STANDARDIZING ENGLISH CONSONANTS IN EMPOWERING STUDENTS' PRONUNCIATION TODAY

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Abstract: Penenlitian ini bertujuan untuk memberikan gagasan tentang standardisasi pengajaran konsonan bahasa Inggris dalam memberdayakan pengucapan siswa. Pengajaran Bahasa Inggris hari ini telah menjadi produksi bahasa internasional. Prosesnya dilakukan untuk menyampaikan makna atau pengalaman dalam bentuk lisan dan tulisan. Semua orang membutuhkan teori dalam menghasilkan bahasa, yaitu fonetik dan fonologi. Dalam mengajar bahasa Inggris telah digunakan dalam tiga lingkaran, yaitu (1) lingkaran dalam sebagai bahasa ibu atau penguasaan bahasa pertama, (2) lingkaran luar sebagai pengguna kedua, dan (3) lingkaran yang berkembang sebagai pengguna asing. Ketiganya harus distandarisasi berdasarkan pengajaran berdasarkan International Phonetic Alphabet (IPA) dan Received Pengucapan (RP). Makalah ini berfokus pada suara konsonan bahasa Inggris. Karakteristik suara konsonan adalah (1) tempat artikulasi, (2) cara artikulasi, (3) kualitas vokal, dan (4) persepsi dalam grafik konsonan. Suara konsonan harus diproduksi dengan benar untuk membuat konsonan bahasa Inggris yang baik menjadi standar dan diterima. Ada juga beberapa kasus konsonan yang harus diklarifikasi dengan suara sebelumnya dan sebelumnya menjadi suara konsonan yang dihasilkan seseorang. Ini akan memberikan bantuan dalam pengajaran untuk menghasilkan suara konsonan untuk pengguna asing Bahasa Inggris terutama untuk Orang Indonesia.
Kata kunci: Bahasa, Fonetik, Fonologi dan Konsonans

Introduction

English pronunciation is one requirement or an indicator of speaking in English. Speaking in English is the main point of language skills especially for oral language production. In language production, every language has standardized the way it is produced in order to

characterize the language itself. English has done such the way it is produced. It functions in order they who learn English can familiarly know, give and share the world to everyone around them.

The people around using English are already in global scope as an international language. For example, Indonesian people have developed English as a foreign language in general. But for specific scope, people who learn English in a formal situation must target English as the second language. To be as a foreign language, Ok, this will be used just for foreigners whom come to Indonesia. But for them, whom learn English in a formal situation and use English as their second language, it is very important for them to standardize English in empowering their pronunciation as one requirement or indicator. This is revealed from research that one problem in pronunciation is standardizing English consonants.

There are some related findings of research in order to respect to clarify one big problem in English pronunciation. Firstly, Rahayu has found that students' vowel pronunciation at grade VIII SPM Negeri 2 Ulu Pungkut Mandailing Natal has been 34%[1]. It has been categorized low. The students have got difficulties on some vowels such in pronouncing short vowel they are [ɒ], [ə], [æ], [ɛ], [ʌ] long vowel [ə:], [ɔ:] diphthong [əu], [eə], [iə], [uə] and tripthong [eiə], [əuə], [ɒɪə], [ɒuə], [oɪə]. The reasons of students' difficulties in pronouncing vowel have been about, students confuse to differ vowels, less in practice about pronunciation in daily life, English is not habitual pronunciation, unable in pronouncing good words and can't use the words to speak English well, students are not serious in learning process, less in reading English book, tongue stiff, students don't know much about vowel, so they have difficult about. Secondly, Rahayu also has found that The Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan has been 40,35%[2]. So, she concludes that the students' words pronunciation at third semester of TBI in IAIN Padangsidimpuan can be categorized into "low". The Students also faced difficulties or dominantly wrong in pronouncing short vowel they are [æ], [ɒ], [ə], [ɛ], long vowel they are [a:], [o:], [ə:], voiceless [s], [ʃ], [h], [ʧ], [θ] and the last voiced [b], [z],

[1] M Rahayu, "Students' *Word Pronunciation at the Third Semester of TBI in IAIN Padangsidimpuan"* (IAIN Padangsidimpuan, n.d.).
[2] Rahayu.

[ʤ], [ʒ], [m]. The reason of student's difficulties in students' words pronunciation at the third semester of TBI in IAIN Padangsidimpuan: the students have confused and not focused in learning pronunciation about vowel and consonant. At last, Lubis has found that the students mastery of fricative consonants at the fourth semester of TBI-1 IAIN padangsidimpuan based on the result record in the pronounce of fricative consonants, the weaknesses and strengths faced by students in English pronunciation[3]: the students get weakness of mastering fricative consonants: Ɵ, ð, 3, and the students feel strengths in pronouncing consonants: f, v, **s,** z, ʃ h. Based on the result interview with the pronunciation lecturer at the fourth semester of English Education Department IAIN Padangsidimpuan, the dominant problems become having the kinds of their mother tongue, for example: Batak Angkola, Batak Padangbolak, Batak Mandailing, and Batak Toba. Then 85% they speak with their mother tongue every day. The students have three habits in their daily life. First, when they are at home or when they interact with their family, they always use their mother tongue to communicate with their family. Second, when they are socializing in public area they use Indonesian language. Third, when they are at Institute area, especially at English Education Department of IAIN Padangsidimpuan or TBI area, they ought to communicate in English, but in fact they still communicate with their mother tongue to communicate with others and those have influenced their pronunciation to communicate in English.

The reality shows that English Students must have high spirit to keep their dream such speaking English well. This paper will give a help for them to standardize English consonants in empowering their pronunciation today. Why? Because the reality much tells about confusion and practice. The confusion will be in a clear and the practice will be so easy by only standardizing all English especially consonants for every part of English usage for Indonesian people. The elaboration will be started by Language production.

[3] N.H Lubis, *"An Analysis of Students' Mastery of Fricative Consonants at the Fourth Semester of English Education Department in IAIN Padangsidimpuan"* (IAIN Padangsidimpuan, 2014).

Language Production

A baby cries because she is wet. A bee performs its "wiggle dance" to inform others in the hive where nectar can be found. A cat scratches the door of the cupboard where the cat food is kept when she is hungry. A dog barks to be let out. A parakeet says, "Pretty Bird" as he views in the mirror. A child says "I hate the tofu, and I won't eat it"[4].

Above are expressions productions of some life things to inform or convey their meaning to another. The Question is, are they languages? Certainly, each example communicates a message to those who receive it. But, most of us distinguish that only last example truly exemplifies the use of language. What most distinguishes human language from these other communicative acts?

Human language is characterized by its hierarchical structure and all human languages express the full range of speaker's experiences even imaginary ones [5]. This means, Language has consequence of what is said and to what with reference to the language production.

It can be concluded that language production is process of conveying the meaning or experience in spoken and written language by of course the speaker or writer to who receives it and said in process of listening of reading by listener or reader. The process of language production in this study is concerned to the speech production.

Linguistic cognitivism around middle of 19th centuries until now such Chomsky, Halliday, Martin, Dudley-Evans, etc., concept this language as a production of mind, experience and ideology [6]. Folks language and linguistic terminologies are describing such in Figure 1, that language is mind, experience, semiotics, production started from

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[4] Samantha Lewis, "Are Communication Strategies Teachable?," *Online Submission* XX, no. 1 (2011): 46–54, http://ezproxy.lib.indiana.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED530010&site=ehost-live&scope=site.

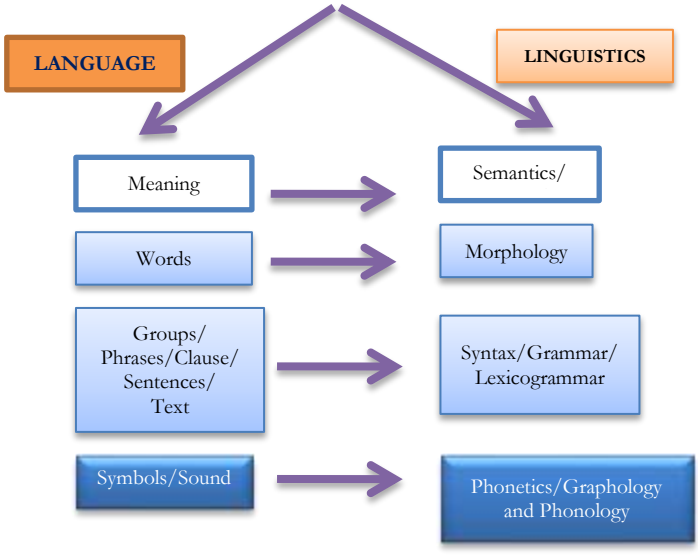
[5] The Lexicon, Syntax Interface, and Language Aquisition, "The Lexicon-Syntax Interface in Second Language Acquisition," 2003, 243, http://books.google.com/books?hl=en&lr=&id=0YT1-X66wn0C&oi=fnd&pg=PA1&dq=The+lexicon-syntax+interface+in+second+language+acquisition&ots=sgWPUL6q2C&sig=N7nINXfdMbf7UWpYrMyGRJV7cIA.

[6] Jessica Williams, *Mind and Context in Second Language Acquisition*, *Studies in Second Language Acquisition*, vol. 30, 2008, https://doi.org/10.1017/S0272263108080170.

the meaning with reference to the social context as studied in semantics and pragmatics, which is realized by words, groups or phrases, clauses, sentences and text as studied in morphology, syntax or lexica-grammar, and finally which is realized by expressions in terms of symbol and sounds as studied in phonetics/graphology and phonology.

If the researcher relates language production to the social context in term of man and woman in the world, especially Indonesian people and in case of woman emancipation toward man, this is well-known impossible as same as. Why? It can be seen in the expressions of man and woman that man has straightest than woman in one case but of course weakest in other case (s). With reference to the study of phonetics and phonology, intonation (sound) of man and woman are different. The differences can be seen when man and woman are saying like in singing a song, the key such sound "C", when this sound is sounded higher by man, woman's sound will be lower. In the other hand, when this "C" sound is higher sounded by woman, man's sound will be lower.

Figure 1 Folk Language and Linguistics Terminologies based on Linguistic Cognitivism View around 19th Centuries until now



Further, a man or a woman cannot be alive lonely or in isolation. Saragih reveals that a man or a woman as representation of social

phenomena means man or woman is born by interaction or production of two individuals (father and mother) and thus a man or a woman cannot be alive lonely or in isolation because his existence involves two individuals, so right from the beginning, a man or a woman has to interact with his father and mother[7]. Then, a man or a woman has to be tailed in the social interaction to fulfil his need. No one can fulfil his need lonely. A man or a woman needs a tailor to create clothing, food seller to have food, physician or doctor to treat the disease (his/her heart is sick), etc. Thus, they must interact.

Finally, only a man and woman are given an ability to tell his/her story or experiences to other (s). It thinks out an idea of history. In the other hand, animals (chicken, caw, and buffalo) have no this ability and of course have to be no ability to inform experience to other (s) because it is much danger to human being. If a chicken sees its mother or brothers is slaughtered by the owner for expression of gratitude to God or party and is able to tell the event to its friends or brothers, absolutely every chicken will not want to be taken care of by human being again. Ants and mosquitoes will together colonize human being.

Let us use the term "speech" as the cover of language production. In the act of speaking, the speaker adopts for himself a particular speech role, and in so doing assigns to the listener a complementary role which he wishes to adopt in his turn. Halliday states the most fundamental types of speech role, which lie behind all the more specific types that we may eventually be able to recognize are just two[8]: (1) giving; (2) demanding. These two types absolutely are done in the interaction of language production in speech production.

The researcher concerns this study because of this speech production is studied in one of major studies of linguistics that is phonetics and phonology. This study is very important for the beginners of language study especially English. English as an international language is used to communicate with the people around the world. However, this language affects the situation of language users over the countries. Such Indonesian country, English is a

[7] Amrin Saragih, *Bahasa Dalam Konteks Sosial* (Medan: Pasca Sarjana UNIMED, 2006).

[8] *M.A.K Halliday, Matthiessen, and Christian M.I.M, Construing Experience through Meaning* (London: continuum, 1999).

foreign language. Again the researcher perceives that no one language is better than other language (s). Why? For Indonesian people, even though we must study English as a foreign language, but we have to much love Bahasa Indonesia as a national language. Then, even though we much love Bahasa Indonesia, we have to much better love regional language, such me here; the researcher uses Bahasa Angkola as my first language.

The evidence is seen in the Indonesian Youngster's Promise:
"Kami pemuda-pemudi Indonesia,
Berjanji, berbangsa satu, bangsa Indonesia;
Kami pemuda-pemudi Indonesia,
Berjanji, berbahasa satu, bahasa Indonessia;
Kami pemuda-pemudi Indonesia,
Berjnaji, bertanah air satu, tanah air Indonesia"

Above, they show that the study of English phonetics and phonology will be as diversity for Indonesian people. Why? Because no reason that Indonesian people can use English as the first language. There are many languages in Indonesia. Each of languages has many differences. But, Indonesian regional languages are branches of Malay language. So, this study will discuss the students' English pronunciation as a foreign language related to such Received Pronunciation (RP) and International Phonetic Alphabet (IPA).

English Phonetics and Phonology

Since Language and languages became an object of study by the ancient, the term has had many and different definition. Language word derives from Latin lingua (language,) with a reconstructed root of tongue, a based on the use of the physical organ in. Language is spoken to a hearer by a set of sounds that is the speaker encodes or sends.

Language is a particular kind of encoding and decoding. Then linguistics is the scientific study of a natural language. Language is namely study of structure (grammar), the study of meaning (semantic and pragmatics), the study of word (morphology), and the study of symbols and sounds (Phonetics and phonology).

You probably want to know what the purpose of this course is, and what you can expect to learn from it. An important purpose of this course is to explain how English is pronounced in the accent

normally chosen as the standard for people learning English Spoken as an international language. If this was the only thing the course did, a more suitable title would have been "English Pronunciation". However, at the comparatively advanced level at which this course is aimed it is usual to present this information in the context of a general theory about speech sounds and how they are used in language; this theoretical context is called **English phonetics and phonology.**

Why is it necessary to learn this theoretical background?

The same question arises in connection with grammar: at lower levels of study one is concerned simply with setting out how to form grammatical sentences, but people who are going to work with the language at an advanced level as teachers or as researchers need the deeper understanding provided by the study of grammatical theory and related areas of linguistics. The theoretical materials in the present course necessary for everyone who needs to understand the principles regulating the use of sounds in spoken English.

Phonetics is physical manifestation of language in sound waves, how sounds are articulated and how sounds are perceived. Phonetics perceives Language as independent that study of all sounds. A variety of speech sounds can be produced in terms of another way of air stream change – Articulation. Articulation is done mainly somewhere at vocal tract. So, phonetics is the study of speech sounds; how they are produced in the vocal tract or production of speech sounds (articulatory phonetics), the study of the transmission and their physical properties (acoustic phonetics), and how they are perceived (auditory phonetics). Phonetics is concerned with the physical properties of speech sounds. It is subfield of linguistics which deals with the description of speech sounds. The elements of phonetics is vowel, short vowel and long vowel, diphthong, triphthong, consonant, syllable, length, stress, tones, intonation, vocal tract articulation, place of articulation, and manner of articulation. Meanwhile, phonology goes on to discuss the phonemic of them in the next chapter of this discussion.

We do not need to speak in order to use language. Language can be written, recorded, mechanically, and even produced by computers in limited ways. Nevertheless, speech remains the primary way humans encode and broadcast language. Ours species spoke long before we began to write language down, and as we saw, spoken

language is reflected in our anatomical specialization for it. Human also appear to have specialized neural mechanisms for the perception of speech sounds9. Because language and speech are so closely linked, we begin our study of language by examining the inventory and the structure of the sound speech. This branch of linguistics is called phonetics.

Part of our linguistics competence has to do with our knowledge of the sounds of our language. We know how to produce them though we may have never had to really think about the mechanics of doing so. Imagine, for instance that we are trying to describe to someone else how the first sound in the word the is pronounced (the, by the way, contains only two sounds). Or suppose we had to explain the differences between the vowels in the words bat, beat, and boot. We have probably been producing these sounds for years without having to think twice about them10. Phonetic transcription however is consistent and unambiguous because there is always a one-to-one symbol correspondence between sounds and symbols. This is even true across languages, so that the symbols we shall be learning can be used to transcribe the sounds of any language. Phonetic symbols are written in square brackets, to distinguish them from letter or words written in ordinary orthography. It is important to remember that these symbols are not same as letters, and that they represent the sounds of language, not letters of a writing system.

This course is written to students who study English as a foreign language. As references to distinguish phonetics transcription are International Phonetic Alphabet (IPA) and Received Pronunciation (RP). Both International Phonetic Alphabet (IPA) and Received Pronunciation are English standard. Standard is a level of quality, especially a level that is acceptable (Cambridge Learners' Dictionary, 2004). It means that standard is the minimal and maximal of quality of speech sound, in this case is English as a foreign language. Let see the elaboration of English standard in form of International Phonetic Alphabet (IPA) and Received Pronunciation (RP) below.

International Phonetics Alphabet like many books have studied is as the reference of this discussion to decide the phonemes (symbols

[9] W O'grady and M Drobrovolsky, *Contemporary Linguistics Analysis* (Toronto: Coop Clark, 2000).

[10] N Cipollone, Keiser S.H, and S Vasishth, *Language Files. Columbus* (Ohio: Ohio State University, 2006).

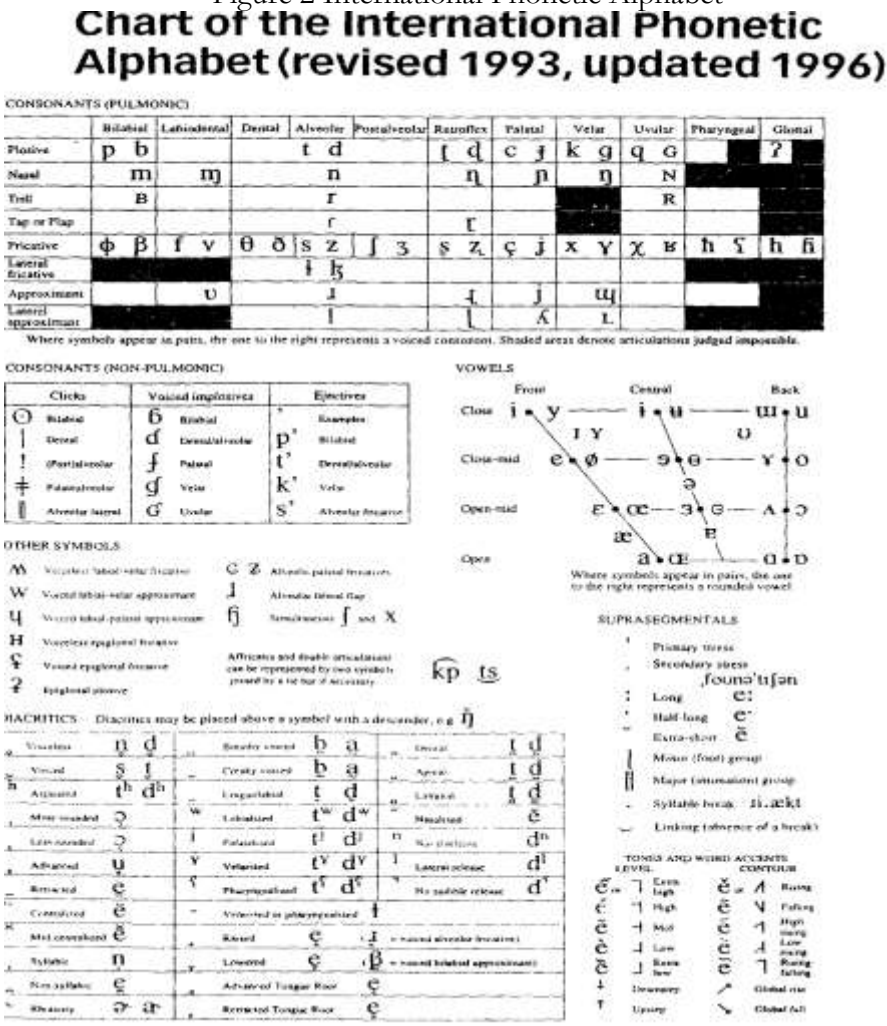
of sounds). It may be found in British English and American English. British and American English also refer to this IPA. However, there will be different accents in comprehending and producing the symbols and the sounds in practice, but not go away from IPA.

As we have already mentioned, Received Pronunciation (RP) is normally taught to students who are studying English. There are advantages to learn particular accent. First, while it originated in the South-East England, it is now a genuinely region less accent within Britain; if speakers have RP accent, you cannot tell which area of Britain they came from (which is not the case for any other type of British Accent). This means that this accent is likely to be encountered and understood throughout the country. Second, RP is the accent which is used most often in radio and television broadcasts in England, so a student will have many opportunities to listen to it.

Further, there are also disadvantages to learn only RP. First, it is an accent used natively by only 3 to 5 percent of the population of England. This means that students arriving in England for the first time may have difficulty, sometimes a great deal of difficulty, understanding the other 95 to 97 percent of the population. Second, while RP is not a regional accent, it is a social accent, associated particularly with the upper-middle and upper classes (and those who aspire to those classes). Foreigners of English who are very successful at acquiring an RP accent may therefore be reacted to as if they were upper-classes and the reaction might not always be favourable. Thirdly, the RP accent is probably rather more difficult for many foreigners to acquire than. Let talk and see the RP accent in forms of Vowel and Consonant systems!

Let see the IPA taken from [11]

Figure 2 International Phonetic Alphabet



The RP Vowel System is presented below in the following table and can also be heard on the recording. While RP does not have any regional variation, as we have said, it does have variation in another type. In particular, there is variation between some writers have called 'conservative' and 'advanced' RP. For the most part this reflects

[11] . Moedjito, *"The Teaching of English Pronunciation: Perceptions of Indonesian School Teachers and University Students," English Language Teaching* 9, no. 6 (2016): 30, https://doi.org/10.5539/elt.v9n6p30.

linguistic changes that are currently taking place in RP, with 'conservative' pronunciations being most typical of older speakers and 'advanced' pronunciations typically younger speakers.

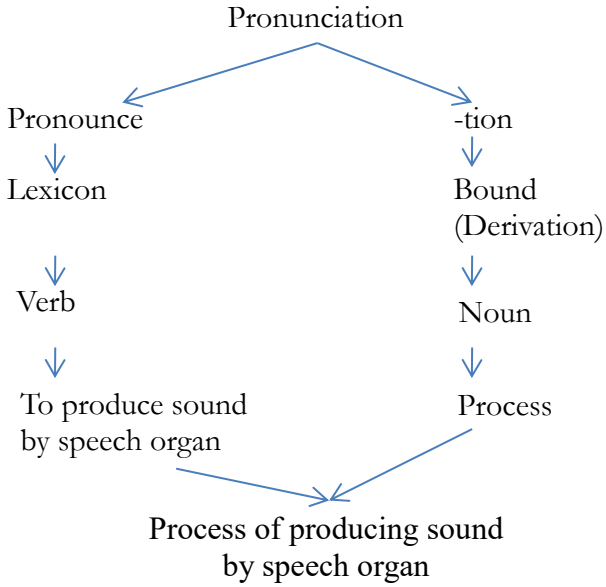
This RP is reference to describe English sounds and symbols especially vowel and consonant in the usage of English as a foreign language taught in Indonesia. So, you may compare my description to RP and also to International Phonetic Alphabet (IPA) to see the varieties. In this research, this will be used to describe students' pronunciation in English Language production.

English Pronunciation

Pronunciation is as the sounds made by speech organ 12. As production of a language, it needs to able to understand each other with relative easily. The pronunciation patterns of native speakers' use reflect those commonly production. The way of sounds is perceived by the hearer" to define pronunciation. Pronunciation is way in which a language or a particular word on sounds is spoken. Pronunciation is twofold process involves the recognition of sounds as well as the sounds production. Pronunciation is also known as phonology includes the role of individual sounds and sound segment, that is features at the segmental level, as well as suprasegmentally features such as stress, rhythm and intonation. So, pronunciation is the way that used to repair pronunciation batter. Pronunciation is process or way of producing sound by speech organ. Morphologically it can be seen as the following:

[12] Ying Li and Gouzhi Zhang, *"Native or Non-Native-Speaking Teaching for L2 Pronunciation Teaching?—An Investigation on Their Teaching Effect and Students' Preferences," English Language Teaching 9, no. 12 (2016): 89, https://*doi.org/10.5539/elt.v9n12p89.

Figure 3 Morphological Process of Pronunciation



Pronunciation is realized and categorized by phonetic realization after recording the sound production. Phonetic realization refers to the details of pronunciation of sound which may appear in the lexical set of two sounds, the two specific sound examples will be considered here: vowel and consonant sounds [13]. This statement clarifies the category of pronunciation on only two categories: vowel and consonant sounds. It means that pronunciation will be identified by only transcribing the phonetic realization first from the sound production by speech organ.

The explanation above shows that the two categories of pronunciation will be as the real identification on the students' pronunciation in English language production. The two categories, vowel and consonant sounds are element of phonetics transcription on sound production. The two categories with the process will be elaborated as the following in detail.

English Consonant

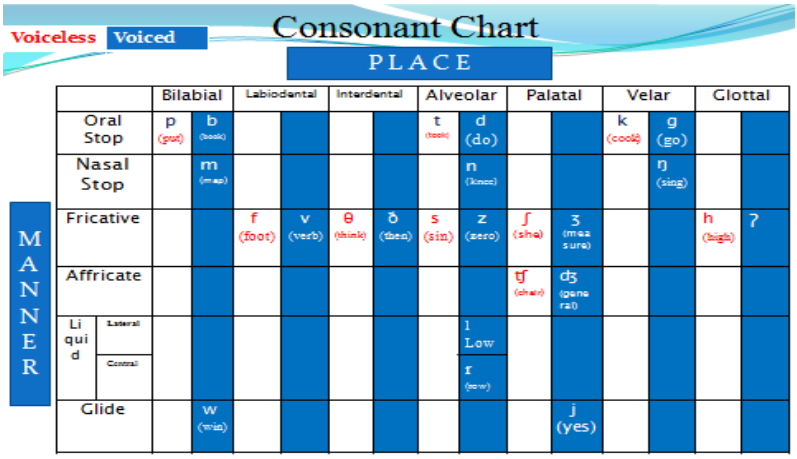
[13] Ady Marcela Vaca Torres and Luis Fernando Rodríguez Gómez, *"Increasing EFL Learners' Oral Production at a Public School Through Project-Based Learning," PROFILE Issues in Teachers' Professional Development 19, no. 2 (*2017): 57–71, https://doi.org/10.15446/profile.v19n2.59889.

Consonants are based on the human articulatory system (lungs to pump air in and out, vocal folds, oral cavity including tongue and lips, and nasal cavity). They are sounds with stopping of air moving in speech organ. Consonants are described using 4 characteristics:

1. Place of articulation

The numbers along the vocal tract in the next figure 8 refer to the various places wirer construction for different English consonant takes place. It calls each of these locations *places of articulation*. Common places of articulation for English consonants are *bilabial, labiodentals, interdental, alveolar, palatal, velar* and *glottal*

Figure 4 English Consonant Chart



The place of consonant sounds is in seven places. It can be detailed from our left side by the following elaboration.

a. Bilabial is closing the both lips to create sounds [p], [b] and [m], and also sometimes comes [w]
b. Labiodental is upper teeth against the bottom lip as in [f] and [v]
c. Interdental is, with tip of tongue protruding between or beyond the lips, in the production of [θ] and [ð]

d. Alveolar is, with the tip of tongue placed behind the upper teeth or hard palate as in [t], [d], [n], [s], [z], [l] and [r].
e. Palatal is, with blade or front of tongue against the palate (the palate is between hard palate and soft palate) as in [ʃ], [ʒ], [tʃ], [dʒ] and [j]
f. Velar is, with the back of tongue contacting the velum or soft palate as in [k], [g] and [ŋ], and sometimes comes [w]
g. Glottal is producing sounds by focal fold; it is normally producing vowel sounds. So for consonant, it is sometimes mid vowel, but there must be reason.

2. Manner of Articulation

The source of acoustic energy for speech sound production comes from modulation in the air flowing from the lungs to the lips. The production of any sound involves the movement of air molecules. It breathes air into lungs to serve as the power supply for the production of speech. The air flowing from the lungs to the lips is called the *air steam*. During the regular quit breathing, the vocal tract is open and the air flows out freely either through the nose or mouth.

During the speech production, however, some part (or parts) of the vocal tract constricts to the degree sufficient to impede the flow of air. The manner in which the constructions are made in the vocal tract affects the air stream and result in different ways in which speech sounds can be produced.

The lips, tongue, palate, mouth, nose and glottis can be positioned in different ways to produce different sound types. These various configurations are called the manners of articulations, as the following.

a. Oral Stops, When the velum or palate is raised, cutting off the airflow through the nasal passages, oral sounds are produced, as in [p], [b], [t], [d], [k] and [g].
b. Nasal Stops, the velum, however, can be lowered to allow air to pass through the nasal passages, producing a sound that is nasal stop, as in [m], [n] and [ŋ]. Both, oral and nasal stops are basic distinction in manner of articulation. Stops are made with the complete and momentary closure of airflow through the vocal tract. In the world's languages, stops are found at bilabial, dental, alveolar, palatal, velar, uvular, and

glottal points of articulation. In English, bilabial, alveolar, and velar oral and nasal stops occur in the sounds [p], [b] and [m] (in bilabial), [t], [d] and [n] (in alveolar) and [k], [g] and [ŋ] (in velar). The glottal stop is commonly heard in English in the expression *uh-uh*, meaning "no". The two vowels in this utterance are each preceded by a momentary closing of the air stream at the glottis. Some British dialects, the glottal stop is commonly heard in place of the [t] in word like *bottle*. This Glottal stop is often spelled an apostrophe (bo'i).

c. Fricatives are consonants produced with a continuous airflow through the mouth, they belong to a large class of sounds called continuants (a class that also includes vowels and glides), all of which share this property. The fricatives form a special class of continuants; during their production, they are accompanied by a continuous audible noise because the air used in their production through a very narrow opening. Fricatives are aspirating the airstream in the mouth of place of articulation in English, as in [f] and [v] (in labiodental), [θ] and [ð] (in interdental), [s] and [z] (in alveolar), [ʃ] and [ʒ] (in palatal) and [h] (in glottal).
d. Affricatives are, when a stop of articulation is released, the tongue moves rapidly away from the point of articulation. Some non-continuant consonants show a slow release of closure; these sounds are called affricatives**.** English has only two affricates, both of which are palatal. They are heard word initially such in word *chair*, and *Jump*, and are transcribed [tʃeə] and [dʒʌmp]. It has no aspiration of air streaming
e. Liquid among the sounds commonly found in the world's languages are [l] and [r] and their numerous variants. They form special class of consonants known as liquids. Liquid is divided into two classes they are:
   1) Lateral liquid

      Sound [l] is called lateral. As lateral is articulated, air escapes through the mouth along the lowered sides of the tongue. When the tongue tip is raised to the alveolar position, the alveolar lateral is produced. Because lateral is

generally voiced, the term lateral used alone usually means 'voiced lateral'.

2) Central Liquid

Sound [r] is also heard in the world's languages. This section describes the type in English. The [r] of English as it is spoken in Canada, and the united states is made either by curling the tongue tip back in to the mouth or by bunching the tongue upward and back in the moth. This [r] is known as a **central** or **retroflex** [r] is heard in *ride, row, rice*, etc. But if the position of [r] is as a coda in syllable, sound [r] will be represented by [:] in this will make the previous sound as a nucleus (vowel sound) longer as in word *car* [k*a*:].

f. Glides recall that a glide is very rapidly articulated non-syllabic segment. We have two sounds of these; they are **[j]** and **[w].** The sound **[j]** is a glide palatal (often cited as alveopalatal as well) whose articulation is virtually identical to that of vowel [i] so *see*. You can verify this by pronouncing a [j] in an extended manner; in will sound very close to an [i]. The application is found when the position of [j] is as a coda, it will be [i] as in *study* [stɒdi]. The glide [w] is made with the tongue raised and pulled back near the velum and with the lip protruding, or rounded. For this reason, it is sometimes called labiovelar. Because this sound use the position of bilabial and velar. The [w] corresponds closely in articulation to the vowel [u] of *who*. This can be verified by extending pronunciation of a [w]. Consider [w] a rounded velar glide for purposes of description. Both glide sounds **[j]** and **[w]** are also called mid vowels. Because, when they are as onset of a syllable, they are really consonants. But, when they are as coda of a syllable, they are really vowels.

Let see the table for instances!

Table 1 Glide as Mid Vowel

Words	**Onset**	**Coda**
Why	[wɒi]	-
How	-	[hɒu]

Yellow	-	[jeləu]
Well	[wel]	-
Yes	[jez]	-
Play	-	[Plei]
Study	-	[stɒdi]
Yellow	[jeləu]	

3. Vocal quality or Position of vocal cord

Vocal folds (Adam's apple) may be positioned in a number of ways to produce different glottal quality. This is named voiceless and voiced.

a. Voiceless

When the focal folds are pulled apart, air passes directly through the glottis. Any sound made with the focal folds in this position is said to be voiceless. You can confirm a sound's voiceless by touching your fingers to the larynx as you produce it. You will not feel any vibration from the vocal folds being transmitted to your fingertips. The initial sounds of *fish*, *sing* and *house* are all voiceless as transcribed in sound [p] (bilabial), [f] (labiodental), [θ] (dental/interdental), [t], [s] (alveolar), [ʃ], [tʃ] (palatal), [k] (velar), and [h] (glottal). Voiceless oral stops such sounds [p], [t] and [k] are aspirated if each of them position as the only one onset and coda such [k^hu:k^h], [t^hu:k^h] and [p^hut^h]. Aspiration is coded by a half of sound [h] as [^{h}] this is also discussed in syllable.

b. Voiced

When the vocal folds are brought close together, but not tightly closed, air passing between them causes them to vibrate, producing sounds that are said to be **voiced**. You can determine whether a sound is voiced in the same way you determined voiceless. By lightly touching the fingers to the larynx as you produce an extended version of the initial sounds of the words *zip* or *vow*, or any vowel, you can sense the vibration of the vocal folds within the larynx in sounds

[b], [m] and [w] (bilabial), [v] (labiodental), [ð] (dental/interdental), [d], [n], [z], [l], [r] (alveolar), [ʒ], [dʒ], [j] (palatal), [g], [ŋ] and sometimes [w] (velar) and [h] (glottal).

4. Consonant Chart

During the speech production related to the places of articulation, manner of articulation and vocal qualities, the figure of consonant can be described by tabling. However, the description is becoming relevant to the expert of some writers of books and it modified for making sense closer to the writer and expected reader of this research. Then, some part (or parts) of the vocal tract constricts to the degree sufficient to impede the flow of air. The manner in which the constrictions are made in the vocal tract affects the air stream and result in different ways in which speech sounds can be produced. The consonants listed in the next table consonant chart are also organized in terms of manner of articulation.

5. Perception

Perception of consonant is due to the question of what sound is produced. When someone produces a consonant sound, for instance [p], what do we name this sound? It can be seen from the consonant chart for detail. The following is the process of perception in tabling:

Table 2 Perception of Consonants

Numb.	Symbols/sounds	Perception
1	p	Voiceless Oral Stop Bilabial
2	b	Voiced Oral Stop Bilabial
3	t	Voiceless Oral Stop Alveolar
4	d	Voiced Oral Stop Alveolar
5	k	Voiceless Oral Stop Velar
6	g	Voiced Oral Stop Velar
7	m	Voiced Nasal Stop bilabial

8	n	Voiced nasal Stop Alveolar
9	ŋ	Voiced Nasal Stop Velar
10	f	Voiceless Fricative labio-dental
11	v	Voiced Fricative Labio-dental
12	θ	Voiceless Fricative Inter-dental
13	ð	Voiced Fricative Inter-dental
14	s	Voiceless Fricative Alveolar
15	z	Voiced Fricative Alveolar
16	ʃ	Voiceless Fricative Palatal
17	ʒ	Voiced Fricative palatal
18	h	Voiceless Fricative Glottal
19	ʧ	Voiceless Affricative Palatal
20	ʤ	Voiced Affricative Palatal
21	l	Voiced Lateral Liquid Alveolar
22	r	Voiced Central Liquid Alveolar
23	w	Voiced glide Bilabial
24	j	Voiced Glide Palatal

Findings:

Important Cases and Tips in Standardizing English Consonants

As it is already researched and observed so long by respecting to my focus and my students' contributions such in doing research and practicing in the classroom by using English full time for two ways communication in teaching and learning minimally, there have been some findings to be important cases and tips in standardizing English consonants in empowering students' pronunciation today as the following:

a. Voiceless Oral Stops

Voiceless oral stops are aspirated if they are single onset/Post-initial onset and coda/Post-final coda in syllable.

1) p^h put [p^hut^h]
2) t^h took [$t^hu:k^h$]
3) k^h cook [$k^hu:k^h$]

b. Oral Stop Alveolar

Oral stop alveolar are by edditional morpheme, or suffix **–ed** preceeded by [t] and [d] will rest the sound as the examplae:

4) t -ed orient-ed [ɒriəntid]
5) d -ed divide-d [divɒidid]

If edditional morpheme, or suffix **–ed** is not preceeded by [t] and [d], it will rest the sound as following:

1)	fished	[fiʃt]	played	[pleid]
2)	kissed	[kiʃt]		
3)	stopped	[stɒpt]		
4)	tired	[tɒiəd]		
5)	listened	[lisend]		
6)	arranged	[ereiŋd]		
7)	rubbed	[rʌbd]		

c. Oral and Nasal Stops

Oral and nasal stops have such collaborative sounds and the cannot be separated anyhow such the example below:

1)	[p] and [b] is joined with [m] [impɒsibl]	impossible
2)	[t] and [d] is joined with [n]	internal [intə:nl]
3)	[k] and [g] is joined with [ŋ] [kɒŋklu:ʃᵊn]	conclusion

d. Fricative (suffix –s/-es)

In English, it is familiarly used for verbs preceeded by the third singular subject and for plural noun in example:

-es = for coda of Fricative, Affricative and Vowel sounds

-s = for out of Fricative, Affricative and Vowel sounds

1)	fishes	[fiʃis]	study	[stɒdi]
2)	kisses	[kiʃis]	studies	[stɒdis]
3)	stops	[stɒps]	play	[plei]

4) lies [lɒiz] plays [pleiz]
5) listens [lisenz]
6) arranges [ereiŋz]
7) rubs [rʌbz]
8) liquids [likwidz]
9) glides [glɒidz]
10) kilograms [kiləgrɒmz]

e. Fricative Glottal

Fricative Glotal [h] locates and funcation as a coda is not sounded

e.g.,

6) High [hɒi]
7) Height [heit]
8) Hate [heit]
9) Weigh [wei]
10) Night [nɒit]
11) Fight [fɒit]
12) Enough [inʌf] (because the previous sound is short vowel [ʌ], so [h] is represented by [f]

f. Affricatives

Sometimes, especially for a style, when sound voiceless oral stop alveolar [t] and voiceless fricative interdental [θ] followed by [j] is sounded [tʃ], it is only for style when they are joined. e.g.:

13) with you [witʃju:]
14) want you [wɒntʃju:]

g. Liquids

If both [l] and [r] are together, we sound [l], or alveolar sounds will be represented one sound at the end

1) World [wɔ:ld] word [wə:d]
2) World [wɔ:d]
3) Walk [wɔ:k] work [wə:k]
4) Bold [bɔ:ld] / [bɔ:d]

h. Glides

If [w] and [j] are onset, they will be really consonants

15) Wonder [wɒndə:]
16) You [ju:]

but, if they are coda, they will not be consonant, but as nucleus for the previous sound

1) Play [plei] **played [pleid]** **playing [pleiŋ]** **plays [pleiz]**
2) Study [stɒdi] studied [stɒdid] studying [stɒdiŋ] studies [stɒdis]
3) Row [rəu]
4) Slow [sləu] slower [sləuə] slowest [sləuəst]

Conclusion and Suggestion

This is to provide idea on standardizing teaching English consonant in empowering students' pronunciation today. Teaching English today has been an international language production. The process of producing language is to convey meaning or experience in oral and written form. Everybody needs theory in producing language, which is phonetics and phonology. In teaching today, English has been in three circles of usage, they are (1) inner circle as the mother tongue or the first language acquisition, (2) outer circle as the second user, and (3) expanding circle as the foreign user. The three of them must be standardized based for teaching based on International Phonetic Alphabet (IPA) and Received Pronunciation (RP). This paper focuses on English consonant sounds. The characteristics of consonant sounds are (1) place of articulation, (2) manner of articulation, (3) vocal quality, and (4) perception in consonant chart. Consonant sounds must be produced correctly to create the good English consonant to be standard and received. There are also some consonant cases to be clarified by preceding and previous sounds to be what consonant sound someone produces. This will give a help in teaching to produce consonant sound to foreign users of English especially to Indonesian People.

However, a discussion on the findings is really important to do to get supported idea (s) in the spirit of standardizing English consonants in empowering students' pronunciation today in Indonesia to move on such English as the second language minimally for English students and English learners in general.

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