosive
28	VVN	Voiced Velar Nasal
29	VLvAp	Voiced Labial-velar Approximant
30	VLvLa	Voiced Labial-velar Lateral Approximant
31	V-GP	Voiceless Glottal Plosive

32	V-PP	Voiceless Palatal Plosive
33	V-RP	Voiceless Retroflex Plosive

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CHAPTER I

INTRODUCTION

1.1 Background of study

Linguistics is the study of languages and one of the branches is phonetics. The study of speech sound or phonetics studies on how certain sounds which have certain meanings are articulated by human to communicate (Dell, 1943: 1). According to Chaer, speech sound is only applicable to a certain sound which has meaning, he also added that scream, sneeze, cough, and baby's sound are not classified to be called as speech sound system because they do not have meaning (2012: 43).

Furthermore, O'Connor and Ladefoged via Muslich mention that phonetics is a science which analyses on how human produces language sounds in a speech, how language sound waves are produced and how human's hearing devices receives them to be processed in the brain (2008: 8). Based on the explanation above, there are three areas of study in phonetics. They are articulatory phonetics, acoustic phonetics, and auditory phonetics (H.P. and Abdullah, 2012: 26).

The production or speech sound does not always comes out very easy. Sometimes people often pronounce words wrongly. It may happen because of speaking in a hurry, speaking while eating, and may be he or she suffers from a language disability which if mispronouces happen, it may lead to miscommunication.

In Islamic perspective, communication is very essential because every moves and activities cannot be done without an *akhlaq al-karim* communication. In Arabic, the term communication is interpreted as *tawāshul* and *ittishāl*, thus *tawāshul* means a two-party communication to exchange information so that the purpose of the information given is understood by both parties while *ittishāl* linguistically focuses on the interconnectedness of the message and it does not need to be a two-party communication as long as the message is conveyed to the intended party (Hefni, 2015: 3).

Based on the Islamic perspective above, indeed a good and honest words are important as Allah Swt. conveys in the koran Surah An-Nisaa verse no. 9:

وَلْيَحْشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَافًا خَافُوا عَلَيْهِمْ
فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا

Let those (disposing of an estate) have the same fear in their minds as they would have for their own if they had left a helpless family behind: let them fear Allah, and speak appropriate words (Eliasii, 1996: 82).

Thus in this paper, the researcher is interested in analysing a phonetic issue because phonetics helps people to study the exact sound of language, which if it is not delivered properly or with a wrong pronunciation and/or a miscommunication happen, the message may not be delivered as it should be, and may lead people to sin only because of it.

As mentioned above, the researcher analyses a phonetics issue which is an articulatory phonetics issue that happens on some YouTube videos from *Singlish*

Season 1 video series by *Dr Jiajia & BigBro's Show's* YouTube Channel. In the series, there are two main characters and two supporting characters. The main characters are Chinese-Singaporean boys which are siblings to each other. The younger Chua Jin Sen or known as Dr Jiajia is about 6 years old and his elder brother Chua Jin Chou or known as Big Brother [Dr Jiajia often calls him Ge Ge means *brother* in Chinese] is about 12 years old (<http://sg.style.yahoo.com>). The supporting characters are Kitty and Pall Pall who are their younger sisters.

The reason why the researcher chooses to analyse the videos is because Dr Jiajia suffers from a language disorder. According to Lahey via Muslich, language disorder or language disability is a person's failure or incapacity to communicate using spoken language fluently. There are many language disorders besides *dyslexia*, such as *stuttering*, *cerebral palsy*, *aphasia*, and *dysarthria* (Muslich, 2008, 10-11). Dr Jiajia suffers from *dyslexia*. *Dyslexia* patients have trouble matching the letters in the text with the sound the letters make (<https://dyslexia.yale.edu/dyslexia/what-is-dyslexia/>). In the other hand, people with *dyslexia* also have difficulty in spelling and speaking properly.

Both Dr Jiajia and Big Brother are very well-known in Singapore because of their Singapore's unofficial national language (*Singlish* – Singaporean English) video series. It can be seen that there are more than 60,000 subscribers on their YouTube channel.

The researcher chooses only five videos out of forty-four videos in the series. The consideration of only chooses those videos is because the data obtained represents all English pronunciation mistakes, thus it is also found many

erroneous pronunciations in the videos. One of the videos declared that Dr Jiajia is dyslexic. Another video explains about what *Singlish* is. In this video, there are only a few mistakes happens because the main character is not Dr Jiajia yet the researcher chooses this video to introduce the reader to *Singlish*. Here is a brief definiton of *Singlish*.

Singlish is an informal, colloquial form of English that is used in Singapore. Linguists refer to it as Singapore Colloquial English or Singapore English. The use of Singlish has been the subject of much debate since the 1970s, when it first became an observable phenomenon. The government actively discourages the use of Singlish among the population, citing the need for Singaporeans to be able to communicate effectively with the wider English-speaking population in the world.
(<http://eresources.nlb.gov.sg>)

On *Singlish Season 1* video series, they mostly talk over, discuss, and criticise about their daily life and current issues in Singapore. In a video, Dr Jiajia tries to review his reading exam with the help of his brother. He tries to pronounce some English words one by one, but unfortunately, he always comes up with the wrong pronunciation. It makes the video very funny. He pronounced some words like Chinese, sometimes Malay and/or English but has different or no meaning at all. Here is the example of the error:

Datum 86

Very pronounced /'beli/ (Video 5)

The datum above shows how Dr Jiajia produces wrong prnonunciation. The word *very* should be pronounced /'veri/ yet he pronounces the two consonants

wrongly and the word pronunciation becomes similar to a Malay verb '*beli*' means *to buy*.

Because of the error pronunciation Dr Jiajia produced, the researcher is interested in analysing these videos to know more about what the cause of Dr Jiajia's error is (or how the condition of the vocal cord (voicing), and the relationship between the articulators (places of articulation and manner of articulation)), how the correct received pronunciation (RP) of the error is, and what the most common to less common error to occur is.

1.2 Research Questions

Based on the background of study the researcher gives above, there are some research questions;

1. What error does Dr Jiajia produce based on the VPM (voicing, places of articulation and manner of articulation)?
2. What are the correct English RP pronunciations of Dr Jiajia's error pronunciations?
3. What is Dr Jiajia's most common to less common mistakes on pronouncing English?

1.3 Objectives of Study

The three research questions above, gives this research three objectives of study, those are:

1. To understand what is the error cause of the consonant sound production of Dr Jiajia.

2. To know more about consonant pronunciation based on the received pronunciation or RP.
3. To be aware of the erroneous pronunciation of Dr Jiajia

1.4 Significances of Study

The research is expected to help the readers to understand more about phonetics and phonology study, especially this discussion of articulatory phonetics sound production. It is also hoped that this research is able to be used academically as a reference for students in learning phonetics and phonology, specifically the articulatory phonetics. Thus, this research also expected to build people's awareness regarding language disabilities, so that people are eager to consult to the doctor if there is a symptom of one or more language disabilities emerges especially to their children. Last but not least, the researcher hopes this research to pertain Indonesian government to establish a governmental-based body that accommodates language disorders.

1.5 Literature Review

There are five prior researches that have a relationship with the topic of this research. First, entitled "Error Analysis on Student's Speaking Performance". It is written by Abdul Gopur from English education department of State Islamic University (UIN) Syarif Hidayatullah, Jakarta in 2008. It discusses the pronunciation errors in students' segmental phonemes of second-grade students of Permata 2 Vocational High School (SMK), Bogor. It aims to analyse the final consonants of segmental phonemes error in students' pronunciation and finds the solution for teachers to minimise the error and to develop students' speaking

performance. The data source of the research is collected by doing observation, giving a questionnaire, and interviewing second-grade students of Permata 2 Vocational High School, Bogor. The results of this research are found 56 errors made by 23 students in pronunciation, 41 errors made by 18 students in structure, 8 errors made by 6 students in vocabulary, 12 errors by 8 students in fluency and 7 errors by 8 students in comprehension.

Second, titled “An Analysis of Phonological Acquisition of A Two-Year-Old Javanese Indonesian Child”. It is arranged by Brawis Mada Yuwana from English department of Airlangga University in 2009. It discusses the phonological acquisition, specifically on the phonological process in the word production made by a two-year-old Javanese Indonesian child. The main focus on this research concerns on a phonological process that occurs in a two-year-old Javanese Indonesian Child’s speech. The theory that is used is Ingram’s phonological process. This study uses case study because the writer focuses on one particular case and involves only one participant as the subject of this study. In the concluding chapter, it is mentioned that there are ten from twelve processes that occur in the subject’s word production, five other phonological processes which do not reflect Ingram’s theory. And there are still several sounds which have not yet acquired by the subject’s articulation where the air meets strictures to produce sound.

The third prior research entitled “An Analysis of Pronunciation Errors in English of Six UTAR Chinese Studies Undergraduates”. It is written by Ivy Kho Chiann Yiing from English language department of Universiti Tunku Abdul

Rahman (UTAR), Malaysia. The last prior research investigates the pronunciation errors in English made by six Chinese Studies undergraduates (three males, three females) according to contrastive analysis and error analysis with the prediction that these pronunciation errors are neither coincidental nor randomly made. This study is concerned with the consonants and vowels system of English, Mandarin Chinese, and Malay. The data is collected and analysed with the guidance of phonemic transcription in Cambridge English Pronouncing Dictionary. The theories used are the contrastive analysis by Charles C. Fries and the error analysis by Stephen Pit Corder & colleagues.

The Fourth, the title is “Interferensi Fonologis Bahasa Sunda dalam Bahasa Indonesia oleh Penutur Sunda di Media Sosial YouTube” written in 2013. The author is Siti Masitoh from Indonesian Literature of Gadjah Mada University. It discusses the differences between the phonological system of Sundanese and Indonesian. The researcher uses the theory of phonology theory (concerned phonological changes) and sociolinguistics theory (concerned interference and cause of interference).

The last prior research is written in 2014 entitled “The Phonemic Analysis of Political Loan Words in The Translation of Islam and Politics by John L. Esposito”. This thesis is arranged by Ari Wicaksono from English Literature, UIN Sunan Kalijaga Yogyakarta in 2014. It discusses the phonemic change in diachronic linguistics and the structure of phoneme in loanwords. The three main focuses of the first prior research are types of phonemic changes of the pure political loanwords, types of phonemic changes of the naturalised political

loanwords and the way of those changes are borrowed in the translation of *Islam and Politics*. Wicaksono uses the theory of Kridalaksana's phonemic change and Crowley's rephonemicisation. The method of this analysis is qualitative-descriptive. In conclusion, there are 5 types of phonemic changes in the pure and naturalised political loanwords, they are: deletion of phoneme, addition of phoneme, change of vowel, change of simple consonant, and deletion of stress and the process of borrowing of political loanwords in Bahasa Indonesia consist of phonemic shift, split and merger in consonant and phonemic merger and split in vowel.

There are some similarities and differences between this research and the prior types of research explained shortly above. The five prior types of research all discuss phonetics and phonology fields, it is same with this research.

The first prior research is different with this research because it only analyses the final consonant sound of segmental phonemes while this research analyses all the consonant errors in object's production of sound. The research is more into teaching education while this research is more into pure linguistics science.

The second prior research has similarities in terms of object and subject. The object is a child and the subject is word production, but it is the phonological process's word production by Ingram.

The third prior research also uses phonemic transcription of a Cambridge dictionary to help in analysing the data, just like this research but the prior research uses Cambridge English Pronunciation Dictionary while this research uses an online Cambridge Learner's Dictionary and its object is six people while

this research only has one person as the object. The prior research uses consonant and vowel systems but it uses consonant and vowel systems of three languages, English, Mandarin and Malay while this research only uses one language consonant and vowel systems which is the standard British-English.

The fourth prior research also has differences in the theory usage, it uses the phonological system and sociolinguistics' interference and its cause.

The fifth prior research is a qualitative descriptive research, same as this research. It uses the theory of phonemic changes of Kridalaksana and rephonemicisation of Crowley, while this research uses articulatory phonetics.

Those literary works above is similar in the use of theory and subject field with this research. In terms of the object, there is found no same research object as this research. it means that there is no one has analysed Dr Jiajia before.

1.6 Theoretical Approach

In order to have understandable research, the researcher is going to give an underlying theory that explains the articulatory phonetics.

Far before alphabet or writing system is invented, linguistics is mainly concerned with the spoken word. It is phonology, one of the microlinguistic's branches that studies sound as its object. According to Forel and Puskás, phonetics is concerned with how sounds are produced, transmitted and perceived (2005: 3). There are three subchapters in phonetics, they are articulatory phonetics, acoustic phonetics and auditory phonetics (Muslich, 2008: 8-9).

In this paper, the researcher only talk about how sounds are produced based on the articulatory phonetics analysis which is the **consonant articulation** of Dr Jiajia's pronounced words on the *Singlish Season 1* video series.

The sound is basically made in the vocal tract. All humans have the same vocal tract and breathe with the same air but produce a different sound. It happens because of different language usage. Each language has a different sound system, so it produces a different sound. Based on that, articulatory phonetics classifies on how sounds are produced. They are glottal/vocal cord condition to state the voicing, places of articulation where the sounds are produced and manner of articulation where the distance between the active and passive articulator are present in the production of sound (Davenport and Hannahs, 2005: 12).

1.7 Methods of Research

According to Kothari, "Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically (2004: 8). There are four parts of method of research, namely types of research, data source, data collection technique and data analysis technique.

1.7.1 Type of Research

Types of research or research design is described as an operating model or blueprint for a research a research project (Griffie. 2012: 44). The research design of this study is a descriptive qualitative method as this is a language research. Creswell states that "qualitative procedure rely on text and image data..." (2009: 173). While MacDonald and Headlam state that qualitative research data is in the

form of words, pictures or objects (2008:9). The use of this method is appropriated with the purpose of this study that is explaining the consonant sound errors made by *Dr Jiajia* on the production of English.

1.7.2 Data Source

Data are very substantial in a research. They make the research a research. Without data, a research is not a research. As it is mentioned by Griffiee:

Data is the lifeblood of of research. Data connects theory (ideas about the world) to practice (the world). Without data, we have to take the researcher's word for whatever claims she is making. Data allows us to look over the researcher's shoulder and see what he saw. Data makes research empirical, and empirical research is highly valued because it represents something outside our opinions and ourselves (2012: 128).

The data sources are from YouTube videos of *Singlish Season 1* video series of *Dr Jiajia & BigBro's Show* YouTube channel titled *Singlish – Singlish?* (Soon to be mention as video 1), *Singlish – 3* (Soon to be mention as video 2), *Singlish - 4: Study Like Xiao* (Soon to be mention as video 4), *Singlish – 5: Bully* (Soon to be mention as video 5), and *Singlish – 7 Part 2: Cow, Mad, Choir* (Soon to be mention as video 7). The data source analysed in this research consist of English words which are pronounced incorrectly by *Dr Jiajia*.

1.7.3 Data Collection Technique

The data are collected by the instrument of observation. West via Griffiee states “Observation is the act of watching something and recording the results in a way that produces data that can be analyzed and interpreted” (2012: 130).

There are several steps to collect the data:

1. Choosing the main data. The writer chooses the videos from youtube titled *Singlish – Singlish?*, *Singlish – 3*, *Singlish - 4: Study Like Xiao*, *Singlish – 5: Bully*, and *Singlish – 7Part 2: Cow, Mad, Choir*.
2. Downloading them in order to give convenient regarding data usage and internet connection.
3. Watch the downloaded video 1, video 2, video 4, video 5, and video 7 are played one by one while noting carefully of the erroneous pronunciation happens in the videos. This step really requires a good hearing, a good and strong determination to be patient as it needs to play and rewind the videos in order to get the whole exact data.
4. Once the data gathered, the theories of articulatory phonetics are applied in order to get what the errors happen in Dr Jiajia's speech.
5. The findings are being classified into several places of articulation's classifications.
6. The data is presented and described in the paper.

1.7.4 Data Analysis Technique

The technique of probability sampling is used to explain the data analysis. Probability sampling is a kind of sample selection which the sample chosen in this research represents the whole population (Alwasilah, 2002: 146). It means that the choosing of only five videos out of forty-four videos in the series is because the error pronunciation in the whole forty-four videos are represented in those five videos. It is also only several data is explained in the paper to represent the rest of data which are going to be attached in the appendices section.

This paper uses some steps in analysing the data.

1. Understanding the contents by watching them many times. Second collecting the data in the conversations.
2. Choosing the right data from the videos by transcribing all the pronunciation mistakes made by Dr Jiajia.
3. Analysing data by the articulatory phonetics' VPM.
4. Presenting the errors happens and the last is concluding the analysis results that appear in the videos.

1.8 Paper Organisation

This paper is divided into four chapters. The first chapter consists of introduction of the paper, namely background of study, research questions, objectives of study, significances of study, literary review, theoretical approach, methods of research (consists of type of research, data source, data collection technique, and data analysis technique), and paper organisation. The second chapter contains the theoretical backgrounds. The third chapter discusses the research findings and the data discussion. The last chapter is the conclusion of the research analysis and suggestion.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the findings and the data discussion, it can be concluded that there are found 231 erroneous pronunciations of Dr Jiajia in the analysed videos. There are bilabial, labio-dental, alveolar, post-alveolar, velar, labial-velar and unclassified places of articulation errors found. The erroneous pronunciation happens eight times in bilabial, eleven times in labio-dental, fifty times in dental, 108 in alveolar, eight in post-alveolar, twenty-five in velar, five in labial-velar, and sixteen in unclassified and the correct RP pronunciation of Dr Jiajia's error production of consonant is provided in the appendices section.

In more detail and precise consonant errors, those findings above are divided more specifically in each place of articulation. There are 8 kinds of consonant errors. First, in bilabial, it is found two kinds of bilabial errors, they are the sums of 1 case of voiceless bilabial plosive and 7 cases of voiced bilabial nasal. Second, there are also two kinds of consonant errors in labio-dental, they are the combination of 8 cases of voiced labio-dental fricative and 3 cases of voiceless labio-dental fricative. Third, in dental, two kinds are found, they are 46 cases of voiced dental fricative and 4 cases of voiceless dental fricative. Fourth, there is found seven kinds of alveolar consonant errors, they sum up in 6 cases of voiced alveolar plosive, 46 cases of voiceless alveolar plosive, 9 cases of voiced alveolar fricative, 3 cases of voiceless alveolar fricative, 12 cases of voiced

alveolar approximant, 14 cases of voiced alveolar nasal and 15 cases of voiced alveolar lateral approximant. Fifth, in post-alveolar there are 3 kinds, they sum up in 2 cases of voiceless post-alveolar fricative, 5 cases of voiced post-alveolar affricate, and 1 case of voiceless post-alveolar affricate. Sixth, there are also 3 kinds in velar, they are 4 cases of voiced velar plosive, 17 cases of voiceless velar plosive, and 4 cases of voiced velar nasal. Seventh, it is found that there is also only one type of consonant errors happen in labial-velar, it is 5 cases voiced labial-velar approximant. Lastly, there are 16 cases of unclassified consonant errors.

4.2 Suggestion

After doing the research, the researcher finds one suggestion. The researcher encourages English literature and/or English language department students to take phonetics and phonology especially the articulatory phonetic as a graduating paper since it is rarely explored by students.

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APPENDICES

Appendix 1. The RP Consonant Symbols and English Sound Examples

Consonant Symbol	Example
/p/	Pin /pɪn/
/t/	Tin /tɪn/
/k/	Kin /kɪn/
/b/	Bin /bɪn/
/d/	Din /dɪn/
/g/	Girl /gɜ:l/
/f/	Fin /fɪn/
/θ/	Thing /θɪŋ/
/s/	Sing /sɪŋ/
/v/	Van /væn/
/ð/	This /ðɪs/
/ʃ/	Shoe /ʃu:/
/h/	How /haʊ/
/z/	Zoo /zu:/
/ʒ/	Measure /'meʒər/
/tʃ/	Chin /tʃɪn/
/dʒ/	Gin /dʒɪn/
/m/	More /mɔ:r/

/n/	No /nəʊ/
/ŋ/	Sing /sɪŋ/
/l/	Low /ləʊ/
/r/	Red /red/
/w/	Wet /wet/
/j/	Yes /jes/

Appendix 2. All Data of Dr Jiajia's Erroneous Pronunciation

No.	Word	VPM		Total Error
		Dr Jiajia's Pronunciation	RP	
1	Everyone (video 1)	VLvAp /' e wriwʌn/	VLdF /'evriwʌn/	1
2	Then (video 1)	VAP / d en/	VDF /ðen/	1
3	Not (video 1)	V-GP / ʔ /	V-AP /nɒt/	1
4	Don't (video 1)	- /dɒ/	/n/ = VAN /t/ = V-AP /dɒnt/	2
5	Play (video 1)	- /peɪ/	V-BP /pleɪ/	2
6	Something	/n/ = VAN /t/ = V-AP /w/ = VLvLa /sʌn.tɪŋ/ and /sʌn.tɪw/	/m/ = VBN /θ/ = V-DF /ŋ/ = VVN /'sʌm.θɪŋ/	3
7	McDonald's (video 2)	- /mæ'dɒn.ə/	/l/ = VALAp /d/ = VAP /z/ = V-AF /mæk'dɒnəldz/	4
8	Very (video 2)	/b/ = VBP /ɪ/ = - /beɪ/	/v/ = VLdF /ɪ/ = VAAp /'ver.i/	2
9	Hamburger pronounced: Hamb l urger (video 2)	VALa /hæmb l ɜ:ˈgəʊ/	- /hæmbɜ:gəʊ/	Unclassified
10	Of (video 2)	- /ə/	/v/ = V-LdF /ɒv/	1
11	What (video 2)	/m/ = VBN /t/ = - /mʌ/	/w/ = VLvAp /t/ = V-AP /wɒt/	2

12	Is (video 2)	V-AP /ɪt/	VAF /ɪz/	1
13	Friend (video 2)	- /fæɪn/	/ɪ/ = VAAp /d/ = VAP /frend/	2
14	With (video 2)	V-LdF /wɪf/	VDF /wɪð/	1
15	Him (video 2)	- /hɪ/	VBN /hɪm/	2
16	His (video 2)	VVF /hɪx/	VAF /hɪz/	1
17	Other (video 2)	VAP /'ʌdər/	VDF /'ʌðər/	1
18	Also (video 2)	- /ɒs/	VALa /ɔ:l.səʊ/	2
19	Cannot (video 2)	V-GP /'kænəʔ/	V-AP /'kænɒt/	2
20	Questions (video 2)	/ʔ/ = V-GP /s/ = V-AF /kweʔ.sɪʒnz/	/tʃ/ = V-PaAf /kwes.tʃɒnz/	1
21	Let (video 2)	V-GP /leʔ/	V-AP /let/	1
22	Meat (video 2)	V-GP /mi:ʔ/	V-AP /mi:t/	
23	Plastic (video 2)	V-GP /plæs.trʔ/	V-VP /plæs.tɪk/	1
24	Pain (video 2)	VALa /pleɪn/	- /peɪn/	Unclassified
25	Homework (video 2)	VLvAp /'həʊwɜ:k/	VBN /'həʊmwɜ:k/	1
26	Them (video 2)	VAP /dem/	VDF /ðem/	1
27	Father (video 2)	VAP /'fɑ:dər/	VDF /'fɑ:ðər/	1
28	Old (video 2)	- /ɔ:l/	VAP /əʊld/	1
29	In (video 2)	V-GP /i:ʔ/	VAN /ɪn/	1
30	Ball (video 2)	VAAp /bɔ:əʔ/	VALa /bɔ:l/	1
31	MC (video 2)	VVN /'em'sɪŋ/	- /'em'si:/	Unclassified
32	King (video 2)	VPaF /kɪŋ/	- /kɪŋ/	Unclassified
33	King (video 2)	VALa /kɪŋ/	-	Unclassified

		/kɪŋ/	/kɪŋ/	
34	Works (video 2)	- /wɜ:k/	V-AF /wɜ:ks/	1
35	Foodcourt	/t/ = V-AP /?/ = V-GP /fu:dtɔ?/	/k/ = V-VP /t/ = V-AP /fu:dkɔ:t/	2
36	Don't (video 2)	- /dɒ/	/n/ = VAN /t/ = V-AP /dɒnt/	6
37	Seat (video 2)	V-GP /sɪ?/	V-AP /sɪ:t/	2
38	Sit (video 2)	V-GP /sɪ?/	V-AP /sɪt/	1
39	Want (video 2)	/m/ = VBN /t/ = - /mɒn/	/w/ = VLvAp /t/ V-AP /wɒnt/	2
40	With (video 2)	VAP /wɪd/	VDF /wɪð/	1
41	Tissue (video 2)	V-PP /tɪʃu:/	VPaF /tɪʃ.u:/	1
42	Better (video 2)	V-RP /'bet.əʳ/	V-AP /'bet.əʳ/	1
43	Homework (video 2)	VBN /'həʊmmɜ:k/	VLvAp /'həʊmwɜ:k/	1
44	'bout (video 2)	V-GP /ba?/	V-AP /baʊt/	1
45	Say (video 2)	V-AP /steɪ/	- /seɪ/	Unclassified
46	But (video 2)	- /bʌ?/	V-Ap /baʊt/	1
47	Jut (video 2)	/tʃ/ = V-PaAf /?/ = V-GP /tʃu?/	/dʒ/ = VpaAf /t/ = V-AP /dʒʌt/	4
48	Everyone (video 2)	/b/ = VBP /ɪ/, /w/ = - /ebʌ:n/	/v/ = VLdF /ɪ/ = VAAp /w/ = VlbAp /'evriwʌn/	3
49	Use (video 2)	- /ju/	VAF /ju:z/	1
50	Then (video 2)	VAP /den/	VDF /ðen/	1
51	Singapore (video 4)	VVP /sɪŋ.gəpɔ:ʳ/	- /sɪŋ.əpɔ:ʳ/	Unclassified
52	If (video 4)	- /ɪf/	V-LdF /ɪf/	1

53	Don't (video 4)	- /dɒn/	V-AP /dəʊnt/	1
54	Wrong (video 4)	VAN /rɒŋ/	VVN /rɒŋ/	2
55	Father (video 4)	/l/ = VALa /l/ = VALa /fɑ:ləl/	/ð/ = VDF /ɪ/ = VAAp /fɑ:.ðəʳ/	2
56	Manager (video 4)	VAAp /mæri.dʒəʳ/	VAN /mæn.i.dʒəʳ/	1
57	Out (video 4)	V-GP /aʊt/	V-AP /aʊt/	1
58	Back (video 4)	V-GP /bæʔ/	V-VP /bæk/	1
59	Mother (video 4)	VALa /mɑ:leʳ/	VDF /ˈmʌðəʳ/	2
60	Better (video 4)	V-DF /beθeʳ/	V-AP /ˈbetəʳ/	2
61	With (video 4)	V-LdF /wɪf/	VDF /wɪð/	4
62	Another (video 4)	VAP /əˈnʌðəʳ/	VDF /əˈnʌðəʳ/	1
63	Difficult (video 4)	V-GP /ˈdɪfɪkʌʔ/	/l/ = VALa /t/ = V-AP /ˈdɪfɪkəlt/	2
64	This (video 4)	V-AP /tɪs/	VDF /ðɪs/	1
65	Brother (video 4)	VAP /ˈbrʌðəʳ/	VDF /ˈbrʌðəʳ/	1
66	Write (video 4)	VLvAp /waɪt/	VAAp /raɪt/	1
67	Homework (video 4)	VLvAp /ˈhəʊwɜ:k/	VBN /ˈhəʊmwɜ:k/	1
68	Ninja (video 4)	VALa /ˈɪn.dʒɑ/	VAN /ˈnɪn.dʒə/	1
69	Skeleton (video 4)	V-GP /ˈske:tʌn/	VALa /ˈskeltən/	4
70	Very (video 4)	/w/ = VLvAp /ɪ/ = - /wei/	/v/ = VLdF /ɪ/ = VAAp /ˈver.i/	2
71	Very (video 4)	VLvAp /veri/	VLdF /ˈver.i/	1
72	Powerful (video 4)	VAP /ˈpaʊ.dəʳ.fʊl/	- /ˈpaʊə.fʊl/	Unclassified
73	Means (video 5)	/t/ = V-AP /s/ = V-AF /mi:ts/	/n/ = VAN /z/ = VAF /mi:nz/	2

74	They (video 5)	VAP /deɪ/	VDF /ðeɪ/	25
75	Thing (video 5)	VAP /dɪŋ/	V-DF /θɪŋ/	1
76	Thing (video 5)	/t/ = V-AP /k/ = V-VP /tɪk/	/θ/ = V-DF /ŋ/ = VVN /θɪŋ/	2
77	Back (video 5)	VAP /bæd/	VVP /bæk/	1
78	Pants (video 5)	/t/ = - /z/ = VAF /penz/	/t/ = V-AP /s/ = V-AF /pænts/	2
79	Eraser (video 5)	VPaAf /ɪ'reɪzə/	VAF /ɪ'reɪzə/	1
80	Like (video 5)	/l/ = - /k/ = - /kʌ/	/l/ = VALa /k/ = V-VP /laɪk/	2
81	Ball (video 5)	VBP /bɔb/	VALa /bɔ:l/	1
82	Leg (video 5)	VUP /leG/	VVP /leg/	1
83	Talk (video 5)	V-GP /tɔ:ʔ/	VVP /tɔ:k/	1
84	Powerful (video 5)	VAP /'paʊ.də.fʊl/	- /'paʊə.fʊl/	Unclassified
85	Don't (video 5)	- /du/	/n/ = VAN /t/ = VAP /dɔnt/	2
86	Very (video 5)	/b/ = VBP /l/ = VALa /'beli/	/v/ = VLdF /ɪ/ = VAAp /'veri/	2
87	Become (video 5)	VAAp /'bɪkə/	VBN /'bɪkəm/	1
88	Ugly (video 5)	V-VP /'ʌkli/	VVP /'ʌgli/	1
89	Meet (video 5)	V-GP /miʔ/	V-AP /mi:t/	3
90	Back (video 5)	V-GP /bæʔ/	V-VP /bæk/	1
91	School (video 5)	/t/ = V-AP /sku:ʔt/	VALa /sku:l/	1
92	Don't (video 5)	/l/ = VALa /dɒl/	/n/ = VAN /t/ = V-AP /dɔnt/	2

93	Want (video 5)	/l/ = VALa /n/, /t/ = - /lʌ/	/w/ = VLvAp /n/ = VAN /t/ = V-AP /wɒnt/	3
94	Like (video 5)	V-GP /laɪ?/	V-VP /laɪk/	2
95	Toilet (video 5)	V-GP /'tɔɪ.lə?/	V-AP /'tɔɪ.lət/	1
96	Head (video 5)	V-GP /hɪ?/	VAP /hed/	1
97	Would (video 5)	V-GP /wu?/	VAP /wʊd/	2
98	Squash (video 5)	V-AF /skwɒs/	V-PaF /skwɒʃ/	1
99	Babysitter (video 5)	V-RP /'beɪbɪ sɪtə/	V-AP /'beɪbɪ sɪtə/	1
100	Beat (video 5)	V-GP /bi:ʔ/	V-AP /bi:t/	3
101	Stil (video 5)	- /sɪəl/	V-AP /stɪl/	1
102	Bully (video 5)	VAP /bʊdɪ/	VALa /'bʊli/	1
103	Pick (video 5)	/t/ = V-AP /?/ = V-GP /tɪ?/	/p/ = V-BP /k/ = V-VP /pɪk/	2
104	Big (video 5)	VUP /bɪG/	VVP /bɪg/	2
105	Coconut (video 5)	V-GP /'kɒkənʌ?/	V-AP /'kəʊkənʌt/	3
106	Very (video 5)	/b/ = VBP /ɪ/ = - /ber/	/v/ = VLdF /ɪ/ = VAAp /'veri/	4
107	Than (video 5)	- /ə/	/ð/ = VDF /n/ = VAN /ðən/	2
108	Powerful (video 5)	V-BP /'paʊ.dər.pu:/	V-LdF /'paʊ.dər.pu:/	1
109	Many (video 7)	VAAp /'meəri/	VAN /'meni/	1
110	Cross (video 7)	- /krɒs/	VAAp /krɒs/	1
111	Protect (video 7)	- /prɒ'tek/	V-AP /prə'tekt/	1
112	Badger (video 7)	/d/ = VAP /g/ = VVP	/dʒ/ = VPaf /ɪ/ = VAAp	6

		/l/ = VALa /bæd.gɜ:l/	/'bædʒə'/	
113	Wait (video 7)	V-GP /weɪʔ/	V-AP /weɪt/	4
114	One (video 7)	- /wʌ/	VAN /wʌn/	1
115	Zebra (video 7)	VPaAf /dʒi:brə/	VAf /'zebrə/	4
116	Chewing (video 7)	VAN /'tʃu:ni/	- /'tʃu:ɪŋ/	Unclassified
117	Cow (video 7)	VVP /gəʊ/	VVP /kaʊ/	6
118	That (video 7)	VAP /det/	VDF /ðæt/	1
119	Choir (video 7)	- /kwaɪ/	VAAp /kwaɪəʳ/	2
120	There (video 7)	/d/ = VAP /ɪ/ = - /daɪ/	/ɪ/ = VAAp /ðeəʳ/	2
121	The (video 7)	VAP /de/	VDF /ði:/	1
TOTAL				231

Appendix 3. Bilabial Error

Datum No.	Video No.	V-BP		VBN	
		Word	Occurrence	Word	Occurrence
6	2			Something /n/	2
15	2			Him /-/	2
25	2			Homework /w/	1
67	4			Homework /w/	1
87	5			Become /r/	1
103	5	Pick /t/	1	-	
TOTAL OCCURRENCE		1		7	
		8			

Appendix 4. Labio-dental Error

Datum No.	Video No.	VLdF		V-LdF	
		Word	Occurrence	Word	Occurrence
1	1	Everyone /w/	1		
8	2	Very /b/	1		

10	2	-		Of /-/	1
48	2	Everyone /b/	1	-	
52	4	-		If /-/	1
70	4	Very /w/	1	-	
71	4	Very /w/	1		
86	5	Very /b/	1		
106	5	Very /b/	2		
108	5	-		Powerful /p/	1
TOTAL OCCURRENCE			8	3	
				11	

Appendix 5. Dental Error

Datum No.	Video No.	VDF		V-DF			
		Word	Occurrence	Word	Occurrence		
2	1	Then /d/	1	-			
6	2	-		Something /t/	2		
14	2	With /f/	1	-			
17	2	Other /d/	1				
26	2	Them /d/	1				
27	2	Father /d/	1				
40	2	With /d/	1				
50	2	Then /d/	1				
55	4	Father /l/	1				
59	4	Mother /l/	2				
61	4	With /f/	4				
62	4	Another /d/	1				
64	4	This /t/	1				
65	4	Brother /d/	1				
74	5	They /d/	25				
75	5	-				Thing /d/	1
76	5	-				Thing /t/	1
107	5	Than /-/	1			-	
118	7	That /d/	1				
120	7	There /d/	1				
121	7	The /d/	1				
TOTAL OCCURRENCE			46	4			
				50			

Appendix 6. Alveolar Error

Datum No.	Video No.	VAP		V-AP		VAF		V-AF		VAAp	
		Word	Occurrence	Word	Occurrence	Word	Occurrence	Word	Occurrence	Word	Occurrence
3	1	-	-	Not /ʔ/	1	-	-	-	-	-	-
4	1	-	-	don't /-/	1	-	-	-	-	-	-
7	2	McDonald's /-/	1	-	-	-	-	McDonald's /-/	1	-	-
8	2	-	-	-	-	-	-	-	-	Very /-/	1
11	2	-	-	What /-/	1	-	-	-	-	-	-
12	2	-	-	-	-	Is /t/	1	-	-	-	-
13	2	Friend /-/	1	-	-	-	-	-	-	Friend /-/	1
16	2	-	-	-	-	His /X/	1	-	-	-	-
19	2	-	-	Cannot /ʔ/	2	-	-	-	-	-	-
21	2	-	-	Let /ʔ/	1	-	-	-	-	-	-
22	2	-	-	Meat /ʔ/	1	-	-	-	-	-	-
28	2	Old /-/	1	-	-	-	-	-	-	-	-
34	2	-	-	-	-	-	-	Works /-/	1	-	-
35	2	-	-	Foodcourt /ʔ/	1	-	-	-	-	-	-
36	2	-	-	Don't /-/	3	-	-	-	-	-	-
37	2	-	-	Seat /ʔ/	2	-	-	-	-	-	-
38	2	-	-	Sit /ʔ/	1	-	-	-	-	-	-
39	2	-	-	Want /-/	1	-	-	-	-	-	-
42	2	-	-	Better /t/	1	-	-	-	-	-	-

44	2		'Bout /ʔ/	1					
46	2		But /-/	1					
47	2		Jut /ʔ/	2					
48	2		-				Everyone /-/		1
49	2		-		Use /-/	1			-
53	4		Don't /-/	1					-
55	4		-				Father /l/		1
57	4		Out /ʔ/	1					
60	4		Better /θ/	2					-
63	4		Difficult /ʔ/	1					
66	4		-				Write /-/		1
70	4		-				Very /-/		1
73	5		-		Means /s/	1			-
78	5		Pants /-/	1			Pants /z/	1	
79	5		-		Eraser /dʒ/	1			-
85	5		Don't /-/	1					-
86	5		-				VERY /l/		1
89	5		Meet /ʔ/	3					
92	5		Don't /l/	1					-
93	5		Want /-/	1					
95	5		Toilet /ʔ/	1					
96	5	Head /ʔ/		1					
97	5	Would /ʔ/		2					
99	5		Babysitter /t/	1					-

100	5	-	Beat /ʔ/	3					
101	5		Still /-/	1					
105	5		Coconut /ʔ/	3					
106	5							Very /-/	1
110	7							Cross /-/	1
111	7	-	Protect /-/	1			-		
112	7							Badger /l/	3
113	7	-	Wait /ʔ/	4			-		
115	7	-			Zebra /dʒ/	4			
119	7							Choir /-/	2
120	7							There /-/	1
TOTAL OCCURRENCE		6		46		9		3	15

(advanced table of appendix 5)

Datum No.	Video No.	VAN		VALa	
		Word	Occurrence	Word	Occurrence
4	1	Don't /-/	1	-	
5	2	-		Play /-/	2
7	2			Mcdonald's /-/	1
18	2			Also /-/	2
29	2	In /i:ʔ/	1	-	
30	2	-		Ball /r/	1
36	2	Don't /-/	3	-	
56	4	Manager /r/	1		
63	4	-		Difficult /ʔ/	1
68	4	Ninja /l/	1	-	
69	4	-		Skeleton /ʔ/	4
73	5	Means /t/	1	-	
80	5	-		Like /k/	1
81	5			Ball /b/	1
85	5	Don't /-/	1	-	
91	5	-		School /t/	1
92	5	Don't /-/	1	-	
93	5	Want /-/	1		
102	5	-		Bully /d/	1
107	5	Than /-/	1	-	
109	7	Many /r/	1		
114	7	One /-/	1		
TOTAL OCCURRENCE		14		15	
108					

Appendix 7. Post-alveolar Error

Datum No.	Video No.	V-PaF		VPaAf		V-PaAf	
		Word	Occurrence	Word	Occurrence	Word	Occurrence
20	2	-				Question /s/	1
41	2	Tissue /c/	1	-			
47	2	-		Jut /tʃ/	2	-	
98	2	Squash /s/	1	-			
112	7	-		Badger /d/, /g/	3		

TOTAL OCCURRENCE	2	5	1
	8		

Appendix 8. Velar Error

Datum No.	Video No.	VVP		V-VP		VVN	
		Word	Occurrence	Word	Occurrence	Word	Occurrence
6	2					Something /w/	1
7	2			Mcdonald's /-/	1		
23	2			Plastic /ɣ/	1		
35	2			Foodcourt /t/	1		
54	4					Wrong /n/	2
58	4			Back /ɣ/	1		
76	5					Thing /k/	1
77	5			Back /d/	1		
80	5			Like /-/	1		
82	5	Leg /G/ (uvular)	1				
83	5			Talk /ɣ/	1		
88	5	Ugly /k/	1				
90	5			Back /ɣ/	1		
94	5			Like /ɣ/	2		
103				Pick /ɣ/	1		
104	5	Big /G/ (uvular)	2				
117	7			Cow /g/	6		
TOTAL OCCURRENCE		4		17		4	
				25			

Appendix 9. Labial-Velar Error

Datum No.	Video No.	VLvAp	
		Word	Occurrence
11	2	What /m/	1
39	2	Want /m/	1
43	2	Homework /m/	1
48	2	Everyone /-/	1

93	5	Want /l/	1
TOTAL OCCURRENCE		5	

Appendix 10. Unclassified Error

Datum No.	Video No.	Word	Pronouncing	Occurrence
9	2	Hamburger	/hæmbɪz:ˈgæʔ/	2
24	2	Pain	/pleɪn/	1
31	2	Mc	/,emˈsɪŋ/	1
32	2	King	/kɪŋ/	1
33	2	King	/kɪŋ/	1
45	2	Say	/steɪ/	1
51	4	Singapore	/sɪŋ.gəpɔ:/	2
72	4	Powerful	/'paʊ.dəʔ.fʊl/	1
84	5	Powerful	/'paʊ.dəʔ.fʊl/	1
91	5	School	/sku:ʔt/	1
108	5	Powerful	/'paʊ.dəʔ.pu:/	1
116	7	Chewing	/'tʃu:ni/	3
TOTAL OCCURRENCE				16