DOMBY KID’S HOPE STUDENTS’ MASTERY OF
PRONOUNCING THE FINAL CONSONANT CLUSTERS

A SARJANA PENDIDIKAN FINAL PAPER

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Rohandi, Ph.D.
I dedicated this final paper to my Father in Heaven and my parents.

For I know the thoughts that I think toward you, says the LORD, thoughts of peace and not of evil, to give you a future and a hope.

Then you will call upon Me and go and pray to Me, and I will listen to you.

And you will seek Me and find Me, when you search for Me with all your heart.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that, this paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 24 July 2014

The Writer

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081214152
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ABSTRACT

Puspita, Tika Dwi. 2014. Domby Kid’s Hope Students’ Mastery of Pronouncing Final Consonant Clusters. Yogyakarta: English Language Education Study Program. Department of Language and Arts Education. Faculty of Teacher Training and Education. Sanata Dharma University.

Learning a language means learning the sound systems of that language since words are made up of sounds. Thus when teachers teach English, it is important to teach pronunciation to the students. Teachers should bear in mind that students’ native language plays an important role in learning the target language. There is a method in linguistic called Contrastive Analyses that contrasts two languages to know how the systems are alike. This theory believes that elements of the target language which are similar to the native language are easy to learn while elements which are different from the native language would be difficult.

In English, there are many words ending with consonant cluster sounds, such as kind, branch, stamp, and ink. In contrast, the Indonesian language only has a few of them. Words such as pers, kurs, and teks are the examples. Thus, it can be predicted that the Indonesian students learning English will face difficulties in pronouncing the final consonant cluster sounds.

The fact that there are a few words containing final consonant clusters in Indonesian while English has many of them triggers the writer to conduct this study. The writer formulated one problem to be solved. That is how Domby Kid’s Hope students’ mastery in pronouncing the final consonant clusters is.

To answer the problem formulation, the writer conducted a survey. The survey was conducted to 10 participants. The participants of this study were the students of English class at Domby Kid’s Hope, Yogyakarta. The participants were asked to read aloud nine phrases which on each contains a word with final consonant clusters.

Among ten participants, there were 0 participants who pronounced the final consonant sound correctly. Thus, the writer concluded that Domby Kid’s Hope students’ mastery of pronouncing the final consonant clusters was very low.

Keywords: pronunciation, final consonant clusters

Dalam bahasa Inggris, ada banyak kata yang berakhir dengan bunyi dua konsonan, seperti kind, branch, stamp, dan ink. Sebaliknya, bahasa Indonesia hanya memiliki sedikit kata yang berakhir dengan dua bunyi konsonan. Kata-kata seperti pers, kurs, dan teks adalah beberapa contohnya. Dengan demikian, dapat diprediksi bahwa murid Indonesia yang belajar bahasa Inggris akan menghadapi kesulitan dalam mengucapkan bunyi dua konsonan di akhir sebuah kata.

Fakta bahwa ada sangat sedikit kata yang diakhiri dengan bunyi dua konsonan dalam bahasa Indonesia, sementara kata-kata seperti ini banyak terdapat dalam bahasa Inggris memicu penulis untuk melakukan penelitian ini. Penulis merumuskan satu rumusan permasalahan. Perumusan masalah tulisan ini adalah bagaimana penguasaan siswa Domby Kid’s Hope dalam mengucapkan bunyi dua konsonan di akhir suatu kata.


Di antara sepuluh peserta, tidak terdapat satupun peserta yang mengucapkan bunyi dua konsonan akhir dengan benar. Dengan demikian, penulis menyimpulkan bahwa penguasaan siswa Domby Kid’s Hope dalam mengucapkan bunyi dua konsonan di akhir sebuah kata sangat rendah.

Kata Kunci: pronunciation, final consonant clusters
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CHAPTER 1

INTRODUCTION

This chapter elaborates the background of this study and also the methodology on which this study is based.

A. Research Background

“When we teach English, we need to be sure that our students can be understood when they speak” (Harmer, 1991: 21). The students should be able to say what they want to say. As “words are made up of sounds” (Kenworthy, 1997:13), the learners need to know how to say a word that is how to pronounce it. Thus, the students’ pronunciation should be at least good enough to achieve this purpose (Harmer, 1991). Therefore, Harmer (1991) states that the aim of teaching English pronunciation should be to give students communicative efficiency. He adds that the students need to have good pronunciation, not to have perfect accent (p.22).

Moreover, Fromkin, Rodman, and Hyams (2003: 4) argue that “the students of English need to be able to speak and to be understood by others who know that language”. They also state that “the students need to have the capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by others”. That is why it is very important to teach pronunciation to the students of English.
In line with this opinion, as stated by Joan (1994:1), “intelligible pronunciation is an essential component of communicative competence”. Intelligibility is “a one-way process in which non-native speakers are striving to make themselves understood by native speakers whose prerogative was to decide what is intelligible and what is not” (Bamgbose 1998: 10 as cited in Jenkins, 2009: 69).

Kenworthy (1997) has a slightly different opinion about intelligibility; she states “intelligible is being understood by a listener at a given time in a given situation” (p.13). If a foreign speaker substitutes one sound or feature of pronunciation for another and the result is that the listener hears a different word or phrase from the one the speaker was aiming to say, we say that the speech is unintelligible. On the other hand, if the foreign speaker substitutes a sound in a particular word, but that word is nonetheless understood, then the speech is intelligible. Since English has become a global language, then whether the speech is intelligible or not is not determined by native speakers only, but also by the listener of that speech although he/she is not a native speaker of English.

When teaching English to the students at Domby Kid’s Hope, the writer finds difficulties in understanding what the students say. There are some differences and deviations that can lead to intelligibility problems, namely sound substitutions, sound deletions, sound insertions, links between words, the use of stress, the use of rhythm, and the use of intonation. These sources of unintelligibility are “to a large extent determined by the native language” (Kenworthy, 1997: 20).
Avery and Ehrlich (2004) also agree that the sound patterns of the native language are transferred into the second language. The pronunciation errors that the learners make reflect the sound inventory, rules of combination, and the stress and intonation patterns of the native language (Avery & Ehrlich, 2004). Thus, Kenworthy (1997) claims that “the native language is an essential factor in learning to pronounce English” (p. 4).

One of the methods in linguistics is called Contrastive Analysis. This is the science that contrasts two languages for the purpose of knowing what the two systems are like. Moreover, Brown (2007) states that Contrastive Analysis tries to predict students’ errors through finding similarities and differences between learners’ native language and the target language. Lado (1957, cited in Brown, 2007) states that by considering the native language, it is possible to make prediction and give account of the patterns which will cause difficulty and those which will not cause difficulty. He adds that elements of the target language which are similar to the native language are easy to learn while elements which are different from the native language would be difficult. Dardjowidjojo (2009) also agrees that Contrastive Analysis gives clues to the problems that the learners may have in learning a foreign language.

There are three ways in which the sound systems of native language influence the learners’ pronunciation of English. First, a learner faces sounds of English that are not part of the sound inventory of the learner’s native language, for example the /ð/,-/θ/, /ʃ/, and /dʒ/ sounds which are absent in the Indonesian sound inventory. The Indonesian students will have difficulty in pronouncing
these sounds correctly. Secondly, if the rules for combining sounds into words are different in the learner’s native language, even if the sounds are present in the native language, it will be problematic. For example the /s, t/ sound combination in the words last, past, and cast in English would be difficult for Indonesian students since Indonesian language does not allow such combination. So, though the sounds /s/ and /t/ are parts of Indonesian sound inventory, the Indonesian students will have difficulty in pronouncing this combination of sounds into words. Thirdly, the patterns of stress and intonation can be transferred from the native language into the target language.

This study focuses on the different sound combinations between English and Indonesian. Since words are made up of sounds, there are certain rules to combine these sounds into syllables, words, and phrases. These rules are called phonological rules and they differ from one language to another. Avery and Ehrlich (2004) stated in *Teaching American English Pronunciation*, “many pronunciation problems result from English learners’ inability to produce the different syllable types of English” (p.53). They also state that a consideration of syllable types and how they differ from those of other languages will help in understanding these difficulties.

According to Dardjowidjojo (2009: 148), “English has a rich syllable structures.” The possibility of the syllable structures in English is (C)(C)(C)V(C)(C)(C). C stands for consonant and V for vowel. The following are the syllable structures of English.
English allows three sound combinations of consonants at the beginning and (or) at the end of a syllable. This sound combination of consonants is called a consonant cluster. A consonant cluster at the beginning of a syllable is an initial consonant cluster and a consonant cluster at the end of a syllable is a final consonant cluster. English has 151 final consonant clusters in English (Fries, 1945 as cited in Dardjowidjojo, 2009).

Indonesian syllable structure is (C)(C)(C)V(C). Using C for consonants and V for vowels, the structure of a syllable in Indonesian is as follows (Dardjowidjojo, 2009: 55):

<table>
<thead>
<tr>
<th>V</th>
<th>a</th>
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<tbody>
<tr>
<td>CV</td>
<td>go</td>
</tr>
<tr>
<td>CVC</td>
<td>bed</td>
</tr>
<tr>
<td>CCV</td>
<td>through</td>
</tr>
<tr>
<td>CCVC</td>
<td>cream</td>
</tr>
<tr>
<td>CCCV</td>
<td>screw</td>
</tr>
<tr>
<td>CCCVC</td>
<td>spring</td>
</tr>
<tr>
<td>CVCC</td>
<td>help</td>
</tr>
<tr>
<td>CVCCC</td>
<td>twelfth</td>
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</table>

As the writer had stated before, the difference between sound combinations of English and Indonesian will cause difficulty for Indonesian learners of English. Thus, it will be problematic for Indonesian learnersto
pronounce the final consonant clusters of English since they are absent in Indonesian syllable structure (Dardjowidjojo, 2009: 55).

But then the writer finds some words in Indonesian which contain final consonant clusters. The words are *teks, konteks, kurs*, and *pers*. Then, the Indonesian syllable structure would also be like this (C)(V)(C)(C).

The fact that there are few words containing final consonant cluster in Indonesian while English has many of them triggers the writer to conduct this research. The writer formulated one problem to be solved. That is how Domby Kid’s Hope students’ mastery in pronouncing the final consonant clusters is.

**B. Research Method**

To answer the problem formulation of this study, a survey was conducted. According to Wiersma 1995: 169 “surveys are used to measure attitudes, opinions, or achievements any number of variables in natural setting”. In this study, the students’ achievement on pronouncing final consonant clusters was measured. There are some steps involved in this research. The steps are (1) planning, (2) determining the respondents, (3) constructing the instrument, (4) conducting the survey, and (5) processing the data (Ary, Jacob, & Sorensen, 2010: 378-379).

**1. Planning**

Survey research begins with a question that the writer believed can be answered most appropriately by means of survey method. The research problem of
this paper was how Domby Kid’s Hope students’ mastery in pronouncing the final consonant clusters is.

2. Determining the respondents

To make this study manageable, the respondents were determined. The participants of this survey were grade seven students taking an English course at Domby Kids’ Hope Yogyakarta. The students were all girls. The number of participants was 10 students. The participants were 13 years old. They were chosen since they were learners of the English language. They had been learning English with the writer for one year. Their English level was beginner.

3. Constructing the instrument

The instrument of this study was a test. The participants were asked to read aloud some consonant clusters prepared by the writer. Since there are a lot of types of final consonant clusters in English, it was important to choose which final consonant clusters to be tested. The final consonant clusters which start with a nasal were chosen. They are /mp/, /mf/, /nt/, /nd/, /ns/, /nθ/, /ntʃ/, /ndʒ/, and /ŋk/.

These final consonant clusters were represented by nine words; jump, triumph, rent, stand, tenth, wrench, strange, and think.

<table>
<thead>
<tr>
<th>lips</th>
<th>tooth ridge</th>
<th>velum</th>
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<tbody>
<tr>
<td>/mp/</td>
<td>jump</td>
<td>/nt/</td>
</tr>
<tr>
<td>/mf/</td>
<td>triumph</td>
<td>/nd/</td>
</tr>
<tr>
<td>/ns/</td>
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<td>/ndʒ/</td>
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</table>
4. Conducting the survey

The participants were asked to read aloud nine phrases. Each phrase contained one word ending with final consonant clusters beginning with a nasal and followed by a word beginning with a vowel. The phrases were *jump in it, triumph over it, rent a car, stand in line, sense of humor, tenth of April, wrench at my heart, strange about you,* and *think of her.* The data were recorded by using an Audacity program.

5. Processing the data

The data were processed by comparing the sounds produced by the participants to the ones produced by Google Translate. The data were presented in percentage among ten participants to see how many participants who pronounced the consonant clusters correctly.
CHAPTER 2
DISCUSSION

This chapter presents the elaboration of the review of the related literature and the findings as well as the interpretation of the findings.

A. Review of Related Literature

In this part, the writer explains and evaluates theories related to the issue of how Domby Kid’s Hope students’ mastery of pronouncing final consonant clusters is. The theories are (1) aspects of pronunciation, (2) the role of native language, (3) consonant clusters, (4) difficulties with consonant clusters, and (5) survey research. These five theories would be explained more below.

1. Aspects of Pronunciation

Pronunciation deals with the way sounds are produced. As Harmer (1991) states in *The English language teaching*, “native speakers (or competent users of the language) know how to say a word – that is how to pronounce it” (p.11). This knowledge is made up of three areas, namely sounds, stress, and intonation.

a. Sounds

“All words are made up of sounds and speakers of a language need to know these sounds if they are to understand what is said to them and be understood in their turn” (Harmer, 1991: 11). He also suggests that some of the
problems that students of the English language have are because they have difficulty with individual sounds.

b. Stress

When native speakers use a word, they know which part of that word should receive the heaviest emphasis (Harmer, 1991). Native speakers know about stress and know how it works unconsciously. They know which syllables of words are stressed and also know how to use stress to change the meaning of phrases, sentences, and questions. Thus, English language students should also know this knowledge to understand what others are saying and be understood when they speak.

c. Intonation

“Intonation is closely connected with stress, which means the tune you use when you are speaking, the music of speech” (Harmer, 1991: 11). Intonation is important, and competent users of a language can recognize what meaning it has and can change the meaning of what they say through using it in different ways.

Avery and Ehrlich (2004) state that when teaching English, teachers need to be sure that the students can be understood when they speak. They agreed that the students need to be able to use all the aspects of pronunciation correctly; the students can make the various sounds that occur in the English language; the students know where the words are stressed when they earn new words; and the students are able to say sentences with appropriate stress (Avery & Ehrlich, 2004:11).
Knowing the theory about aspects of pronunciation helps the writer to have a clear understanding that the ability to know and to produce the correct sounds is crucial. The inability to produce the intended sound could cause misunderstanding.

2. The Role of Native Language

“The nature of foreign accent is determined to a large extent by a learner’s native language” (Avery & Ehrlich, 2004: xv). Thus, speakers of English are able to recognize Spanish accents, Russian accents, Chinese accents, Canadian accents, and Singaporean accents for examples. “This is an indication that the sound patterns of the native language are being transferred into the second language” (Avery & Ehrlich, 2004: xv). Kenworthy (1997) also agrees that the native language is an important factor in learning English pronunciation. She says that “this is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learner’s native language” (p.4).

Every language has different rules for combining sounds into words, and different stress and intonation patterns (Kenworthy, 1997). The pronunciation that the second language learners make is not just random attempts to produce unfamiliar sounds, rather the pronunciation errors reflect the sound inventory, rules of combination, and the stress and intonation patterns of the native language.

There is one method of linguistics that contrasts two languages for the purpose of knowing what the two systems are like, namely Contrastive Analysis (Dardjowidjojo, 2009: 34). It believes that the sounds which are not found in
language A but found in language B will cause problems for the speakers of A in learning language B. Contrastive Analysis has some use for learning purposes. It gives clues to the problems that the learners will face when they learn other languages.

According to Dardjowidjojo (2009: 35), the problems can be put in four groups; (a) If a sound in language A does not occur in language B, the sound will create a problem for the speakers of B learning language A, (b) if a sound is differently distributed, it creates a problem, (c) if a sound is found in language A and language B but produced differently, it will create a problem although only on the phonetic level, and (d) if two or more sounds can be combined in language A but not in language B, learners from language B will have a problem in learning language A.

Indonesian and English have many differences in the aspects of pronunciation. The sound inventory, syllable structures, and the stress and intonation patterns are all different. There are some sounds in English that are absent in Indonesian language system, for example the /ð/, /θ/, /ʃ/, and /dʒ/ sounds. When Indonesian students encounter these sounds, they will have difficulties in pronouncing them correctly. The different syllable structure of English and Indonesian will also be problematic. When the students have to pronounce the combination of sounds in a syllable which is not present in Indonesian syllable structure, they will find it difficult in pronouncing the sound combinations correctly. The stress and intonation pattern which are different in
English and Indonesian are also the source of problem to the intelligibility of the Indonesian learners.

The theory of the role of native language helps the writer to know that in learning English, the students’ native language, Indonesian, will interfere. The sound inventory, the rules of sound combinations, and the stress and intonation patterns of Indonesian will be transferred to English. Since this study focuses on the students’ mastery of sound combination, the difficulties with stress and intonation pattern will unfortunately be ignored.

3. Consonant Clusters

Dardjowidjojo (2009) states that “a combination of two or more consonants phonemes which belong to one syllable is called consonant cluster”. Some languages allow clusters at the beginning and (or) at the end of a word. Consonant clusters are the property of syllables.

O’Grady and Dobrovolsky (1989) state that “the syllable is made up of a syllabic nucleus, which is usually a vowel, and its associated monosyllabic segments” (p.70). Though each language has its own syllable structure, there are some general principles that interact with language specific factors. Every syllable segment (usually a vowel) makes up syllable nucleus (N). The longest sequence of consonants to the left of each nucleus that does not violate the phonotactic constraints is called the onset (O) of the syllable. Any remaining consonants to the right of each nucleus are called the coda (C).

\[ \sigma = O \rightarrow N \rightarrow C \]

\( \sigma \) : syllable segment
O: Onset
N: Nucleus
C: Coda

O’Grady & Dobrovolsky’s syllable template
Languages differ from each other in their way of forming a cluster. Two languages may have the same consonants, but each has its own rule to form a cluster. Indonesian and English have the phonemes /s/ and /p/. English allows the cluster /sp/ as in the words *speech* and *spell*. Indonesian does not permit such clustering. There are some words in Indonesian that begins with the cluster /sp/. The words *spesifik* and *spektakuler* are the examples. But these words are not Indonesian in origin. English is also allows the phonemes /sp/ occurring at the end of a word as in the word *grasp*, but Indonesian does not allow such a combination.

Consonant clusters can be divided into two groups: (a) those occurring at the beginning and (b) those occurring at the end of a syllable of a word. As the writer has stated before, a consideration of the English syllable types and how they differ from those of native language will help in understanding the difficulties that the students face in pronouncing English words. Thus the writer gives more elaboration on English and Indonesian clusters below. Since this study focuses on the mastery on pronouncing the final consonant clusters, the elaboration would be limited only on the difference between English and Indonesian final consonant clusters.

**a. The English Final Consonant Clusters**

The following tables show the possible final clusters in English. No words contain grammatical endings have been included in the tables(Avery & Ehrlich, 2004: 57-58).
<table>
<thead>
<tr>
<th>Table 2.1 Final clusters of two consonants beginning with a nasal</th>
</tr>
</thead>
<tbody>
<tr>
<td>lips</td>
</tr>
<tr>
<td>/mp/</td>
</tr>
<tr>
<td>/m(p)f/</td>
</tr>
<tr>
<td>/ns/</td>
</tr>
<tr>
<td>/nθ/</td>
</tr>
<tr>
<td>/ntʃ/</td>
</tr>
<tr>
<td>/ndʒ/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2.2 Final clusters of two consonants beginning with a lateral</th>
</tr>
</thead>
<tbody>
<tr>
<td>/l/</td>
</tr>
<tr>
<td>/lθ/</td>
</tr>
<tr>
<td>/ls/</td>
</tr>
<tr>
<td>/lʃ/</td>
</tr>
<tr>
<td>/ldʒ/</td>
</tr>
<tr>
<td>/lm/</td>
</tr>
<tr>
<td>/ln/</td>
</tr>
<tr>
<td>/rl/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2.3 Final clusters of two consonants beginning with a fricative or stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>fricative</td>
</tr>
<tr>
<td>/sp/</td>
</tr>
<tr>
<td>/st/</td>
</tr>
<tr>
<td>/sk/</td>
</tr>
<tr>
<td>/ʃ/</td>
</tr>
<tr>
<td>/θ/</td>
</tr>
<tr>
<td>/kt/</td>
</tr>
<tr>
<td>/ks/</td>
</tr>
<tr>
<td>/dz/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2.4 Final clusters of three consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop</td>
</tr>
<tr>
<td>/kst/</td>
</tr>
<tr>
<td>/ksθ/</td>
</tr>
<tr>
<td>/nts/</td>
</tr>
<tr>
<td>/nst/</td>
</tr>
<tr>
<td>/rld/</td>
</tr>
<tr>
<td>/rlz/</td>
</tr>
<tr>
<td>/r(p)θ/</td>
</tr>
</tbody>
</table>
It is clearly shown in table 2.1 up to 2.4 that English has many possible combinations of final consonant clusters.

b. The Indonesian Final Consonant Clusters

As the writer has stated in the introduction section, Indonesian also has final consonant clusters, though there are very few of them. The words containing final consonant clusters are \textit{teks}, \textit{konteks}, \textit{pers}, and \textit{kurs}.

The importance of knowing the possible consonant cluster in English and Indonesian is to make the writer see that there is a huge difference in number between English and Indonesian final consonant clusters. English has 65 possible combinations of final consonant clusters, while Indonesian has only a few of them. Thus the students must face difficulties in pronouncing English consonant clusters, especially the ones occur at the end of a syllable since they are rare in the Indonesian language.

4. Difficulties with Consonant Clusters

“Learners employ two general strategies in dealing with consonant clusters which they found difficult to pronounce” as stated by Avery and Ehrlich (2004: 58). The learners will insert vowel between the consonants or delete one of the consonants. By using these strategies, the learners “simplify the syllable structure of the English word by making the word conform to the pattern of the native languages of the learners” (Avery & Ehrlich, 2004: 58)

Indonesian students would find it difficult in pronouncing the consonant clusters since Indonesian has fewer possible combinations of consonant
clusters. It is important to know the students’ mastery of pronouncing English words which contain consonant clusters since the inability to produce many of these clusters can lead to incomprehensibility (Avery & Ehrlich, 2009).

Avery and Ehrlich (2009) state that difficulty in mastering English consonant clusters is also caused by the fact that native speakers also delete sound in consonant clusters in their speech, for example in reading the following two sentences:

_Last one_ out please close the door.
This sweater is _hand-made_.

The English native speakers pronounce the word _last_ as /læs/ and the word _hand_ pronounced as /hæn/. But this does not happen randomly. The deletion of sound /t/ and /d/ occurs since the words following them begin with a consonant sound. On the other hand, “the final /t/ of the word _last_ or /d/ of _hand_ is less frequently deleted if the following words begin with a vowel sound as in the words _last announcement_ and _handout_” (Avery & Ehrlich, 2009: 58). An English language teacher should focus on cluster simplifications that are inappropriate to English and not to one that occur in the speech of native speakers (Avery & Ehrlich, 2009: 58). Teachers should be aware that learners’ inappropriate consonant cluster simplification will lead to “misunderstanding” and “incomprehensibility” (Avery & Ehrlich, 2009: 59).

Knowing that there is cluster simplification which is appropriate to native speakers helps the writer to make the list of phrases to be pronounced by the students. The phrases are the ones consisting of words with final consonant
clusters and another word beginning with a vowel, such as *jump into*. These phrases are created since the last sound of a consonant cluster of a word is less frequently deleted if it is followed by a vowel sound.

5. Survey Research

To answer the problem formulation of this study, a survey was conducted. According to Wiersma (1995: 169) a survey is used to “measure attitudes, opinions, or achievements—any number of variables in natural settings”. Since this study aims at finding Domby Kid’s Hope students’ mastery of pronouncing the final consonant clusters, the students’ achievements on pronouncing the final consonant cluster sounds were measured. The participants of this survey were the seventh grade students taking English course at Domby Kid’s Hope, Yogyakarta.

B. Findings

In this section, the things that the writer had done and got during conducting the study would be elaborated. To obtain the data and to answer the problem formulation, a survey was conducted. Before conducting the survey, the participants were determined and the instrument of the survey was constructed. The participants of this survey were the students of grade seven taking English course in Domby Kid’s Hope. The number of participants was 10 students. The instrument of this survey was a test. The items to be tested were nine phrases. Each phrase contained a word ending with final consonant cluster beginning with a nasal and another word beginning with a vowel. The phrases were *jump in it,*
triumph over it, rent a car, stand in line, sense of humor, tenth of April, wrench at my heart, strange about you, and think of her. These phrases were created as the instruments of the survey since the last sound of a consonant cluster of a word is less frequently deleted if it is followed by a vowel.

When conducting the survey, the writer asked the participants to read aloud these phrases and recorded them. After the data were obtained, the data were analyzed by presenting the data in percentage (%) to see how many participants pronounced the final consonant sounds correctly. To know the right pronunciation of the phrases, the writer typed the phrases on Google Translate. Google Translate were chosen since it was the only website that the writer knew could read phrases and sentences. While Google Translate read the phrases aloud, the writer recorded the sound. The ones presented here are the sound waves of the words containing final consonant cluster and the vowel next to them.

a. the /mp/ cluster in the phrase *jump in(it)*

![Figure 2.1 Sound waves of *jump in(it)* produced by Google Translate](image)
When reading the phrase aloud, native speakers would read it as /dʒʌmpɪn/. English speaker would link the last consonant sound /p/ to the vowel /ɪ/ next to it. On the other hand, Indonesian learners of English would pause between these two words. There were 10 out of ten participants who read this phrase as /dʒʌmɪn/. The participants did not pronounce the last consonant sound /p/. There were 0% of the participants who pronounced the last consonant cluster sound correctly.

b. the /mf/ cluster in the phrase *triumph over (it)*

Figure 2.3 Sound waves of *triumph over (it)* produced by Google Translate
This phrase was read as /trəɪəməʊvə/ by Google Translate. The last consonant sound /f/ of the word triumph was linked to the diphthong /əʊ/ next to it. On the other hand, Indonesian learners of English would pause between these two words. All of the participants did not pronounce the last consonant sound /f/. There were 20% of the participants who only pronounced the /m/ sound instead of the /mf/ sound. The other 80% substituted the cluster /mf/ with the /p/ sound. There was 0% of the participant who read the final consonant sound correctly as clearly shown in figure 2.4.

c. the /nt/ cluster in the phrase rent a car

Figure 2.4 Sound waves of triumph over (it) produced by the participants

Figure 2.5 Sound waves of rent a (car) produced by Google Translate
The phrase *rent a* was pronounced as /rentə/ by Google Translate. The last consonant sound /t/ of the word *rent* was joined with the /ə/ sound of the word *a*. This was clearly presented in figure 2.5. Meanwhile, as shown in figure 2.6, all of the participants read this phrase as /rena/. The /t/ sound was missed. There were 0% of the participants who pronounced the consonant cluster sound correctly.

d. the /nd/ cluster in the phrase *stand in (line)*

Figure 2.6 Sound waves of *rent a (car)* produced by the participants

Figure 2.7 Sound waves of *stand in (line)* produced by Google Translate
There was no pause when Google Translate read this phrase aloud as can be seen in figure 2.7. On the contrary there was long pause on the participants’ sound waves in figure 2.8. There was 10 out of 10 participants who read each word in this phrase separately; producing /stenɪn/ instead of /stændɪn/ as Google Translate read it. When reading this phrase aloud, 0% of the participants pronounced the consonant cluster sound correctly.

e. the /ns/ cluster in the phrase sense of (humor)
Figure 2.10 Sound waves of sense of (humor) produced by the participants

Google Translate read this phrase as /sensəv/. Nine out of ten participants did not read the last /s/ sound. Only 10% of the participants read the last /s/ sound. Even she did pronounce the /s/sound; she read it separately from the vowel sound next to it as shown in figure 2.10. When reading this phrase aloud, 1 out of 10 participants pronounced the last consonant sound, but still there were 0% of the participants who pronounced the consonant cluster sound correctly.

f. the /nθ/cluster in the phrase tenth of (April)

Figure 2.11 Sound waves of tenth of (April) produced by Google Translate
When reading the phrase aloud, native speakers would read this phrase as /tenəv/. English speakers would link the last consonant sound /θ/ to the vowel /ə/ next to it. On the other hand, Indonesian learners of English would pause between these two words. All of the participants read this phrase as /ten əf/. They did not pronounce the last consonant sound /θ/. It means, 0% of the participants read the consonant cluster sound correctly.

g. the /ntʃ/ cluster in the phrase wrench at (my heart)
This phrase was read as /rentʃət/ by Google Translate. The last consonant sound /ʃ/ of the word wrench was linked to the vowel /ə/ next to it. On the other hand, Indonesian learners of English would pause between these two words. All of the participants did not pronounce the last consonant sound /ʃ/. There were 10 out of 10 participants who pronounced this phrase as /wren et/ as shown in figure 2.14.

h. the /ndʒ/ cluster in the phrase strange about (you)
There was no pause when Google Translate read this phrase aloud as can be seen in figure 2.15. On the contrary there was long pause on the participants’ sound waves in figure 2.16. There were 70% of the participants who pronounced this phrase as /streŋəboʊt/ instead of /streɪndʒəboʊt/ as Google Translate read it. There were 10% of the participants who only pronounced the /n/ sound instead of /ndʒ/ and 20% of the participants substitute the consonant cluster sound with the /k/ sound. There were 0% of the participants who pronounced the consonant cluster sound correctly.
i. the /ŋk/ cluster in the phrase *think of (her)*

![Figure 2.17 Sound waves of *think of (her)* produced by Google Translate](image)

![Figure 2.18 Sound waves of *think of (her)* produced by the participants](image)

The phrase *think of* pronounced as /θɪŋkəv/ by Google Translate as shown in figure 2.17. The last consonant sound /k/ of the word *think* was joined with the /ə/ sound of the word *of*. This was clearly presented in figure 2.18. Meanwhile, all of the participants read this phrase as /tɪŋof/. The /k/ sound was missed. When reading this phrase aloud, 0% of the participants pronounced the consonant cluster sound correctly.
CHAPTER 3
CONCLUSION

In this chapter, the writer summarizes the major findings of this study. This study aims at knowing how Domby Kid’s Hope students’ mastery of pronouncing the final consonant clusters is. To get the answer to this problem, the writer had conducted a survey.

The writer chose nine final consonant clusters beginning with a nasal. The clusters were /mp/, /mf/, /nt/, /nd/, /ns/, /nθ/, /ntʃ/, /ndʒ/, and /ŋk/. These final consonant clusters were represented by nine words; jump, triumph, rent, stand, tenth, wrench, strange, and think. To make the final sound of the clusters clearly shown, the writer combined these words with another word beginning with a vowel. Then the writer created the list of phrase; jump in it, triumph over it, rent a car, stand in line, sense of humor, tenth of April, wrench at my heart, strange about you, and think of her. The writer asked the participants to read these phrases and recorded them by using an Audacity program. To analyze the data, the writer typed these phrases in Google Translate, clicked the speaker button, and then recorded them using the same program as the comparison to the ones made by the participants. The data were then presented in percentage to show how many participants who pronounced the consonant clusters of each phrase correctly.

After the data was obtained and analyzed, the writer got several findings. There were some differences of the sound waves produced by Google Translate to the ones produced by the participants. There were no pauses when Google
Translate read all phrases, while there were long pauses when the participants did. The participants pronounced each word in each phrase separately. All consonant cluster sounds were mispronounced. There was 0 out of 10 participants who pronounced the final consonant cluster sounds correctly. Thus, the writer concluded that Domby Kid’s Hope students’ mastery of pronouncing the final consonant clusters was very low.

Since English has many possible combinations of consonant clusters, it is crucial for teachers to be more aware of the wrong pronunciation students make when saying words containing final consonant cluster sounds. The teacher should also share the knowledge of links between words. It was easier for the students to pronounce the last consonant sounds of the clusters, if they read the phrase continuously, without pausing between each word.
REFERENCES


APPENDIX A

RESEARCH INSTRUMENT

The instruments of this research were nine phrases containing one word with final consonant cluster beginning with a nasal and followed by another word beginning with a vowel. The phrases were:

1. *jump in (it)*
2. *triumph over (it)*
3. *rent a (car)*
4. *stand in (line)*
5. *sense of (humor)*
6. *tenth of (April)*
7. *wrench at (my heart)*
8. *strange about (you)*
9. *think of (her)*
APPENDIX B

RESEARCH DATA

a. the /mp/ cluster in the phrase *jump in (it)*

Figure 2.1 Sound waves of *jump in (it)* produced by Google Translate

Figure 2.2 Sound waves of *jump in (it)* produced by the participants
b. the /mf/ cluster in the phrase *triumph over (it)*

![Figure 2.3 Sound waves of *triumph over (it)* produced by Google Translate](image1)

![Figure 2.4 Sound waves of *triumph over (it)* produced by the participants](image2)
c. the /nt/ cluster in the phrase *rent a car*

Figure 2.5 Sound waves of *rent a (car)* produced by Google Translate

Figure 2.6 Sound waves of *rent a (car)* produced by the participants
d. the /nd/ cluster in the phrase *stand in (line)*

![Figure 2.7 Sound waves of *stand in (line)* produced by Google Translate](image)

![Figure 2.8 Sound waves of *stand in (line)* produced by the participants](image)
e. the /ns/ cluster in the phrase *sense of (humor)*

Figure 2.9 Sound waves of *sense of (humor)* produced by Google Translate

Figure 2.10 Sound waves of *sense of (humor)* produced by the participants
f. the /n0/cluster in the phrase \textit{tenth of (April)}

Figure 2.11 Sound waves of \textit{tenth of (April)} produced by Google Translate

Figure 2.12 Sound waves of \textit{tenth of (April)} produced by the participants
g. the /ntʃ/ cluster in the phrase *wrench at (my heart)*

Figure 2.13 Sound waves of *wrench at (my heart)* produced by Google Translate

Figure 2.14 Sound waves of *wrench at (my heart)* produced by the participants
h. the /ndʒ/ cluster in the phrase \textit{strange} about \textit{(you)}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{image1.png}
\caption{Sound waves of \textit{strange} about \textit{(you)} produced by Google Translate}
\end{figure}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{image2.png}
\caption{Sound waves of \textit{strange} about \textit{(you)} produced by the participants}
\end{figure}
i. the /ŋk/ cluster in the phrase *think of (her)*

Figure 2.17 Sound waves of *think of (her)* produced by Google Translate

Figure 2.18 Sound waves of *think of (her)* produced by the participants