



# PRODUCTION OF ENGLISH CONSONANT CLUSTERS BY INDONESIAN EFL LEARNERS

Istiqomah<sup>1</sup>, Suprayogi Suprayogi<sup>2</sup>

Universitas Teknokrat Indonesia<sup>1,2</sup>

istiqomahistiqomah25@gmail.com<sup>1</sup>, suprayogi@teknokrat.ac.id<sup>2</sup>

Received: (October)

Accepted: (November)

Published : (December )

## Abstract

This study investigates how English Foreign Language (EFL) learners in Indonesia pronounce English Consonant Clusters. Several points must be mastered by the learners when they learn English such as writing, listening, reading and speaking. From those points, speaking is one of the essential points since language is used to communicate by speaking. In learning English as a second language, there are several mispronunciations made by the learners when they speak especially when they face consonant clusters since they have different phonological systems and they do not know how to pronounce them correctly. It makes them have mispronunciations and it can lead the misperception, misunderstanding and miscommunication among the speakers and the listeners. The result revealed that there were eight types of incorrect consonant clusters that the writer asked to the participants such as [ʃr], [θr], [sk], [br], [spl], [skr], [skw], and [ksp]. Among those types of consonant clusters, there were three types of consonant clusters pronounced incorrectly by the participants such as [ʃr], [θr], and [sk]. Then, the five types of consonant clusters such as [br], [spl], [skr], [skw], and [ksp]. However, several of them tried to challenge themselves to pronounce English words correctly even though they faced some difficulties in every word by forcing their pronunciation so that they could switch the word to an easier version of phonemes. Although they changed those words to the easier version, it would impact how the misunderstanding occurred since the sound produced was different.

**Keywords:** English consonant clusters, EFL, phonetic, phonology

## INTRODUCTION

Learning English might be an easy thing for people who come from English-speaking countries; however, for those who come from non-English speaking countries or the outer layer like Indonesia, learning English is still challenging. It is considered that to learn English several elements must be mastered properly, namely listening, writing, reading, and speaking (Hambur, 2018). In learning English as a second language (ESL), there are many pronunciation errors or mispronunciations made by students (Silalahi, 2017). Mispronunciation is the act of pronouncing a linguistic expression incorrectly or unconventionally.

Pronunciation is a production skill that produces sounds to create meaning communicatively. In consequence, pronunciation activities do not only help students to be confident of different sounds and sound features but most importantly help students to improve their spoken skills. Focusing on where the sounds are in the mouth and which syllables are stressed in the words fortifies students' comprehension and intelligibility (Al Mafalees, 2020). Pronunciation is an inseparable part of speaking and it is inevitably important to understand.

Furthermore, pronunciation is an important element in achieving success in any oral discourse. Much attention is to be paid to pronunciation, as it contributes to conveying the right message in oral discourse. If the message is not properly articulated mispronunciation might sometimes hinder communication or lead to vital misunderstanding. It is believed that pronunciation is crucially important, as it is usually the first thing people notice about any language speaker or learner (Almuslimi, 2020).

The goal of pronunciation instruction is not to ask learners to pronounce like native speakers (Gilakjani, 2016). Instead intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm.

A language generally has its language structure, such as Indonesian and English, both of which have different language structures, both in terms of pronunciation and other structures. Different speech community has different components of its phoneme since every language has its distinctive characters". and slightly difficult pronunciation to teach children. Therefore, learning pronunciation is necessary to be taught from an early age. The

scope of teaching pronunciation consists of three main topics, namely: (1) sounds, (2) rhythm and emphasis, and (3) intonation.

The sound in linguistics is divided into two, vowel and consonant. Consonant is defined as a sound, voiced and voiceless, in which the airstream is obstructed through a narrowing or complete closure of the mouth passage (Donal, 2016). One of the aspects in consonant sound is the consonant cluster (CC), according to Hasan (2019) consonant cluster is a sequence of consonants without a vowel between them. Consonant clusters in English can be difficult for speakers of other languages, and they may not be sure how to pronounce them correctly. According to Khanbeiki & Rokni (2015) states that most L2 learners find it difficult to learn English consonant clusters as their language have different phonological system thus they learn inter language phonological learning especially on the rules of forming syllables. "L2 learners, before leaning the rules underlying English syllable structure, often try by one means or another to make the L2 syllables fit their L1. Simply stated, they make L2 syllables conform to the syllable structures of their first languages by inserting extra vowels among English consonant clusters. Examples are Koreans saying /kəla:s/ for 'class' or Arabs saying /bilæstik/ for 'plastic'" (Khanbeiki & Abdolmanafi-Rokni, 2015).

The large variety of clusters permissible in English, both at the beginning and at the end of syllables, makes even monosyllables extraordinarily complex. In Indonesia itself, research on clustered consonants is still very limited. Most studies that examine consonants have not studied clusters, specifically research on the pronunciation of English clusters by EFL students (English Foreign Language). As for that, this article is written to highlight the consonant cluster production by Indonesian EFL learners.

## **LITERATURE REVIEW**

Phonetics is a physical manifestation of language in sound waves, how sounds are articulated and how sounds are perceived. Phonetics perceives Language as independent of the study of all sounds Hamka (2016: 357). While the study of pronunciation is called phonetic. To describe the sound of speech it is necessary to know what the individual's voice is like and how each sound is different in form from the other sounds. Phonetics is an objective way to describe and analyse something that is used by humans in their language conversation. The function of phonetics is to identify human speech organs and muscles that produce different sounds from different languages (Pratiwi & Indrayani 2021). languages (Levis & Munro, 2012). State that although phonetics and phonology both concern the study of speech, linguists have traditionally considered these as different areas of study. Phonetics subsumes the physical aspects of speech production and their relation to speech perception, while phonology addresses the functional and systemic nature of the sounds of particular

According to McCully (2009), "consonant is a phoneme whose articulation involves some audible obstruction in the oral cavity". So consonant is a phoneme whose articulation involves some sound obstruction in the oral cavity. A consonant cluster is mentioned to mean a run of consonants uninterrupted by a vowel or a pause. In this case, "CCs (Consonant Clusters) in English are classified into initial, medial and final according to their positions within words. Initial CCs, (Consonant clusters) known as onsets, comprise two or three consonants, and they are referred to as two (Hasan, 2019).

Initial consonant cluster according to Hasan (2019) refers to a sequence of two or three consonants that occur at the beginning of English words in the same syllable. In a single syllable, onset and coda are optional whereas the nucleus represented by a vowel is mandatory in which case no syllable is formed without a vowel except the syllabic consonants that constitute syllables without vowels. And final CC or consonant cluster is the consonant place in the final syllable in which the word consists of two three or four consonants.

A consonant cluster, also known as a consonant blend, is where two or more consonant sounds occur in a word without an intervening vowel, but slightly different from the consonant cluster. If the consonant cluster focuses on pronunciation, the consonant blend focuses on letters. English has several consonant clusters: two consonant clusters three consonant clusters and four consonant clusters in the initial, medial and final.

## **METHOD**

The method used in this study is qualitative descriptive method. **Descriptive** qualitative method is defined as the activity of collecting data related to the problems by taking the data from documents, audio-video recordings, transcripts, words, and pictures (Ambarwati & Mandasari, 2020; Amelia et al., 2022; Suprayogi & Pranoto, 2020). The writer decided to use descriptive qualitative method in order to investigating, finding, describing, and explaining the phenomenon in the form of words, sentence and text so that the result does not only focus on number. Data is defined as the information collected in order to be examined related to certain issue. The data in this study is English consonant clusters produced by the participants. The participants who will be involved in this study are eight learners that have several criterias such as using English as foreign language and studying English language in the University in the first year.

Data collecting technique is defined as process in order to gathering the data. There are several types of data collecting techniques that can be used in qualitative research such as interview, observation and audio recording. The writer choose audio recording and interview adopted by (Renaldi, Stefani & Gulo, 2016) in which the first step is making a list of certain English consonant clusters and asking those participants to pronounce them. In this process, the writer sets the device to record in order to have data for further analysis. In data analyzing technique, the writer analyzes the data by using three steps adopted from (Merriam, 2009), the first step is interpreting step where the writer interpret the data and organize them in separate file based on the different participants. The second step is analyzing step. In this step, the writer needs to read the transcription thoroughly and focus on analyzing the data related to the conceptual framework that the writer discusses. The last step is concluding steps where the writer will present the findings and discuss the further discussion and also conclude the conclusion.

## FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. The respondents of this study are 8 students of first semester at a University in Lampung. They are not studying English as their major. The following section discusses the variety of consonant cluster production and possible justification behind it.

### Findings

There are 8 (eight) Clusters which are assessed in this study, namely [ʃr], [θr], [sk], [br], [spl], [skr], [skw], [ksp] The data are displayed by showing the expected pronunciation (pronunciation referring to Cambridge dictionary) and the actual realization.

Table 1. Production of Cluster [ʃr]

Student	Shrimp [ʃrimp]	Shrine [ʃram]	Shred [ʃred]
A	[Srimp]	[ʃairen]	[sred]
B	[ʃremph]	[ʃrain]	[ʃred]
C	[swrim]	[ʃrin]	[Swrid]
D	[swr im]	[ʃrain]	[ʃred]
E	[srimp]	[ʃrin]	[sred]
F	[ʃrem]	[Srain]	[ʃred]
G	[ʃrim]	[ʃrin]	[ʃrid]
H	[ʃrimp]	[ʃrain]	[ʃred]

In the [ʃr] cluster, four (4) students made pronunciation errors, and the other (4) students pronounced the cluster consonant in the correct pronunciation. Most of the students did not pronounce [ʃr] but they pronounced [sr].

Furthermore, still in the [ʃr] cluster with the word “shrine” /ʃram/, there were two students who made a mispronunciation and there were six students whose pronunciation was right. Students who make the random pronunciation of the word /ʃram/ do not pronounce cluster [ʃr] but pronounce [ʃa] and the other student pronoun [Sr] of course this is very far from the cluster [ʃr]

Cluster [ʃr] with the word “shred” /ʃred/ was also difficult to pronounce by some students. It was proven that 3 students made errors in pronouncing the cluster and four (4) students pronounced the cluster [ʃr] correctly. For students who are errors in pronouncing clusters, most of them don't pronounce [ʃr] but [sr] and some even pronounce [sw].

Table 2. Production of Cluster [θr]

Student	Thread [θred]	Throw [θrəʊ]	Throb [θrɒb]
A	[trid]	[θrəʊ]	[θrub]

<b>B</b>	[tred]	[trow]	[θrɒb]
<b>C</b>	[θred]	[θreʊ]	[θrub]
<b>D</b>	[tred]	[θreʊ]	[θrub]
<b>E</b>	[trid]	[trow]	[trob]
<b>F</b>	[tred]	[trow]	[trob]
<b>G</b>	[θrid]	[trow]	[θrɒb]
<b>H</b>	[θred]	[θrəʊ]	[θrɒb]

In the pronunciation of the cluster [θr] in the word "thread" there are also five ( 5) students who have made errors in mispronunciation. The other three students recited who were right in pronouncing this cluster.

Furthermore, it is still in the [θr] cluster in the word "Throw" [θrəʊ]. The same as the previous problem four (4) students had errors in pronouncing this cluster. Four (4) students are right in pronouncing this cluster. Still in the [θr] cluster in the word "Throb". If we look at it at a glance, maybe there will be no mistakes in the pronunciation of this cluster because we have seen the problems before. But there are still students who made an error in pronouncing this cluster [θr] the same thing happens to the same respondent too. The correct or correct cluster should be [θr] but they pronounced [tr].

Table 3 Production of Cluster [sk]

<b>Student</b>	<b>Scheme/ ski:m</b>	<b>Scholars/ skɒl.ər</b>	<b>Schizophrenic/ skɪt.sə'fren.ɪk</b>
<b>A</b>	[skem]	[skɒl.ər]	[skizɒphrɒnik]
<b>B</b>	[ski:m]	[skɒl.ər]	[skɪt.sə'fren.ɪk]
<b>C</b>	[skim]	[skɒl.ər]	[skijɒprenɪk]
<b>D</b>	[skem]	[skaler]	[skɪt.sə'fren.ɪk]
<b>E</b>	[skem]	[skuler]	[skizɒprenɪk]
<b>F</b>	[skem]	[skuler]	[skizɒprenɪk]
<b>G</b>	[skem]	[skɒl.ər]	[skizɒprɪnik]
<b>H</b>	[seem]	[skɒl.ər]	[saizɒprenɪk]

In the next cluster pronunciation, it was [sk] in the word "Scheme". In this pronunciation, the students pronounced the cluster in the right way. Seven students) from 8 (eight students) pronounced the cluster [sk] in the word "scheme", there were no pronunciation problems in this cluster. However, the last participant he made a mistake, What should be pronounced in this cluster is [sk] but he pronounced [se].

Still in the cluster pronunciation [sk] in the word "scholar" and the cluster in this word the students can pronounce it correctly and well none of them made an error in the pronouncing of this cluster as they did before. The last word of the [sk] cluster is the word "schizophrenic" different from the two words with the previous [sk] cluster. The word "schizophrenic" actually misleads some students. Even though the clusters in these words are the same, they pronounce clusters that are not what they pronounced before. Two (2) students made an error when pronouncing this cluster and the other six (6) pronounced it correctly.

Table 4. Production Cluster of [br]

<b>Student</b>	<b>Branches / bra:ntʃ</b>	<b>Bright / braɪt</b>	<b>Brown / brɔ:n</b>
<b>A</b>	[bra:ntʃ]	[braɪt]	[brown]

<b>B</b>	[bra:ntʃ]	[braight]	[brɔ:n]
<b>C</b>	[bre:ntʃ]	[braight]	[brɔ:n]
<b>D</b>	[bra:ntʃ]	[briht]	[brawn]
<b>E</b>	[bre:ntʃ]	[bright]	[brawn]
<b>F</b>	[bre:ntʃ]	[braigh]	[brɔ:n]
<b>G</b>	[bre:ntʃ]	[braigh]	[brɔ:n]
<b>H</b>	[bra:ntʃ]	[braight]	[brɔ:n]

In the pronunciation of clusters at times is cluster [br] and the word that contains clusters [br] in it is Branch. Bright. Brown. And at this time the students pronounce the three words correctly and well. They already know how to pronounce cluster [br] so they do not make an errors in pronouncing the consonant cluster this time. The fifth data and so on are clusters with 3 consonants at the beginning of a sentence. If previously, table 1 to table 4 used consonants with two clusters at the beginning of the sentence, they were different from data number 5 and so on, here are the clusters with 3 consonant clusters at the beginning of the sentence:

Table 5. Production of Cluster [spl]

Student	Split / split	Splendid/ splen.dɪd	Splash / splæʃ
<b>A</b>	[splɪt]	[splen.dɪd]	[splas]
<b>B</b>	[splət]	[splen.dɪd]	[splæʃ]
<b>C</b>	[splɪt]	[splen.dɪd]	[splas]
<b>D</b>	[splɪt]	[splen.dɪd]	[sples]
<b>E</b>	[splɪt]	[splen.dɪd]	[seples]
<b>F</b>	[splɪt]	[splen.dɪd]	[splæʃ]
<b>G</b>	[splɪt]	[splen.dɪd]	[sples]
<b>H</b>	[splɪt]	[splen.dɪd]	[splæʃ]

The next cluster is the [spl] cluster and several words contain the [spl] cluster in it, from the words "Split". "Splendid". "Splash" at this time all of the participants pronounced the words correctly and well.

Table 6. Production of Cluster [skr]

Student	Scratch/ skrætʃ	Scrubs/ skrʌb	Scripts/ skript
<b>A</b>	[skræʃ]	[skrʌb]	[skrip]
<b>B</b>	[skrætʃ]	[skrʌb]	[skrip]
<b>C</b>	[skrætʃ]	[skrʌb]	[skrip]
<b>D</b>	[skrætʃ]	[skrʌb]	[skrip]
<b>E</b>	[skrætʃ]	[skrʌb]	[skip]
<b>F</b>	[skrætʃ]	[skrʌb]	[skrip]
<b>G</b>	[skreth]	[skrʌb]	[skrip]
<b>H</b>	[skrætʃ]	[skrʌb]	[skript]

In the pronunciation cluster [skr] many students pronounce this cluster correctly and the words that have been selected to be used as a reference for the pronunciation of the 3 clusters at the beginning of the sentence include "Scratch". "Scrubs". "Scripts". Four (4) students have pronounced this cluster correctly.

Table 7. Production Cluster of [skw]

Student	Square/ skweər	Squash/ skwɒʃ	Squints/ skwɪnt
A	skweər	skweʃ	skwɪn
B	skweər	skwɒʃ	skwɪn
C	Skwer	skweʃ	skwɪn
D	Skwer	skweʃ	skwɪn
E	Skwer	skweʃ	skwɪn
F	Skwer	skwɒʃ	skwɪn
G	Skwer	skweʃ	skwɪn
H	skweər	skwɒʃ	skwɪn

In the pronouncing cluster [skw] many students pronounce this cluster correctly and the words that have been selected to be used as a reference for the pronunciation of the 3 clusters that are at the beginning of a sentence include "Square". "Squashes". "Squints". Eight (8) or the all of participant have pronounced this cluster correctly and no students have made an errors at this time.

Production Cluster of [k'sp]

Student	Expire/ ɪk'spaɪər	Expect/ ɪk'spekt	Expressive/ ɪk'spres.ɪv
A	ek'spaɪər	Espekt	ek'spres.ɪv
B	ek'spaɪər	ek'spek	ek'spres.ɪv
C	ek'spaɪər	ek'spek	ek'spres.ɪv
D	ɪk'spaɪər	Iksept	ek'spres.ɪv
E	ek'spaɪər	ek'spek	ɪk'spres.ɪv
F	ek'spaɪər	Espek	ek'spres.ɪv
G	ek'spaɪər	Akspet	ek'spres.ɪv
H	ek'spaɪər	ek'spekt	ek'spres.ɪv

In the pronunciation of the cluster [k'sp] there were eight (8) students who were made as respondents for this study and the all of students had pronounced this cluster correctly at the word "Expire". The next word is "Expect" this word also has a cluster [k'sp] in it, but it is different from the previous word which was said in the right way by the eight (8) students in the word "expire" this actually deceives three (3) student. The last one is the [k'sp] cluster in the word "Expressive." Just like the word "Expire", none of the students made any error in pronouncing of this cluster.

## Discussion

The discussion at this point will explain the variation errors made by students. there are several variations of errors that are spoken by students as below.

Cluster	Production
[ʃr]	[ʃr], [sr], [swr], [sa], [fa],
[θr]	[θr], [tr]
[sk]	[sk], [se]. [sa]
[br]	[br]
[spl]	[spl] [sep]
[skr]	[skr], [ski]
[skw]	[skw]
[k'sp]	[k'sp] [spe], [kse]

Table 3. Variation errors by students

Cluster	Production variation
[ʃr]	[ʃr], [sr], [swr], [sa], [fa],

Students who still have errors in the pronunciation of the cluster are because when students pronounce a word, the position of their lips and tongue as well as the accent of their native language phonology influence the way these words are pronounced. [Mispronunciations of /ʃr/ and /sr/ are common], according to Cambridge translation What they should have made was a thick hissing sound but they didn't. They only make a thin. This happens because they do not pay attention to the cluster and immediately pronounce the sentence and are fooled by the word and the students the other one (who mispronounces) he didn't pronounce /ʃr/ but /Sr/ the same mispronouncing happened to two students.

Cluster	Production variation
[θr]	[θr], [tr]

The same thing was their difficulty or ignorance of pronouncing certain words. Because basically, the English cluster is different from the Indonesian cluster, so this is the most basic problem, what they should say is [θr] but they pronounce [tr]. There is five (5) students whose pronunciation is errors. What they should say is [θr] but they pronounce [tr], the air that comes out must pass through the position of the tongue which is between the upper and lower teeth so that the sound [θ] will appear. The problem is the same because they do not know how to pronounce the "thr" [θr] cluster where he should pronounce [θr] but he only pronounces [tr]. To produce the consonant cluster according to the Cambridge phonetic dictionary. In pronunciation, the cluster [θr] must be pronounced [θ] and [r] simultaneously, and cluster [θr] will appear.

Cluster	Production variation
[sk]	[sk], [se]. [sa]

The correct pronunciation is when pronouncing the consonant /s/ and also the consonant /k/ simultaneously. St it will cause a cluster [sk] sound as desired This happened because there are consonants that trick them in front of the consonant clusters, making them confused about how to pronounce the clusters in that word. Two (2) students made an error when pronouncing this cluster and the other six (6) pronounced it correctly. What should be pronounced in this cluster is [sk] they pronounce [sek] and the other one pronounces [si] without the consonant /k/ in the word. The correct pronunciation is when pronouncing the consonant /s/ and also the consonant /k/ simultaneously. So that it will cause a cluster sound as desired.

Cluster	Production variation
[br]	[br]

The cluster that they should pronounce is [br], that is, when the consonant /b/ meets another consonant, namely the consonant /r/ is pronounced together and so a cluster sound /br/ appears in words like Branch. Bright. Brown. There were no errors in the cluster's pronunciation at this time also indicating that there was no correction for the students' pronunciation at this time. because this cluster is also easy to find in Indonesian, for example brutal, bringas, bromo, brahmana and others. and this is also what makes Indonesian EFL learners easy to pronounce cluster [br].

Cluster	Production variation
[spl]	[spl] [sep]

This consonant is still very rarely found in Indonesian vocabulary, but there are many English vocabulary that have been used a lot in Indonesian for use in daily conversation, like the example. splendid, They already know how to pronounce cluster [spl] so they do not make any mistakes in pronouncing the cluster consonant this time. The cluster that they should pronounce is [spl], that is, when the consonant /s/ meets another consonant, namely the consonant /p/ and the consonant /l/ are pronounced together and so a cluster sound [spl] appears in words like. "Splits". "Splendid". But it is different with the word "Splashes", in the last word there is a student who made an error in the pronunciation of the [spl] cluster. he said [sep] and not [spl].

Cluster	Production variation
[skr]	[skr], [ski]

The same as the previous cluster, namely [spl] this cluster is also rarely found in Indonesian vocabulary but there are several examples that contain this cluster [cur] in Indonesian such as fuses, scripts, so this is what makes it easy for students to pronounce clusters [skr] because they are familiar with this cluster, no students have made an errors in pronouncing it this time. Because this cluster has been widely understood by many students, both in the early semester and students in the following semester. So there is no difficulty for them in pronouncing the cluster [skr] they pronounce the cluster correctly, namely [skr] in the words that have been presented by the researcher. The pronunciation accuracy is taken from the Cambridge phonetic translation dictionary. To produce a cluster [skr], namely by pronouncing the consonant /s/ then followed by the consonant /k/ and finally the consonant /r/ together. So that it will give rise to the right cluster consonant [skr] in the word Scratch. Scrubs. Scripts.

Cluster	Production variation
[skw]	[skw]

Because this cluster has been widely understood by many students, both in the early semester and students in the following semester. it seems that there are almost no examples of this cluster in the Indonesian vocabulary, but there are several English vocabulary that are familiar in Indonesian, such as squishy, So there is no difficulty for them in pronouncing the cluster [skw] they pronounce the cluster correctly, namely [skw] in the words that have been presented by the researcher. The pronunciation accuracy is taken from the Cambridge phonetic translation dictionary. To produce a cluster [skw], namely by pronouncing the consonant /s/ then followed by the consonant /k/ and finally the consonant /w/ together. So that it will give rise to the right consonant cluster [skw] in the word "Square". "Squashes". "Squints".



Cluster	Production variation
[k'sp]	[k'sp] [spe], [kse]

They all did not made an error this time because they succeeded in pronouncing the cluster [ksp] which according to the pronunciation of the Cambridge dictionary is correct. As we know, the pronunciation of the cluster this time is not that much different from the pronunciation of the Indonesian cluster. So this makes it easy for them to understand how to pronounce cluster [ksp] in the right way according to the Cambridge translation dictionary. To pronounce this cluster, that is by pronouncing the consonant /k/ with a pause between the next clusters by holding your breath and continuing with the pronunciation of the cluster /s/ and after and the last consonant that must be pronounced is /p/. And after that a sound like the [k'sp] cluster will appear.

The next is still in cluster [k'sp] in the word "Expect/ ɪk'spekt" So what they said was not the [k'sp] cluster but only pronoun [sp] and another students they also said was not [k'sp] but what she pronoun was [k'se]. according to the Cambridge phonetic translation dictionary. The error occurred because the students did not pay attention to the previous cluster so that they made another sound that was different from what he said in the previous word. To pronounce this cluster, that is by pronouncing the consonant /k/ with a pause between the next clusters by holding your breath and continuing with the pronunciation of the cluster /s/ and after and the last consonant that must be pronounced is /p/. so after that a sound like the [k'sp] cluster will appear.

And the last one is the [k'sp] cluster in the word "Expressive." . As we know, the pronunciation of the cluster this time is not that much different from the pronunciation of the Indonesian cluster. And this, makes it easy for them to understand how to pronounce cluster [k'sp] in the right way according to the Cambridge phonetic translation dictionary. To interpret this cluster, namely by pronouncing the consonant /k/ with a pause between the next clusters by holding and in with the pronunciation of the cluster /s/ and after and the last consonant that must be pronounced is /p/. so after that a sound like the [k'sp] cluster will appear

Of all the 8 (eight) clusters, there are a number of clusters that are difficult for some students to pronounce and also clusters that are easy for students to pronounce and clusters with 2 clusters which are the most difficult or have the most inaccuracies when pronounced, namely [θr]. In this cluster, there are five out of eight students or more than a half of all respondents who pronounce it incorrectly. In the word Thread /θred/. But it's different from the word Throw/ θrəʊ/ which also has a cluster [θr]. here there are four students who are less precise in pronouncing. It is different from the word Throb/ θrɒb/ although still in the [θr] cluster there are two students who are make mispronunciation of this cluster. It happens because their mother tongue is very different from English and They do not learn the fundamental of phonetic and phonology course especially lessons regarding the cluster vowels so that this is what makes them experience difficulties in pronouncing the words. And also this cluster is very rarely found in word order or letter arrangement in Indonesian so this is also the main reason why they make mispronunciation. To produce the consonant cluster according to the Cambridge phonetic dictionary. In pronunciation the cluster [θr] must be pronounced [θ and r] simultaneously, and cluster [θr] will appear.

then the 2 clusters that are the most difficult or the most inaccurate when pronounced are [ʃr]. In this cluster, there are four out of eight students or you could say half of all respondents who pronounce it incorrectly. In the word Shrimp /ʃrɪmp/. But it's different from the word Shrine /ʃraɪn/ which also has a [ʃr] cluster. there are only two students who are less precise in pronouncing. It's different from the word Shred /ʃred/ although they are still in the [ʃr] cluster where there are three students whose made mispronunciation in this cluster. It happens because they didn't understand the clusters in the word. This also happens because their mother tongue is very different from English plus They do not learn the fundamental of phonetic and phonology course especially lessons regarding the cluster vowels so that this is what makes them experience difficulties in pronouncing the words. To produce the consonant cluster according to the Cambridge dictionary. What they should have made was a thick hissing sound but they didn't. They only make a thin hiss and of course this is considered wrong in the cluster pronunciation. To produce the consonant cluster according to the Cambridge dictionary. In pronunciation the letters [ʃr] must be pronounced /ʃ/ and /r/ simultaneously. And cluster [ʃr] will appear.

The cluster with 2 consonant that is easy for students or participants to pronounce is cluster [br] all students pronounce this cluster correctly in all words namely Branches /brɑ:ntʃ/ Bright /braɪt/ Brown /brɔ:n/ as it is known that this cluster is often found in Indonesian or languages adopted from foreign languages, so of course this cluster is very well understood by students in its pronunciation so that no students make pronunciation errors.

In words with 3 clusters in initial there is a cluster which is a little difficult for some students to pronounce, namely cluster [ks'p], there are three students who mispronounce this cluster in the word Expect/ ɪk'spekt, as is well known that clusters are rarely found in Indonesian but most of the students must already know how to read this cluster, because they are very familiar with this cluster so other words that contain clusters [ks'p] are still relatively easy to pronounce for students both students who do not know in even in English. And according to Cambridge translation, the way to pronounce the cluster [ks'p] is when the consonants /k/ and /s/ are read together and followed by the consonant /p/ without any pauses. And the [ks'p] cluster will be pronounced

Furthermore, the word with 3 cluster in initial that is the easiest to pronounce is cluster [spl] [skw] and [cur] there is no difficulty in pronouncing this cluster all students pronounce this cluster correctly because judging from the arrangement of the letters which are not much different from Indonesian so this is one of the reasons why this cluster is easy for students to pronounce. Knowing that this cluster does not have much difference with the arrangement of Indonesian letters, students who do not have basic English can pronounce this cluster correctly.

If it is related to the previous study, it can be said that the pronunciation error made by the students were due to students' lack of understanding of consonant clusters and there were also some problems such as their lack of knowledge about phonemes and also problems that lay in their mother tongue. According to Al-muslimi (2020) "study concluded that EFL learners mispronounce certain phonemes that are in a mismatch with word orthography and consonant clusters. Moreover, students mispronounced vowels. The strongest factors that contribute to this problem, according to this study, were due to learners' mother tongue interference, and other causative factors such as limited language exposure. The study recommends that teaching should focus more on pronunciation along with preparing suitable material". According to Laia (2020), the factors that caused the students error in pronouncing English consonants were students' first language, amount of exposure, phonetic ability, motivations, combinations of English sounds, concept of English sound, curriculum of Indonesian, and the last students' facilities in learning English".

From the problems above, it can be concluded that students experience pronunciation difficulties because they do not understand phonemes, especially letter arrangements such as consonants and vowels, even though it can be said that phonemes are a basic lesson for students before learning English pronunciation. Addressing Indonesian EFL learners' attitudes toward English phonetics teaching is significant to improve phonetics teaching, yet, research on this has not received much attention (Istiqomah et al., 2021). According to Fadillah (2020), because of its official status as a foreign language, and the fact that English is only spoken by a small-scale population, Indonesian people are having difficulties learning English if not from scratch, and throughout its history in Indonesian education, English has been taught without first learning about its phonological and phonetic system. Most teachers in Indonesia teach basic grammar in teaching students at school and rarely do teachers teach basic pronunciation like vowels and consonant, this is what makes it difficult for students to pronounce a word. According to Dana & Aminatun, (2022), English teachers in Indonesia are capable of dealing with students' mispronunciation issues especially because teaching pronunciation is insufficient. Furthermore, most English language instruction in Indonesia focuses on vocabulary and grammar rather than pronunciation. According to Fadillah (2020), English teachers rarely teach their students English vowels and consonants, and drill them with pronouncing words without knowing the sound construction of that specific word, making it difficult for Indonesians EFL learners to differentiate sounds as it keeps on changing depending on who pronounces it. Thus, research and experiments on EFL learners' pronunciation are being actively executed everywhere in Indonesia to figure out which vowels and consonants EFL learners find pretty challenging to pronounce.

## CONCLUSION

Based on the result of analysis, this study found that there were three types of consonant clusters pronounced incorrectly by the participants such as eight types of incorrect consonant clusters that were pronounced by students such as [fr], [θr], and [sk]. Meanwhile, there were five types of consonant clusters pronounced correctly by the participants such as [br], [spl], [skr], [skw], and [ksp]. It can be concluded that Indonesian EFL students are challenged to pronounce English words as accurately and as well as possible but face many difficulties in the process. There are many vowels as well as consonants that EFL students have difficulty pronouncing, therefore forcing them to switch to easier versions of phonemes they can perceive. Of course, several factors influence this phenomenon, namely the influence of the mother tongue, exposure to the target language, and such biological factors.

All these factors contribute to one's accurate pronunciation of English words. Therefore without eliminating these factors the chances of imitating the native-like pronunciation are less. This article also covers the instruments or media used by Indonesian language researchers to monitor the pronunciation of their research subjects. It turns

out that most of them rely on their perceptions of understanding English, and of course not all of their perceptions are correct, this is what makes EFL students experience difficulties, the factors that make it difficult for students to understand or find it difficult to pronounce English sentences, namely they usually do not understand about phonetic, why is that?

Because from students who understand phonetics will learn about the science of studying sound, and how to produce sounds from a letter, they will understand every letter in a word, and by studying phonetics and phonology it will make it easier for them to pronounce letters. Letters or arrangement of letters in English because as we know the arrangement of letters in English is indeed very different from Indonesian, in Indonesian many words are arranged with rare clusters in them because Indonesian prefers words with simple word arrangements. Meanwhile, in English, we can find a lot of words that have clusters. The problem is why it is difficult for EFL students to pronounce words in English.

The result of this study is to find out the reasons for what makes EFL students experience difficulties in English pronunciation, especially in the pronunciation of consonant clusters. Using a phonetic Cambridge dictionary, researchers find pronunciation error made by some students. After knowing this, this research concludes that students do not understand phonetics and phonology and this research may be a reference for students and teachers to understand phonetics and phonology when studying English pronunciation, because this is very important as a foundation early in learning English pronunciation, from the teacher's understanding of phonetics and phonology maybe this will be more effectively used during class presentations because that way students will know what an error they made.

## REFERENCES

- Al Mafalees, F. A. M. (2020). Mispronunciation of English Consonant Sounds by Yemeni EFL Learners at Secondary Schools: An Analysis of the Problems and Some Remedies. *Language in India*, 20(1), 108–122.
- Almuslimi, F. (2020). Pronunciation Errors Committed by EFL Learners in the English Department in Faculty of Education - Sana'a University. *Millennium Journal of English Literature, Linguistics and Translation*, October 2020, 51–72. <https://doi.org/10.47340/mjellt.v1i2.5.2020>
- Ambalegin, A., & Hulu, F. (2019). Efl Learners' Phonological Interference of English Articulation. *Jurnal Basis*, 6(2), 145. <https://doi.org/10.33884/basisupb.v6i2.1415>
- Ambarwati, R., & Mandasari, B. (2020). the Influence of Online Cambridge Dictionary Toward Students' Pronunciation and Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 1(2), 50–55. <https://doi.org/10.33365/jeltl.v1i2.605>
- Amelia, D., Afrianto, A., Samanik, S., Suprayogi, S., Pranoto, B. E., & Gulo, I. (2022). Improving Public Speaking Ability through Speech. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 3(2), 322. <https://doi.org/10.33365/jsstcs.v3i2.2231>
- Amelia, D., & Dintasi, F. D. (2019). Ephebophilia Suffered by the Main Character. *Teknosastik*, 15(2), 81. <https://doi.org/10.33365/ts.v15i2.103>
- Arini, M., & Wahyudin, A. Y. (2022). Students' Perception on Questioning Technique in Improving Speaking Skill Ability At English Education Study Program. *Journal of Arts and Education*, 2(1), 57–67. <https://doi.org/10.33365/jae.v2i1.70>
- Al Mafalees, F. A. M. (2020). Mispronunciation of English Consonant Sounds by Yemeni EFL Learners at Secondary Schools: An Analysis of the Problems and Some Remedies. *Language in India*, 20(1), 108–122. [www.languageinindia.com](http://www.languageinindia.com)
- Almuslimi, F. (2020). Pronunciation Errors Committed by EFL Learners in the English Department in Faculty of Education - Sana'a University. *Millennium Journal of English Literature, Linguistics and Translation*, October 2020, 51–72. <https://doi.org/10.47340/mjellt.v1i2.5.2020>
- Ambalegin, A., & Hulu, F. (2019). Efl Learners' Phonological Interference of English Articulation. *Jurnal Basis*, 6(2), 145. <https://doi.org/10.33884/basisupb.v6i2.1415>
- Ambarwati, R., & Mandasari, B. (2020). the Influence of Online Cambridge Dictionary Toward Students' Pronunciation and Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 1(2), 50–55. <https://doi.org/10.33365/jeltl.v1i2.605>

- Amelia, D., Afrianto, A., Samanik, S., Suprayogi, S., Pranoto, B. E., & Gulo, I. (2022). Improving Public Speaking Ability through Speech. *Journal of Social Sciences and Technology for Community Service (JSSSTCS)*, 3(2), 322. <https://doi.org/10.33365/jssstcs.v3i2.2231>
- Amelia, D., & Dintasi, F. D. (2019). Ephebophilia Suffered by the Main Character. *Teknosastik*, 15(2), 81. <https://doi.org/10.33365/ts.v15i2.103>
- Arini, M., & Wahyudin, A. Y. (2022). Students' Perception on Questionning Technique in Improving Speaking Skill Ability At English Education Study Program. *Journal of Arts and Education*, 2(1), 57–67. <https://doi.org/10.33365/jae.v2i1.70>
- Blasi, D. E. (2019). Human sound systems are shaped by post-Neolithic changes in bite configuration. *Science*, 363(6432), eaav3218.
- Dana, M. Y., & Aminatun, D. (2022). The Correlation Between Speaking Class Anxiety And Students'english Proficiency. *Journal of English Language Teaching and Learning*, 3(12), 7–15.
- Donal, A. (2016). Indonesian Students' Difficulties in Pronouncing English Diphthongs. *Journal of English Education*, 2(2), 55–62.
- Doorn, J. Van, & Reed, V. A. (2001). Normal Acquisition of Consonant Clusters Normal acquisition of consonant clusters Sharynne McLeod; Jan Van Doorn; Vicki A Reed. *American Journal of Speech-Language Pathology*, 10(2), 99–110. [https://doi.org/10.1044/1058-0360\(2001/011\)CITATIONS](https://doi.org/10.1044/1058-0360(2001/011)CITATIONS)
- Dosia, P. A., & Rido, A. (2017). Production of English Diphthongs: A Speech Study. *Teknosastik*, 15(1), 21. <https://doi.org/10.33365/ts.v15i1.17>
- Elmahdi, O. E. H., & Khan, W. A. (2015). The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools. *Education and Linguistics Research*, 1(2), 85. <https://doi.org/10.5296/elr.v1i2.7783>
- Fadillah, A. C. (2020). Pronunciation difficulties of EFL learners in Indonesia: a literature study. *Jurnal Budaya*, 1(2), 7–13. <https://jurnalbudaya.ub.ac.id>
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review - *International Journal of Research in English Education*. *Ijree*, 1(1), 1–6. <https://ijreeonline.com/article-1-21-en.html>
- Hambur, F. M. (2018). Vowel and Diphtongs Error Analysis of Random Secondary Students of Semarang. *2nd English Language and Literature International Conference (ELLiC)*, 2, 11–16. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3461>
- Hamka. (2016). Phonetics And Phonology in Teaching English As The Theory Of Language Production. *Proceedings of ISELT FBS Universitas Negeri Padang*, 27(04), 348–362. <https://doi.org/10.1017/s0272263105220284>
- Istiqomah, S. A., Lintangari, A. P., & Perdhani, W. C. (2021). Attitudes toward English phonetics learning: a survey on Indonesian EFL learners. *Journal on English as a Foreign Language*, 11(1), 197–217. <https://doi.org/10.23971/jeft.v11i1.2602>
- Ivana, P. S. I., & Suprayogi, S. (2020). the Representation of Iran and United States in Donald Trump'S Speech: a Critical Discourse Analysis. *Linguistics and Literature Journal*, 1(2), 40–45. <https://doi.org/10.33365/llj.v1i2.293>
- Kasih, E. N. E. W., & Fitratullah, M. (2018). Minority Voices in Power Rangers Movie: A Study of Popular Literature. *NOBEL: Journal of Literature and Language*, 9(1), 8–17.
- Khanbeiki, R., & Abdolmanafi-Rokni, S. J. (2015). A Study of Consonant Clusters in an EFL Context. *International Journal of Learning, Teaching and Educational Research*, 10(4), 1–14.
- Kuswoyo, H., & Siregar, R. A. (2019). Interpersonal Metadiscourse Markers as Persuasive Strategies in Oral Business Presentation. *Lingua Cultura*, 13(4), 297. <https://doi.org/10.21512/lc.v13i4.5882>
- Kuswoyo, H., & Susardi, S. (2018). Thematic Progression in EFL Students' Academic Writings: A Systemic Functional Grammar Study. *Teknosastik*, 14(2), 39. <https://doi.org/10.33365/ts.v14i2.60>
- Laia, M. Y. (2020). Students'errors In Pronouncing Voiced And Voiceless English Consonants. *Jurnal Education And Development*, 8(1), 450-450.
- Levis, J., & Munro, M. J. (2012). Phonetics and Phonology: Overview. *The Encyclopedia of Applied Linguistics*, November 2012. <https://doi.org/10.1002/9781405198431.wbeal0906>

- McCully, C. (2009). The sound structure of English: An introduction. *Cambridge University Press*.
- McCusker, K., & Gunaydin, S. (2015). Research using qualitative, quantitative or mixed methods and choice based on the research. *Perfusion*, 30(7), 537-542.
- McLeod, S., Doorn, J. V., Reed, V. A. (2001) Normal Acquisition of Consonant Clusters *American Journal of Speech-Language Pathology* • Vol. 10 • 99–110
- Merriam, S. B. (2009). *Qualitative Research : A Guide to Design and Implementation*.
- Nayif Hasan, A. A. (2019). Patterns of English Consonant Clusters in E. M. Forster's "The Road From Colonus." *International Journal of Applied Linguistics and English Literature*, 8(6), 23. <https://doi.org/10.7575/aiac.ijalel.v.8n.6p.23>
- Oktaviani, L., & Mandasari, B. (2020). Powtoon: A digital medium to optimize students' cultural presentation in ELT classroom. *Teknosastik*, 1(1), 33–41.
- Reisty Oktavia, W., & Suprayogi, S. (2021). Grammatical Cohesion in Boris Johnson's Speech Entitled Coronavirus Spread in Uk. *Linguistics and Literature Journal*, 2(1), 8–16. <https://doi.org/10.33365/llj.v2i1.492>
- Renaldi, A., Stefani, R. P., & Gulö, I. (2016). Phonological Difficulties Faced by Students in Learning English. *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT 4)*, May, 97–100. <https://doi.org/10.13140/RG.2.1.2233.1763>
- Rido, A. (2020). Why they act the way they do?: Pedagogical practices of experienced vocational english language teachers in Indonesia. *International Journal of Language Education*, 4(1), 24–37. <https://doi.org/10.26858/ijole.v4i2.9935>
- Septianasari, L. (2019). Mother Tongue Issues and Challenge in Learning English As Foreign Language. *IJIET (International Journal of Indonesian Education and Teaching)*, 3(2), 204–214. <https://doi.org/10.24071/ijiet.v3i2.1941>
- Silalahi, R. (2017). Pronunciation Problems of Indonesian EFL Learners: An Error Analysis. *Journal of English Language and Culture*, 6(2), 147(March), 11–40.
- Situmeang, I. T., & Lubis, R. F. (2020). Students' difficulties in pronouncing fricative consonant. *English Journal for Teaching and Learning*, 08(01), 38–46.
- Suprayogi, & Pranoto, B. E. (2020). *Students' Perspectives Toward News Voiceover Activity in Pronunciation Class*. April. <https://doi.org/10.2991/assehr.k.200406.041>
- Widya Sari, R. (2022). The Problem of Syllabification in Consonant Cluster for English Department Students. *JADEs Journal of Academia in English Education*, 2(2), 163-173. <https://doi.org/10.32505/jades.v2i2.3727>