

CHAPTER II

REVIEW OF RELATED LITERATURE

1. Accentuation

Describing language variation can be really confusing when people do not mention about two terms of language itself which incorrectly thought as a synonym, but actually not. Those are “accent” and “dialect” (Baranova, 2015). All speakers of English can talk to each other and pretty much understand each other. Yet, not two of them can speak exactly the same. Some differences are the result of age, sex, social situation, where and when the language was learned (Fromkins, Rodman, Hyams, 2011). In English (as a language) British and American are simply dialects of the same version. This definition makes it even harder to define the national regional varieties in England such as Newcastle’s dialect or Geordie, East London in Cockney, Birmingham in Brummie, Manchester in Mancunian or Manc, and Liverpool with Scouse. These commonly referred as dialects. Presumably, they fulfil the requirements of a dialect. They have their own pronunciation, grammar, vocabulary that differs from the standard variety of language in the United Kingdom (Christensen, 2012). Additionally, they are also called regional accents. An accent specifically concerns the phonological aspects distinctive of a region. Do not be confused with it, because they are totally not the same.

Everyone speaking English has an accent since everyone has to pronounce the words they say and sound not alike to one another. Like people in Indonesia, they speak Bahasa with their own accent. When they started to speak English, they speak English and everybody might understand with what they say. But, they bring their Indonesia accent or even mixed with regional one, which is a bit different with the way people in English spoken country said without change the meaning and carry another vocabulary. Sometimes, they even speak with slightly American accent which is common because the influence of so many American things from music until film.

2. Stress

For countries that use English as their second language, maybe they think British, American, Australian had different accent with them and those are the right way to speak English. Either it is right or not, but people believe that is true. In some cases, there are so many people that speak English, but it still sounds like their first language. Sometimes, it is not just the language that influence the way they speak, but also the accent. Accent on the other hand refers to a variety of pronunciation associated with a particular person or group. The way people talk in different countries make it different too. It also influenced by many things, such as geography of the region, age, gender play role and many more. But, it has nothing to do with grammar or even the stress of English. Yes, English has it stress. It was not like mentally “stress”, but it seems more like emphasize of the word.

Word-stress in the dialect or accent at hand has attracted considerable attention mostly in the context of the history of the language, dialect and accent studies (Gusmann, 2002). When the researcher first studied about language, they found that stress always fell predominantly in the first syllable of the word. Time passed by and they found something really interesting about this fact, such as in England as the “centre” of English, stress in the Southern dialect and Northern dialect seems different even in the same words. The way they pronounced vowels make it slightly did not same to whomever it is that live in the south or in the north. According to April McMahon (2002) there are three important factors which combine to signal stress. First, the vowels of stressed syllables are produced with higher fundamental frequency; second, the duration of stressed syllables are greater and they are preceive as longer; then third, stressed syllables are produced with greater intensity and are thus heard as louder than adjacent unstressed syllables. From the factors above, people can feel that stress can really affected the vowels that English speakers are produced when they speak.

It is really important for people who want to learn English. As the one characteristic of English, stress can reveals the native speakers background. Are they from England, America, or Australia—as the biggest English culture in the world. Sometimes, it can make people understand if they are from those countries or not. If they are not, people will notice from the way they speak. Sometimes, it does not sound natural. Specially, when they still bring their own dialects or accents into English. The stress of how they speak is

quite obvious. Because it is really important for word recognition, sometimes adult listeners are disrupted if words are pronounced with erroneous stress patterns by non native speakers (Soto-Faraco, Sebastian Galles, and Cutler, 2001). English words are first syllabified, and then word stress is assigned according to the syllable patterns (Halle and Vergnaud, 1987) and in some cases it can influence the meaning of the words. That is why native speakers really pay attention to it. In English teaching practice the study of pronunciation basically concentrates on the segmental aspects of English like the practice of phoneme contrasts and phoneme sequences (Sabater, 1991). But it is quite different with the way teacher in non-English spoken country teach their students. They always more focus on grammar rather than small but important aspect like stress and accentuation. That is why students out there still have different stress if people compare it with native speakers. Sometimes, it makes a huge different when they speak. It is not a mistake, for sure. But still, it makes a lot of different to the way they speaks or pronouncing the word. Especially for children, it is good to know that they can speak English with proper grammar, but it is still sound different if they speak in English compare to the way native do it.

2.1 Characteristic of Stress

Studying stress is quite interesting. It is like the art of talking brought by people all over the world with their own language, dialect, and of course, accent. Even it can be al little bit challenging for people who studying another

language, especially English. Sometimes, people that learn it for their L2 make the wrong stress in some syllable. Make it sounds different from native and it does not sound natural. Before, stress has characteristics. It is important to understand that there are two different ways to consider that a word have stress syllable. First, is one of them being a stressed syllable, and second is one of them being an unstressed syllable. It is quite prominence for some people to recognize the stressed and unstressed syllable in the word, because they believe in some important factors like,

- a. Stressed syllables are louder than unstressed. People thought that in a word with more than one syllables if one of them sounds louder than the rest of it, it will be the stressed syllable. Loudness is the component of prominence.
- b. Stressed syllables are longer. People thought that syllable in a word with more than one syllable if one of them sounds a bit longer than another, it will be the stressed syllable. That is the other prominence point that makes a syllable stressed.
- c. Stressed syllables get their pitch. It is a bit same with the longer sound, but pitch is the high sounds people heard in a syllable of the word. If they heard this thing, it will be the stressed syllable. That is another prominence point.
- d. Stressed syllable have a different vowel than the rest in a word. If people took a look on a word and found a syllable with different vowel than the rest of the syllable, it will be stressed. Like in '**Man** : chester.

The stressed syllable is in “**man**” and the rest is unstressed. The rising and falling tone like this can be the guide by English learner to differentiate stressed syllable in a word.

Prominence is produced by four main factors: (i) loudness, (ii) length, (iii) pitch and (iv) quality (Roach, 1991). All of them work together become a combination and a stress in a word. Among them, pitch and length of the syllables are the strongest effect that people feel. Then, loudness and quality have a bit less effect on it.

2.2 Level of Stress

Before, the “stress” and “unstressed” syllable are used a bit often to describe emphasise of the word. If it pronounces higher, then it means the syllable is stressed, but if it does not then it means the syllable is unstressed. For this point of view, maybe people can recognize this rule easily on the word with two syllables. Then, they will think more about how this rule works on the word with more than two syllables. Sometimes, it can be really confusing and makes them place the stress in the wrong place. From this case, the stronger voice, the higher pitch, or the syllable that stand out the most is actually a primary stress. Primary stress is like the most prominent syllable which is also called “the tonic stress” (Roach, 1991) . Obviously, primary stress often fall in the first syllable and the rest of it has a weaker stress. Even though people can recognise so many English word with this rule but some of it has their primary stress on the second or even third syllables. If you look at

the word “giraffe” or “united” the second syllable is the strongest one rather than the first. It pronounce like “gi : **raffe**” [dʒɪ'**ʃɑ:f**] and “u : **ni** : ted” [ju:'**nai**tɪd]. This is why people that learn English as their second language found this system a bit hard and sometimes makes a communication gap with the native. The best thing for them to understand it is to keep practice and try to pronounce it whenever they want to speak, so it will naturally come out in a communication. This is the best thing to make people that learn English as their second language speaks incredibly good English just like native. People that learn English as their second language who correctly place the primary stress of new vocabulary have a greater chance to use and remember the same vocabulary in their English speech (Levelt, 1993 ; Syahreza and Moinzadeh, 2012). Additionally, they are more likely successful at phrase, sentence, and even broader discourse levels (Syahreza and Moinzadeh, 2012). Primary stress and the rhyme inside the words or sentences that understood by L2 student can successfully guide them into a better speaking and listening section.

Beside primary stress, there are some rules again that people find it hard to understand. When they find a word with more than two syllables, because sometime they can hear a primary stress but a bit weaker than the most primary one. Like in the words “economical” or “photographic”. People can actually agree those are a long word with confusing stress. The weaker stress but does not mean unstressed in those word is called secondary stress. If they take a look at how the native pronounce it, like “**e** : co : **NO** : mi : cal”

and “**pho** :to : **GRA**: phic”. When you take a look at dictionary, it is sometimes represented in transcription with a low mark (Roach, 2000) like in [,ɛkə’nəʍkəl] and [,foʊtə’gɪæfɪk]. Secondary stress involves giving emphasis to a lesser degree to that of a primary stress but still great enough to constitute stressing (Amer and Amer, 2011). Even though secondary stress is not really prominence like primary stress, it still give people a big influence when they are speaking. Without adding secondary stress, still, they do not sound like a native, and the native themselves will hard to understand it.

The last but not least is an unstressed stress. It is regarded as the absence of any recognisable amount of prominence (Roach, 2000). Just like in “economical” [,ɛkə’nəʍkəl] and “photographic” [,foʊtə’gɪæfɪk], the unstressed stress does not have a symbol after or before the syllable. It sounds flat and sometimes a bit down. The unique point of English unstressed syllable is sometimes it found in a syllable with “schwa” such as in the example above and the “telephone” [‘telɪfəʊn].

3. Phoneme

When people are talking about Phonology, actually it has a lot of branches. Just like language, Phonology is unique. It lets people know more about what is inside the language. Phoneme is one of the unique point that Phonology has. It is like the smallest part of Phonology which distinguished the meaning and sometimes it is hard for people to differentiate it, even for the native themselves. Every little chunk of sound is basically a phoneme,

like vowels and consonants. Just like when people say “bad” with /b/, /æ/ and /d/ or bat with /b/, /æ/ and /t/. All of those are smallest unit of word is called Phoneme and it figure the way those word sounds like. The “phoneme problem” actually does not happen just in speaking but also in reading as well. Especially for those students that still struggle in English, they see every alphabet on the paper represents the phonemes of a language because the students must be quite explicit about phonemic structure of the spoken word in order to decipher an unknown written word (Fox and Routh, 1978). Because of that case, it is important to analyze it one by one or some people call it as Phonemic Awareness. Phonemic Awareness is the way to understand that spoken words consist of a series individual sound (Ball & Blachman, 1991) and some linguists refer all of that individual sound as phoneme. All of the spoken words have to be treated as consisting of component parts, which could then be represented by a much smaller number of graphical symbols (Seidenberg, 2017). Everybody knows that speech or whenever people want to speak, all of the components that include inside are words, syllables, sounds or phonemes even they can figure it out objectively when they speak because all of them are phonologically abstractions that has to be discover more.

In another case, all of those components will easily discovered if those people write the words down in a piece of paper—even it still hard to discover what the sound is. That is why there is a thing called IPA or International Phonetics Association that figure all the wounds into symbol so

people that do not speak English as their mother tongue can easily understand how native speak those words in their language. No matter what accent they use, the stress they have or the intonation they get. People from non-English spoken countries will definitely understand it. In fact, that thing did not just apply on English but also another language. Parallel to the development of the phonemic concept as part of phonological theory, British and French phoneticians who laid the foundations for the International Phonetic Association (IPA) arrived at a similar note motivated by more practical concerns. According to Henry Sweet (1877) was the first to draw a distinction between “narrow” and “broad”. Narrow transcription means (in principle) to record sounds in as much detail as possible, in the other side, Broad transcription records only distinctive differences in sound. It was recognized early on that the goal of using a unique symbol to every sound in every language, even if it could be realized, would lead to transcript particular languages that would be impractical and virtually illegible. Therefore, Paul Passy said that only distinctive differences should be recorded and called this principle as *une règle d’or* or A Golden Rule from which one should never depart (Jones, 1967). Then, while the IPA is popularly known for developing a universal phonetic alphabet that is associated with phonetic “narrow” transcription, its founders insisted on “broad” (i.e. phonemic) transcription for purely practical reasons. The practical strain remained influential in phonological theory, as attested by the subtitle of Pike’s (1947).

3.1. Content of Phoneme

Some people may be wondering what the content of phoneme is or what does the phoneme made of considering it is the smallest part in phonology to discover. When people look a bit closer to what phoneme is, it actually made of a single sound and not a single symbol or character they know everyday (Yule, 2006). A character of the word like “A” can give a various sound when it comes to English pronunciation. It can sound like /æ/, /ə/, /ʌ/ or /a/ like normal. Linguists often put a bracket like [a] or a slash just like in the example between the sound to indicate the phoneme or produced segment so people can easily understand the sound of the symbol made. That is why every dictionary will have such a symbol beside the words.

1.2 Function of Phoneme

The sound in English sometimes can be so special because some phonemes can be just found in that language and make the non-native speakers hard to produce while speaking. An essential property of a phoneme is that it functions contrastively (Yule, 2006). Sometimes, people will confuse for some words with slightly same sound like “bat” and “bet”. People in the United States said it slightly the same like /'bæt/ for bat and /'bet/ for bet and make those sounds a bit contras. It is quite different with the way British or Australian said it as /'bat/ for bat and /'bet/ for bet. That is what it is done when the vowel is contrast but it can be really confusing for non-native speakers to distinguish with the contrast consonant like “bat” and “bad” or

“fan” and “van”. The ending sounds of “bad” and “bat” are quite similar those, are /d/ and /t/ or /f/ and /v/. Even if it is contrast but those sounds can distinguish “bad” and “bat”. That is why, it is important for students or non-native speakers that want to learn English to pay attention really well on the ending sounds. According to George Yule (2006) this contrastive property is the basic operational test for determining the phonemes that exist in a language. If we substitute one sound for another in a word and there is a change of meaning, then the two sounds represent different phonemes. Gladly, people now can just look the difference on International Phonetic Association chart about vowels and consonants. People will see so many different phonemes that usually used in English words or even another word from another language.

1.3 The Important of Phoneme

From all the brief explanation about phoneme in Phonology above, that thing actually handle some important role in language, especially for those who learn a new language. Phoneme holds an important role to help people understand more how to give a sound to the word when they learn that new language, in this case is English. This thing works really well with children. In alphabetic language like English, speech sounds are encoded at the level of phonemes and by the letters by the alphabet in writing and reading (Yopp, 1992). If they can cope with the alphabetic symbol—in Phonology the linguists called it as grapheme—and the sound it makes—

phoneme—even in English the sound itself may vary, it is a good way for them and in some cases they can analyze it one by one. It can help them not only in writing and reading but also speaking, help them understand more when they speak with the native because each person brings their own accent and at some point it can confuse them if the children do not really understand the sounds—phonemes—the natives make. Children who are aware of phonemes can consciously isolate individual sounds in words and associate them in the written letters of the alphabet whereas children without phonemic awareness may only remember isolated letter-sound relationships by rote (Griffith & Olson, 1992). Most of the teachers in schools set this awareness of phonemes to test their students about literacy things, from writing until reading. That is why, learning a lot about phonemes is really important especially for children.

2. Phonetic

Here, all of the points above are clearly explained about sounds in the language. Specifically, this material exists in Linguistics as a branch called Phonetics. In addition, Phonetics is the general study of the characteristics of speech sounds (Yule, 2006). This material mainly discusses about how the sounds are made in human body parts especially the parts that can produce the sounds like nose, mouth, teeth, tongue, vocal cord and many more. There are three kinds of Phonetics that exist in Linguistics, those are articulation phonetics that study about how the sounds are made or articulated, acoustic phonetics that deals

with the physical properties of speech sounds as sound wave in the air, and the last is auditory phonetics that explain all about perception people make when they hear speech sounds through their ears.

3. Speech Sounds

Like what the explanation above, all the sounds people make when they speak. All of those sounds are coming for the muscle contractions. Just remember when people try to produce phonemes when they speak, all of that sounds powered by the air from lung being pushed out to some body part around head and neck. The sound can come out in two different ways, those are by creating vibration on the vocal cord (there are folded muscles inside throat that can vibrate when the lung air try to come out within those folded muscles and the frequency can be changed within limits) and by altering the position of some components between throat, mouth, vocal cord and the exit air from lung.

Remember that a phoneme represents a cluster of sounds treated in some sense as equivalent by speakers of a given languages, some 40 phonemes can be distinguished in most dialects of English (Coxhead, 2006). Beside, even the sounds can make the vibration because of the air that try to get out within the vocal cord, there are some sounds that do not produce the vibration and just let the air out. The air from lung pushed out through the trachea or the windpipe to the larynx that has vocal cord inside. There, the air can produce two different sounds. First, is voiced when the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through,

creating a vibration effect and second is voiceless when the vocal cords are spread apart, the air from the lungs passes between them unimpeded (Yule, 2006). If people want to feel that sounds are voiced or voiceless, try to touch the throat or for men, the easiest way to find the larynx is by placing the fingers on their Adam apple or put the finger around mouth, near the ears. There, try to make some sounds and the result will come after that. Most of the vowel sounds will end up by making the vocal cord vibrate and some of the consonant will end up voiceless, especially when people try to say S and F. Beside, when people try to say Z or V their vocal cord will vibrate even though those are consonants.

4. Articulation

When the air comes out from the lung, it will get out through the larynx and either comes out through the nasal—nose—or mouth. People have large and complex set of muscles that can produce changes in the shape of vocal tract and all of them are called articulation (Roach, 1991). In the articulation phonetic or the subject that explain more about articulation is always have a diagram or picture that represent human head and the part that being articulators, those are :

(a) Pharynx : it is the windpipe just above the larynx. It has 7-8cm long for both men and women. In the top of it, it divided into two part, one is pipe to the mouth and one is the pipe to nasal cavity or a large room inside nose.

- (b) Velum** : it is the soft palate that allows air from lungs pass through nose and mouth. Velum position is in the back of the tongue. That part can not touch the soft palate. People will feel it when they try to make /k/ and /g/ sounds. That soft and hard palate will stick a bit and let the air flow.
- (c) Hard Palate** : it is the opposite side of the velum—soft palate. If velum is located below or in the back of the tongue, then hard palate is located above it. People often called it as the roof of the mouth with the smooth and curved surface on it.
- (d) Alveolar** : it is the part between the top front teeth and the hard palate—not the smooth part of it, but rougher one.
- (e) Tongue** : it is the part where people can taste a lot of food or something from sweet, sour, salty and bitter. Tongue actually is a muscle and it is really flexible. That part is really important as an articulator because it can move to different places inside the mouth. Beside the part that people know to taste the taste, tongue has it own particular part when it comes to articulation thing. Those are tip, blade, front, back and root—from the front until back.

(f) Teeth : it is the part of the mouth from chew down the food before it processed inside stomach. Beside, teeth have it own part when it comes to articulation. Both the upper and lower part of teeth can control the way the air comes out from mouth and produced some sounds. Most of it can be produced with the help of the tongue also.

(g) Lips : it is the outside part of the articulator. Lips are like two thick skin that can press together and protect the teeth also inside of the mouth from something outside. Beside, it can help people to produce some sounds because it can regulate the amount of air that comes out from the mouth.

All of them are the most important and common articulators used by people to produce the sounds while they are speaking. Beside, there are some parts that can be another articulator. Those are larynx, jaws—especially the lower part, nose and nasal cavity.

1.1 Characteristic of Articulation

Before, there are some part inside mouth, nose even throat that can produce the sounds for people to speak. Here, there are some characteristic for each sounds that come from the specific place called characteristic of

articulation. All of them have their own name and what sounds that usually come from there, like the list below.

(a) Bilabial : Labial comes from Latin word *Bi* means two and *Labium* means lips. Labial itself means that sound comes from the lips when those part stick together then open it to figure the sound. The sound like /p/, /b/, and /m/ are all bilabials even /p/ and /b/ are voiceless and /m/ is voiced (Yule, 2006).

(b) Labio-dental : Labiodental comes from two Latin word, *Labium* means lips and *Dental* means teeth. Sounds from Labiodental come from the lower lip and upper teeth when they are sticking like sounds of /f/ and /v/ even /f/ is voiceless and /v/ is voiced in English (Hickey, 2014).

(c) Dental : Dental comes from Latin word *dens* means teeth. If a sound categorized as *Dental* voice, it means that sound comes from the teeth with a help from tongue tip. The example of dental voices are /θ / like **thin**, **thank**, **teeth** or **three** and all of them are voiceless (Yule, 2006).

(d) Ambi-dental : Ambidental is a bit same with dental. If dental use the tip of the tongue in the back of front teeth, ambidental use it over the front teeth /ð/. The sound it makes became voiced like **this**, **that**, **those**, **these**, **then**, feather (Hickey, 2014).

(e) Alveolar : Alveolar comes from Latin word *Alveus* means the cavity. Sounds that categorized as alveolar means it comes from the tongue tip touch the gum or front mouth roof or palate—exactly in the back of front teeth. The sounds produced from there are /t/, /d/, /s/ those are voiceless, /n/, /l/, /r/, /z/ those are voiced which is quite common in English (Yule, 2006). Even those are the rule when people say it, there are some mistake non-native make about sounds when it comes to the words end with /s/ or /z/. It still fine when they say *bus* and *buzz* because those two have totally different ending. In the other case, what about the word *raise* or some plural words like *kisses*, *gloves* and *prizes*? Those words indeed end with /s/ but when it comes to pronunciation, those words will pronounce with /z/ and become *raize*, *kizes*, *glovez*, and *prizez*.

(f) Alveolo-palatal : If *Alveo* means cavity, then *palatal* means palate or the roof of the mouth. If the sounds categorized as alveopalatal, means that those sounds produced by the tip of the tongue that touch the deep part or the middle of palate with the lip form a bit round when pronounce it and it produces the sounds /ʃ/, /ʒ/, /tʃ/ and /dʒ/ (Hickey, 2014).

(g) Palatal : In the Latin language, *palatal* comes from *palatum* that mean roof of the mouth. The sounds that come from palate area are produced by a bit of the middle part of the tongue touch that arched thin part of the palate. The common palatal sounds in English are /j/ as in **y**es, **y**ear, **y**olk and /ç/ as in **h**uge, **h**ue or **h**umiliation (Yule, 2006).

(h) Velar : Velar comes from the Latin words *velum* means covering. The specific area for velar is the soft part in the back of the mouth above the end of the tongue. The velar sounds will produce when that cover close and with a bit of pressure, it will open and the air will flow from there. The common sounds that come from there are /k/ as in **c**all, **c**aramel or **c**haracter and /g/ as in **g**lue, **g**auntlet, **g**reat (Hickey, 2013).

- (i) Uvular : Uvular comes from the Latin words *uvu* that means grape. Here, in phonology, uvular means the sounds that come from lung air, flowing through the gap between the tip of the tongue and palate and makes a vibration sound. Not just that, it also can comes from the part inside throat, but still, it makes a vibration. The uvular has the primary function of closing the nose off from the mouth during eating (Hickey, 2013). It is occasionally used in the articulation of sounds, an important one of which is the standard allophone of /r/ in French like *rogue* means red, German *regen* means rain or Welsh popular town called *Llanfair* means St. Mary Church. As people know, not many English word use this /r/ sounds since they do not really roll their /r/, even make it voiceless when they speak just like Brits do. Sometime roll their /r/.
- (j) Glottal : Unlike other words that come from Latin, Glottal comes from Greek which means tongue. Even that word means tongue, glottal voice just produce one sound and it does not activate the articulator inside the mouth, just make the lung air flow from the inside to outside. The glottis is strictly speaking the gap which arises when the vocal folds are kept apart (Hickey, 2013). The most frequent sound to be produced here is /h/ which is a voiceless glottal fricative.

Then, there is also a glottal stop that happen for some /t/ sound in a lot of regional British accents—almost all of them like, *better* become *be'er*, *letter* become *le'er*, *that* become *tha'* or *great* become *grea'* and many more.

1.2 Manner of Articulation

Beside a lot of articulation characteristics above, there are something that makes it different and makes people confuse. Just like the way American and British said their glottal stop, American looks like they never use it but for British, that is a common articulation when it comes to the words with /t/ sound in the middle and the end of the words. Thus, there are a lot of manner to describe the sounds above in terms of how they are articulated (Yule, 2006).

(a) Stops : Just like its name, stop means that people block their lung air blocked when it want to get out from mouth and make the sound voiceless—mostly. Sounds like /p/, /t/, /b/, /k/, /g/, /d/, /m/, /n/, /ŋ/ and /ʔ/ are the example of stop.

(b) Fricatives : If the sound categorized as fricative, means that those sounds are produce by blocking the lung air to come out from mouth. Unlike stop that really block the lung air, fricative still let it come out from there but in a really tiny

amount of air and slightly makes a hiss sound. The sounds that categorized as fricative are /f/, /v/, /θ/, /d/, /s/, /z/ and /ʃ/.

(c) Affricates : Affricates is a combination of both stop and fricative

when the lung air comes out, it stops for a while but it has a bit hiss sound at the end. These segments can exist phonetically but their phonological status depends on whether they occur within word stems without a morpheme or word boundary between them (Hickey, 2013). Just like when people say *church* with the /tʃ/ in the end or *judge* with the /dʒ/ in the end of the word.

(d) Nasals : Nasals means nose in Latin language. If the sounds are categorized as nasal in manner of articulation means that those sounds produced with lowered velum, makes the lung air can not escape from mouth and stuck in the nose causing the nasal resonance. Some sounds in English that categorized as nasal are /m/, /n/ and /ŋ/. In some Roman languages like Spanish, Italian and French there is one more sound to add and also categorized as nasal, that is /ɲ/ as in *España* (Spanish : Spain), *bagno* (Italian : bathroom), and *champignon* (French : champignon mushroom)

(e) Liquids : In the daily life, people may know liquid as the watery thing like oil, water, milk and so on. Here in phonology, liquids is one of the manner of the articulation that means those sounds when the tongue as an articulator stick a bit on the palate but still let the lung air comes out from there by the side of it or by its tip. The common sounds from liquids are /l/ and /r/, both of them are also voiced. The /l/ sound itself has three different articulations, those are clear l /l/ as in *liquids* itself, dark l /ɫ/ as in *all* when it sounds a bit like *aw*—it is common pronunciation in Cockney accent, and palatal l /ʎ/ as in Spanish *pollo* (chicken) or Italian *famiglia* (family). It also happens for /r/ that has four different ways to pronounce it. First is the proper /r/ like people used to say as in *really*, the rolling /r/ as in traditional British and still up in Scottish accent like they pronounce *rip* /rɪp/, the flapping /r/ like most North American people do as in *spiderman* /spaɪə-mæn/ and the uvular /r/ that really common in the French, German and Swedish language as in *regen* /ʁe:gən/ that roll their /r/ inside their throat, make it sounds like a boiling water.

(f) Glides : As its name, glides means let the air flow freely from mouth like the way people say /w/ and /j/ sound as in *way, wait, you, yes* and all of them are voiced . There is glide that voiced also as in *whale, white, which* and many more. Some Scottish and Irish pronunciation still used that to pronounce the normal glides.

(g) Glottal stop: Glottal stop is one of the manner of articulation that happened commonly in British English. Glottal stop means that people stop the lung air for a moment by closing the vocal cord, especially if the words they said have t in the middle or in the end of the word. Like when they said *Batman* a bit faster, it will sound like *Ba'man* rather than *Baetmaen* like American. It also happened when those words have double t (tt) like *better* becomes *be'a* and *bottle* becomes *bo'el*.

(h) Flap : If in glottal stop *bottle* becomes *bo'el* and *better* becomes *be'a*, then it is different when those words has flap. T flap is really common with American pronunciation. It is like the other side of British that really common with glottal stop. In flap, that t in the middle of the word will pronounce like d. When people said *water*, it will sound like *wader*.

So, for those that do not quite familiar with flap, they definitely will confuse with American when they say *later* and *lader* or *writer* and *rider*, also *Plato* and *play-dough*.

(i) Vowels : Vowel is the characters inside alphabeth that give sound to the other characters, so that it can be pronounced properly by people. If consonant needs a lot of work from articulator, then vowel does the opposite of it. To describe vowel sounds, people consider the way in which the tongue influences the ‘shape’ through which the airflow must pass, to talk about a place of articulation, people think of the space inside the mouth as having a front versus a back and a high versus a low area (Yule, 2006). There are some vowel in English people should know, such as /i/ as in *eat*, *key*, *see*, /u/ as in *move*, *two*, *too*, /ɪ/ as in *hit*, *myth*, *women*, /ʊ/ as in *could*, *foot*, *put*, /e/ as in *great*, *tail*, *weight*, /o/ as in *no*, *road*, *toe*, /ɛ/ as in *dead*, *pet*, *said*, /ɔ/ as in *ball*, *caught*, *raw*, /æ/ as in *ban*, *laugh*, *sat*, /a/ as in *bomb*, *cot*, *swan*, /ə/ as in *above*, *sofa*, *support*, and /ʌ/ as in *blood*, *putt*, *tough*.

(j) Diphtongs : There are some combination of characters in English

words when people write those down but when they start to pronounce it, it will be one sound only. These combinations can also be found commonly in French and German. Those combinations are called diphtongs as it in /aj/ as in *buy*, *eye*, *my*, /aw/ as in *cow*, *doubt*, *loud*, and /ɔj/ as in *boy*, *noise*, *void*. Diphtongs are also commonly used in British English and Australian English pronunciation rather than American English. As in the Australian British said *today* as *tu-dai* rather than said it as *tu-de*.