PRONUNCIATION ERRORS MADE BY EFL STUDENT TEACHERS IN SPEECH PERFORMANCE

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Abstract: Pronunciation is one of the key factors in communication. The different pronunciation or different sounds will cause different meanings. It is known that the sound of English vowels and consonants are so much different from Indonesian vowels and consonants. A slip of pronunciation might occur and cause listeners misunderstand the message.This study is aimedat findingthe pronunciation errors and the factors contributing to the pronunciation errors made by the EFL student teachers in speech performance.Adescriptive qualitative research design was used. The data were collected through document analysis and interview. The result of thse study shows that there were 79 errors found, meanwhile the factors contributing to the students' pronunciations consists of internal & external factors.

Key words: pronunciation errors; speech performance.

INRODUCTION

English as a foreign language that has differences from Indonesian language coveringits vocabulary, grammar, and pronunciation. According to Yates as cited in Gilakjani (2016) pronunciation is the production of sounds that is making meaning.The different pronunciation or different sounds will cause different meanings. In learning English, non-native speaker tends to make errors (Sembiring & Ginting, 2016:40). As it is known that the sound of English vowels and consonants are so much different from Indonesian vowels and consonants. The sound of English vowel and combination vowels mostly cause different meanings. For example, when a speaker actually means heat(n) /hiːt/ but ends up pronouncing hit(v) /hɪt/, the meaning changes so the listener might misunderstand what the speaker is saying.

Some previous studies indicate the errors in pronunciation. Nadziroh (2015) revealed that the most errors made were omission and the sources of the errors were various like avoidance, prefabricatedpatterns, cognitive and personality style, appeal to authority and language switch. Mulansari, Basri, and, Hastini (2014) found out that the most problematic sound for the students was /ɜː/ and the most dominant factor of students' error was internal factor, that is the students did not have high motivation in learning English. Another study by Habibi (2016)showed that the students encountered a number of segmental pronunciation problems consisting of consonants and vowels including pure vowels and diphthongs. Adila and Refnaldi (2019) investigated the pronunciation errors made by senior high school students in speaking performance. Riyani (2013) studied the pronunciation errors made by Indonesian singers in singing English song. She found that the errors occurred potentially because of the influence of the first language, which is Indonesian. However, the subjects of her research were those who mostly were not demanded to have a good mastery in English speaking.

The EFL student teachers are demanded to have a good mastery in English speaking because they will be English teachers in the future. At the English Education Department of Universitas Muria Kudus, they were given a project to present a speech performance in the Academic Speaking course. The students recorded themselves performing their speech and uploaded the video they made to Facebook. This study is aimedat findingthe

pronunciation errors and the factors contributing to the pronunciation errors made by the EFL student teachers in speech performance.

Pronunciation

Pronouncing a word becomes one of the important things for the speakers to be understood by the other people when the communication occurs. According to Brown (as cited in Anggraini, 2019), the goal of the language learners is to make sure that they can communicate what they have in mind effectively, they have to be understood when they uttering words. In this case, pronouncing a word is a crucial thing.

When speaking English, the speakers and the listeners are having a mutual relationship of communication (Habibi, 2016). It means that both of speakers and listeners are affecting each other in a communication. They have to speak with a correct pronunciation by means the English sounds are pronounced correctly. Speech sounds, in a language, are distinctive units that different sounds can lead to different meanings (Yule, 2010). The distinctive units of language are called Phonology.

Phonology is the study that focuses on how the sound units in a language can be distinctive, the pattern which is formed, and the regulation ruling their use (Roach, 2009). Phonology is concerned with the range and function of sounds in specific languages and with the rules which can be written to show the types of phonetic relationships that relate and contrast words and other linguistic units (Crystal, 2008).

As phonology deals with the occurrence of some sounds, there always appears a condition when a sound is surrounded by other sound. It is so-called phonological environment. According to Hayes (2009), phonological environment is described as the sounds which are surrounding a target sound in a word. For instance, the vowel [ɪ] in the word „with"/wɪð/ is surrounded by two consonants. The vowel [ɪ] is preceded by the consonant [w] and is followed by the consonant [ð]. In simplicity, phonological environment is the preceding and the following sounds of a target sound.

Segmental Feature

Segmental phonology is the study of segmental phenomena such as vowel and consonant allophones (Carr, 2008). Crystal (2008, p. 102) defines consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible friction is produce. A consonant is characterized mainly by some obstruction above the larynx, especially in the mouth cavity. Consonants may come singly or in clusters, but must be connected to a vowel to form a syllable. There are 24 consonants: [p], [b], [t], [d], [k], [g], [?], [tʃ], [dʒ], [m], [n], [ŋ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [r], [h], [w], and[j]. For example /p/ - pip, pot ; /b/ - bat, bug ; /t/ - tell, table ; /d/ - dog, dig ; /k/ - cat, key ; /g/- get, gum ; /f/ - fish, phone ; /v/ - van, vat ; /θ/ - thick, thump, faith ; /ð/ - these, there, smooth ; /s/ - sat, sit ; /z/ - zebra, zap ; /ʃ/ - ship ; /ʒ/ - treasure, leisure ; /h/ - hop, hut ; /tʃ/ - chip ; /dʒ/ - lodge, judge ; /m/- man, mummy ; /n/- man, pan ; /ŋ/ - sing, wrong ; /l/ - let, lips ; /r/- rub, ran ; /w/ - wait, worm ; /j/- yet, yacht (Kristina, 2006: 4).

Based on the length, vowels are classified into two categories short vowels and long vowels (Roach, 2009). Short vowels include There are six vowels/I/, /e/, /ə/, /ʌ/, /ʊ/. The vowel [I] is as in the words'bit', 'pin' and 'fish', the vowel [e], as in the words 'bet', 'men', and 'yes', the vowel [æ], as in the words 'bat', 'man', and 'gas', the vowel [ʌ], as in the words 'cut', 'come', and 'rush', the vowel [ɒ], as in the words 'pot', 'gone', and 'cross', the vowel [ʊ], as in the words 'put', 'pull', and 'push', and the vowel [ə]. As in the words 'about', 'oppose', and 'perhaps'.

Long Vowelstend to be pronounced a bit longer than the short vowels (Roach, 2009). There are five long vowels (/Iː/, /ɜː/, /ɑː/, /ɔː/, /uː/).The vowel [iː] is as in the words 'beat', 'mean', and 'peace', the vowel [ɜː], as in the words 'bird', 'fern', and 'purse', the vowel [ɑː], as in the words 'card','half,and'pass', the vowel [ɔː], as in the words 'board','torn',and'horse', and the vowel [uː], as in the words 'food', 'soon', and 'loose'.

Other kinds of vowel are diphthong and triphthong. Diphthong is a vowel sound in which the tongue changes position to produce the sound of two vowels.According to Roach (2009), there are eight diphthongs (Ia], [ea], [ʊa], [eʊ], [aɪ], [eɪ], [aʊ], [ɔɪ]). The diphthong[ɪə], is as in the words 'beard', 'weird', and 'fierce', the diphthong [eə], as in the words 'aired', 'cairn', and 'scarce', the diphthong [ʊə], as in the words 'moored', 'tour' and 'lure', the diphthong [eɪ], as in the words 'paid', 'pain' and 'face, the diphthong [aɪ], as in the words 'tide','time','nice', the diphthong [ɔɪ], asin the words 'void', 'loin','voice', the diphthong [əʊ],as in the words 'load','home'and'most', and the diphthong [aʊ],as in the words 'loud','gown'and'house'.

Triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption (Roach, 2009). For example, a careful pronunciation of the word 'hour' begins with a vowel quality similar to /ɑː/, goes onto a glide towards the back close rounded area [ʊ], then ends with [ə]. The symbol l [aʊə] is used to represent the pronunciation of 'hour', but this is not always an accurate representation of the pronunciation.

The Difference Between Errors and Mistakes

Brown (2000) differentiates error and mistake in that amistake refers to a performance error that is a random guess or a slip, in that it is afailure to utilize a known system correctly. Native speakers are normally capable ofrecognizing and correcting such mistake, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown orimperfection in the process of producing speech. In other saying, mistake can be self-corrected. Mistakes must be carefully distinguished from errors of a second languagelearner.

An error, a noticeable deviation from the adult grammar of a native speaker,reflects the competence of the learner. An error cannot be self-corrected. Harmer (2002) divides mistakes into three broadcategories: slips (that is mistakes which students can correct themselves once themistake has been pointed out to them), error (mistakes which they cannot correctthemselves and which therefore need explanation), and attempts(that is when astudent tries to say something but does not yet know the correct way of saying it).

Pronunciation Error

Error is systematic in which it is likely to occur repeatedly and is not recognized by the learner. According to Ellis (1997: 17) error reflects gaps in a learners' knowledge, they occur because the learner does not know what is correct. Dulay(1982: 146) emphasis some error classification as called descriptive taxonomy, they are: linguistic category, surface strategy, comparative analysis, and communicative effect.

Surface strategy taxonomy highlights the ways surface structure are altered (Dulay, 1982: 150). This taxonomy classified into four types: omission, addition, misformation, and misordering. Omissions are identified by the absence of an item that must appear in well-formed utterance that includes the omission of voiced, unvoiced, single vowels, and diphthongs.

Additions are identified by any unnecessary presencean item or morphemes which appear in an utterance. There are three types of addition errors, namely ouble marking, egularization, and simple addition. Misformation are identified by the use of the wrongfrom

of the morpheme or structure, meanwhile misorderings are identified by the incorrect placementof a morpheme or group of morphemes in an utterance.

Factors Contributing to Pronunciation Errors.

Djajaningrat (2011) states that because of the difficultiesin English pronunciation, many English language learners including theIndonesian learners tend to generate errors in the articulation of the sounds. The problemsfaced by the learners are caused by two sources of errors. According to Richard (1971)errors are caused by negative transfer or the effect of their mother tongue, which arecalled inter-language errors. Besides that, the errors made because the students do not know the target language well belongs to intra-lingual errors.

Beside the sources of errors above, the learners make errors caused by two factors.They are internal and external factors. Internal factor refers to the students' motivation inlearning English while the external factor refers to the environment of the learner.According to Mulansari, Basri, and Hastini (2014), internal factors refer to the factors inside the students themselves which play an important role in learning English such as the students' interest in English and the students' motivation in learning English. The external factors are the factors outside the students that influence them in learning English. They are time and frequency of the learners' contact with the language.

METHOD

This research used descriptive qualitative method.The data were collected in the form of utterances containing pronunciation errors spoken by the EFL student teachers. They were the fourth semester students of English Education Department of Universitas Muria Kudus who enrolled in Academic Speaking course. They were asked to perform speech and upload it in Facebook. the topic of the speech was not specified, so the students were free to choose their topic. The speech was then transcribed to analyze. The instruments used were document and interview. The document included 5 students' speech videos which have duration of each student was 7-8 minutes. The interview was conducted in order to know the factors contributing to the pronunciation errors the students made.

FINDINGS AND DISCUSSION

After the data were analyzed, it is found out that there were 79 pronunciation errors. The errors cover vowels, consonants, and diphthongs. Below are the table distributions of pronunciation errors with each description.

Table 1.The Frequencies of Pronunciation Errors

No	Pronunciation Error	Frequency Error	Percentage
1.	Vowels	38	48.1%
2.	Consonants	18	22.8%
3.	Diphthongs	23	29.1%
	Total	79	100%

The result of this study revealed that the students made the pronunciation errors mostly on the vowels of the words. From 79 errors, 38 errors were found. For the pronunciation errors of consonants, it was found 18 errors and 23 errors on diphthong pronunciations. Below is the table with each description of the comparison between the students' pronunciation and the correct pronunciation based on International Phonetic Alphabet (IPA).

Table 2 Pronunciation Errors on Vowels

Vowel Sounds	Words	Pronunciation		Number of Error	Percentage
		Students' Pronunciation	Correct Pronunciation		
[i:]	Leading	ˈledɪŋ	ˈliːdɪŋ	3	7.9%
	Recently	ˈresntli	ˈriːsntli		
	Scenery	ˈskənəri	ˈsiːnəri		
[I]	Buzyness	ˈbʌzɪnɪs	ˈbɪzɪnɪs	11	28.9%
	Distinguish	dɪsˈtɪŋgweʃ	dɪsˈtɪŋgwɪʃ		
	Effect	efek	ɪˈfekt		
	Excuse	ekˈsjus, ekˈscus	ɪkˈsjus		
	Expand	ekˈspænd	ɪkˈspænd		
	Explain	ekˈspleɪn	ɪkˈspleɪn		
	Express	ekˈspres	ɪkˈspres		
	Middle	ˈmedl	ˈmɪdl		
	Security	səˈkjʊərɪti	sɪˈkjʊərɪti		
	Since	sens	sɪns		
[e]	-	-	-	-	-
[æ]	Action	ʌkʃən	ˈækʃən	2	5.3%
	Impactful	ɪmˈpʌktfl	ɪmˈpæktfl		
[ʌ]	Currently	ˈkurəntli	ˈkʌrəntli	6	15.8%
	Other	ɒðə	ˈʌðə		
	Income	ˈɪnkɒm	ˈɪnkʌm		
	Something	ˈsɒmθɪŋ	ˈsʌmθɪŋ		
	Struggler	ˈstregl	ˈstrʌgl		
	Such	seʧ	sʌʧ		
[ɑ:]	-	-	-	-	-
[ɒ]	-	-	-	-	-
[ɔ:]	Also	ʌlsəʊ	ˈɔːlsəʊ	2	5.3%
	Always	ʌlweɪz	ˈɔːlweɪz		
[ʊ]	Ridiculous	rɪˈdɪkələs	rɪˈdɪkjʊləs	1	2.6%
[u:]	Doing	ˈdɒɪŋ	ˈdu(ː)ɪŋ	1	2.6%
[ɜ:]	Furthermore	ˈfʊrðəˈmɔː	ˈfɜːðəˈmɔː	4	10.5%
	Turn	tʊrn	tɜːn		
	Work	wɒrk	wɜːk		
	World	wɒrd	wɜːld		
[ə]	About	ʌbɒt	əˈbaʊt	8	21.1%
	According	ʌkɔrdiːŋ	əˈkɔrdɪŋ		
	Allow	ʌlɒ	əˈlaʊ		
	Another	ʌnɒðər	əˈnʌðər		
	Avoid	ʌvɔɪd	əˈvɔɪd		
	Desperate	ˈdɛspəret	ˈdespərət		
	Difficult	ˈdɪfɪkult	ˈdɪfɪkəlt		
	Physical	ˈfɪzɪkʌl	ˈfɪzɪkəl		
	TOTAL			38	100%

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The students' pronunciation errors on vowels are seen in the table above. It shows that they pronounced sound [e] on [i:] sounds. While on [ɪ], they pronounced to [e] or [ə] sounds. The students did the correct pronunciations of [e] sounds. The students pronounced [æ] sounds into [ʌ] sounds and instead of pronouncing [ʌ] sounds, they pronounced [u], [ɒ], and [e] sounds. The students did not do any errors in pronouncing [ɑ:] and [ɒ] sounds. The students pronounced [ɔ:] sounds into [ʌ] sounds. Instead of pronouncing [u:], the student pronounced it [ɒ]. On [ɜ:] sounds, the students intended to pronounce it [ɒ] or [ʊ]. While on the sound [ə], the students pronounced it into [ʌ], [ɒ], [ɪ], and [e] sounds. The most pronunciation errors the students made is on pronouncing [I] sounds, such as in pronouncing effect [ɪ'fekt] into [efek], excuse [ɪk'sjus] into [ek'sjus], expand [ɪkˈspænd] into [ek'spænd], explain [ɪkˈspleɪn] into [ek'spleɪn], and express [ɪkˈspres] into [ek'spres].

The result of this study is in line with the study of Riyani and Prayogo (2013) that revealed that vowel [I] was the most frequent error made by Indonesians. The errors occurred potentially because of the inference of the mother tongue which is Indonesian language.

This is different from the study conducted by Mulansari, Basri, and Hastini (2014) that found that most problematic sound was [ɜ:]. Nevertheless, the factors contributing to the errors are found out the same, i.e. the lack of practicing English words, lack of opportunity to use English in daily lives, and also interfere from the mother tongue.

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Table 3 Pronunciation Errors on Consonants

The students did not make any pronunciation errors on consonants [p], [b],

Consonants Sounds	Words	Pronunciation		Number of Error	Percentage
		Students' Pronunciation	Correct Pronunciation		
[p]	-	-	-	-	-
[b]	-	-	-	-	-
[t]	Right	raɪg	raɪt	1	5.6%
[d]	Good	gʊt	gʊd	3	16.7%
	Side	saɪt	saɪd		
	Trend	trɛn	trɛnd		
[k]	-	-	-	-	-
[g]	-	-	-	-	-
[f]	Laugh	lɑug	lɑ:f	1	5.6%
[v]	-	-	-	-	-
[θ]	Thank	tæŋk	Ɵæŋk	5	27.8%
	Third	cɜ:d	θɜ:d		
	Thought	tɔ:ug	θɔ:t		
	Thread	tri:t	θrɛd		
	Through	tru:	θru:		
[ð]	That	dæt	ðæt	1	5.6%
[s]	Answer	ˈɑ:nswər	ˈɑ:nsə	2	11.1%
	Exercise	ˈɛksərcaɪz	ˈɛksəsaɪz		
[z]	-	-	-	-	-
[ʃ]	Issue	ɪsu:	ɪʃu:	1	5.6%
[ʒ]	-	-	-	-	-
[h]	-	-	-	-	-
[tʃ]	-	-	-	-	-
[dʒ]	-	-	-	-	-
[m]	-	-	-	-	-
[n]	Convince	kənˈvɪs	kənˈvɪns	1	5.6%
[ŋ]	-	-	-	-	-
[l]	-	-	-	-	-
[r]	Wrong	wrɒŋ	rɒŋ	1	5.6%
[w]	-	-	-	-	-
[j]	Communicate	kəˈmu:nɪkeɪt	kəˈmju:nɪkeɪt	2	11.1%
	Student	ˈstu:dənt	ˈstju:dənt		
	TOTAL			18	100%

[k], [g], [v], [z], [ʒ], [h], [tʃ], [dʒ], [m], [ŋ], [l], and [w] sounds. A student pronounced [t] sound into [g] sound. Some students pronounced [d] sounds into [t] sounds, and a student pronounced [f] sound into [g] sound. The most errors made was on [θ] sounds. It was 5 errors found and the students pronounced it into [t] or [c] sounds. A student also found pronouncing [ð] sound into [d] sound. Some students made some errors in pronouncing [s] sounds. An error also found on each

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[ʃ], [n], and [w] sounds. Two errors were found on pronouncing [j] sounds. The students intended to pronounce [θ] sounds into [t] sounds, such as in thank [θæŋk] into [tæŋk], third [θɜːd] into [cɜːd], thought [θɔːt] into [tɔːug], thread [θrɛd] into [triːt], true [θruː] into [truː].

The finding of this study is similar to those of Sembiring and Ginting (2016) and Yiing (2011) that showed the most consonant error the students made is the sound of [θ]. The factors were the same that the students pronounced error because of the lack practicing English words and the interference of the first language.

Table 4 Pronunciation Errors on Diphthongs
There were 23 errors found on the pronunciation of diphthongs. An error

Diphthong Sounds	Words	Pronunciation		Number of Error	Percentage
		Students' Pronunciation	Correct Pronunciation		
[ɪə]	Here	hər	hɪə	1	4.3%
[eə]	Their	ðer	ðeə	2	8.7%
	Wear	wiːer	weə		
[ʊa]	-	-	-	-	-
[əʊ]	Old	ɒld	əʊld	1	4.3%
[aɪ]	High	haɪg	haɪ	8	34.8%
	Item	ɪtəm	ˈaɪtəm		
	Like	leɪk	laɪk		
	Night	nʌt	naɪt		
	Nine	nen	naɪn		
	Psychology	sɪˈkɒlɒdʒi	saɪˈkɒlədʒi		
	Virus	ˈverus, ˈfiːrus	ˈvaɪərəs		
	While	weɪl	waɪl		
[eɪ]	Basic	ˈbesɪk	ˈbeɪsɪk	8	34.8%
	Brake	briːk	breɪk		
	Creating	kri(ː)tɪŋ	kri(ː)ˈeɪtɪŋ		
	Face	fes	feɪs		
	Gain	gʌɪn	geɪn		
	Great	gret	greɪt		
	Later	ˈletər	ˈleɪtə		
	Realize	ˈreʌliːs	ˈrɪəlaɪz		
[aʊ]	Found	fɒnd	faʊnd	3	13.1%
	Out	ɒt	aʊt		
	How	huː	haʊ		
[ɔɪ]	-	-	-	-	-
	TOTAL			23	100%

was found on each [ɪə] and [əʊ] sounds. Two errors were found on [eə] sounds, where the students changed it into [e] sounds. 8 pronunciation errors were found on [aɪ] and [eɪ] sounds. On [aʊ] sound was found 3 pronunciation errors. The students did not make any pronunciation errors of [ʊa] and [ɔɪ]. Such as item [ˈaɪtəm] into [ɪtəm], like [laɪk] into [leɪk], psychology [saɪˈkɒlədʒi] into [sɪˈkɒlɒdʒi], virus [ˈvaɪərəs] into [ˈfiːrus].

To find out the factors contributing to the students' pronunciation errors, a depth interview was conducted to 5 students of the fourth semester. The results of

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the factors contributing to the students' pronunciation errors are categorized into internal and external factors.The following tableis showing the results.

Table 5. The Interview Results

No	Aspects	Category
1.	Less preparation and practicing on performing speech	Internal Factors
2.	Anxiety of performing the speech	
3.	Lack of time and opportunity to use English in daily lives	External Factors
4.	Interference from the mother tongue	Interlingual Factors

From the results of interview, it showed that there were three factors contributing to the students' errors. They are internal factors, external factors, and interlingual factors.

Internal factors such as includes less preparation and practicing the speech performance and the anxiety of performing speech. Some students admitted that they only had 30 minutes until an hour to practice their speech. The students stated that they felt nervous when they performed the speech. A student stated that she felt very nervous thinking about performing in front of camera is more difficult than in front of the real audience. More than half of them even did not prepare their performance properly.

Lack of time and opportunity to use English in daily lives belong to the external factors. The students admitted that they did not really use English on their daily lives. They stated that they rarely spent about 30 minutes to an hour of a day to listen or watch English videos. Half of them only use English in the classroom. This result of this study is in line with that of Mulansari, Basri, and Hastini (2014) that indicated that the students' environment did not help the students to use English properly, they only learned it seriously to face national examination.

Interlingual factor is also another factor contributing to pronunciation errors. Richards (1971) states that the learner of foreign language makes some mistakes in the target language by effecting of his/her mother tongue. The students make errors due to the interference of the mother tongue**.** For example it was found out in pronouncing effect, issue, and item. These words were similar with Indonesian words and the students tended to pronounce [efek], [isu:], and [i:tem]. The mother tongue influences the pronunciation (Adila and Refnaldi, 2019). Rohmah (2013) states that the major factor of the learners' errors is interlingual interference. It happens because there is a different system between Indonesian and English, in this case is pronunciation.

CONCLUSION AND SUGGESTION

Based on the research findings and the discussion, it is concluded that students' errors were categorized into errors in vowels, consonants, and diphthongs. The students made the total of 79 errors, 48.1% errors of vowels, 22.8% errors of consonants, and 29.1% errors of diphthongs. The most frequent errors found on vowel was [I] where the students intended to pronounce it into [e]

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sounds. The most frequent errors found on consonant was [θ]where the students intended to pronounce it into [t] sounds.The most frequent errors found on diphthong was [aɪ] and [eɪ] where the students intended to pronounce it into [ɪ]or [e] sounds.

The factors contributing to the students' pronunciation errors are categorized into internal factors, external factors and interlingual factor. The internal factors include less preparation and practicing on performing speech and anxiety of performing the speech. External factors cover lack of time and opportunity to use English in daily lives, whereas interlingual factor is the interference from the mother tongue.

This study suggests that the students pay moreattention to their pronunciation. They are expected to practice more about pronunciation components. The students should enrich their vocabulary by reading a lot and should be aware of their errors and try to overcome their problem. Furthermore, in this era using social media may also help them to learn and use English not only with their friends, but also English native speaker easily, such as using Facebook or Instagram to make friends and to communicate with English native speaker. In addition, lecturers are expected to help students more in improving their ability in pronouncing English words by giving them more practice when teaching pronunciation in the class. Since this study is limited only investigating the pronunciation errors of the students in speech performance, further research can be conducted that analyze not only on the vowels, consonants, and diphthongs, but also sound stress of the pronunciation and other segmental features of pronunciation

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