CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the finding and discussion of the study. The researcher divides into two parts. The first, in Research finding part the research shows and presents the data result. Then the second part, the researcher deduces from the findings about types of assimilation produced by fourth semester students at speaking class of English Teacher Education Department in UIN Sunan Ampel Surabaya and also to know what the caused assimilation difficult to find in students speaking.

A. Research Findings

The research has conducted the research started from April 29th – May 21st, 2015 through the techniques of collecting the data as mentioned in research method. The students had different topic in every week of speaking for formal class so that each of students has different vocabulary. Here, the researcher collects the data in two topics of speaking performances; they are presentation of journal and public speaking for speech. The topic speaking, presentation of journal, are done by the students in a group around two speakers and one moderator in every performance. The performance of journal presentation takes time 15 minutes in every group with ten minutes

presentation and five minutes discussion in question and answer session. While for the speech, students must do in individual performance. The duration of speech is also same with the journal presentation. Speaking for formal setting has 150 minutes with 3 system credit semester so that in every meeting consist of ten students for doing speaking performance.

1. Types of Assimilation Produced by Fourth Semester Students of English Teacher and Education Department in Speaking Class.

In this part, the researcher answers the first question, that is, types of assimilation produced by fourth semester students in speaking class. Then continue to the second question is about the students' difficulty to produce assimilation in their speaking performance. In describing the data, the researcher uses phonetic transcription to make an easy in deliver the utterance of words which are produced by fourth semester students in speaking class.

The table below is assimilation words are produced by fourth semester students in speaking for formal class. The researcher has categorized the word assimilation based on the types of assimilation. They are regressive assimilation, progressive assimilation, and coalescent.

1.1 Regressive Assimilation

No.	THE WORD	PHONETICS	INFORMATION	ASSIMILATIO	TYPES OF
	ASSIMILATION	TRANSCRIPTION		N PHONETIC	ASSIMILATION
				TRANSCRIPT	
1.	Said before	/sɛd bɪˈfər/	The phoneme /d/	/sɛb bɪˈfər/	Regressive
			before /b/		assimilation
2.	That country	/ðæt kʌntri/	The phoneme /t/	/ðæk 'kʌntri/	Regressive
			assimilates to /k/		assimilation
			before /k/		
3.	That brings	/ðæt briŋ/	The phoneme /t/	/ðæp brɪŋ/	Regressive
			before /b/		assimilation
4.	Can conclude	/Kæn kənˈklud/	The phoneme /n/	/Kæŋ kənˈklud/	Regressive
			assimilates to /ŋ/		assimilation
_			before /k/		
5.	Important points	/im'portnt point/	the phoneme /n/	/im'portmpoint/	Regressive
			before phoneme		assimilation
(Contra	/ I Z	/p/	/ W 1-:/	Decementary
6.	Can be	/Kæn bi/	The phoneme /n/	/Kæm bi/	Regressive
7	Can act	/V ma ant/	before /b/	/V and act/	assimilation
7.	Can get	/Kæn gɛt/	The phoneme $/n/assimilates$ to $/\eta/assimilates$	/Kæŋ gɛt/	Regressive assimilation
			before /g/		assimilation
8.	In pain	/in pein/	the phoneme /n/	/impein/	Regressive
0.	in pain	/ III pelli/	before phoneme	/ impeni/	assimilation
			/p/		assimilation
9.	Can buy	/Kæn baɪ/	the phoneme /n/	/Kæm baɪ/	regressive
		, ,,	before phoneme	,	assimilation
			/b/		
10.	Stolen by	/ˈstoʊlən baɪ/	the phoneme /n/	/ˈstoʊləm baɪ/	regressive
	•		before phoneme		assimilation
			/b/		
11.	Can prepare	/Kæn prɪˈpɛr/	the phoneme /n/	/Kæm prī'pɛr/	regressive
			before phoneme		assimilation
			/p/		
12.	Children's' shout	/ˈtʃɪldrəns ʃʊd /	The phoneme /s/	/ˈtʃɪldrənʃʊd /	regressive
			assimilates to /ʃ/		assimilation
			before/ʃ/		

13.	Good presented	/gud prezənt/	The phoneme /d/ before phoneme /p/	/gupprezənt/	regressive assimilation
14.	Ten participant	/tɛn parˈtɪsəpənt/	the phoneme /n/ before phoneme /p/	/tɛmparˈtɪsəpən t/	regressive assimilation
15.	Doesn't come	/dʌzənt kʌm/	The phoneme /n/ assimilates to /ŋ/ before /k/	/dʌzəŋ kʌm/	regressive assimilation
16.	Hand book	/'hænbok/	the phoneme /n/ before phoneme /b/	/ˈhæmbʊk/	regressive assimilation
17.	Lesson plan	/ˈlɛsən plæn/	the phoneme /n/ before phoneme /p/	/ˈlɛsəm plæn/	regressive assimilation
18.	Doesn't matter	/dʌzənt 'mætə-/	the phoneme /n/ before phoneme /m/	/dʌzəm ˈmætə/	regressive assimilation
19.	Should be	/ʃʊd bi/	The phoneme /d/ before phoneme /b/	/ʃʊb bi/	regressive assimilation
20.	Billion money	/ˈbɪlyən ˈmʌni/	the phoneme /n/ before phoneme /m/	/ˈbɪlyəm ˈmʌni/	regressive assimilation
21.	Should prepare	/ʃʊd prɪˈpɛr/	The phoneme /d/ before phoneme /p/	/ʃʊp prɪˈpɛr/	regressive assimilation
22.	Including	/ınˈkludıŋ/	The phoneme /n/ assimilates to /ŋ/ before /k/	/I ŋk ludıŋ/	regressive assimilation
23.	Increase	/ınˈkris/	The phoneme /n/ assimilates to /ŋ/ before /k/	/ɪŋkris/	regressive assimilation
24.	Second main	/sɛkənd meɪn/	the phoneme /n/ and /d/before phoneme /m/	/sɛkəm meɪn/	regressive assimilation
25.	Second phase	sɛkənd feɪz/	The phoneme /n/ and /d/ before phoneme /f/	sɛkəm feɪz/	regressive assimilation

26	Bank	/bæŋk/	The phoneme /n/ assimilates to /ŋ/ before /k/	/bæŋk/	Regressive assimilation
27.	Instinct	/ˈɪnstɪŋkt/	The phoneme /n/ assimilates to /ŋ/ before /k/	/'ınstıŋkt/	Regressive assimilation

From the table above, the words list are the words assimilation which produced by students in their speaking specified into regressive assimilation. This type assimilation happens because sound the phoneme influences the phoneme before. For the example in the word "said" has sound /d/ at the end if it is pronounced on its own, but when the word "said" followed by bilabial consonant /b/ in a word such as "before" it often changes in rapid speech to /p/, giving the pronunciation [seb bi'fɔr]. Another example of the word assimilation which produced by fourth semester students in speaking class is the word childrens' shout the phoneme /s/ can assimilate to post-alveolar /ʃ/ then pronunciation becoming ['tʃildrənʃod]. Out from those examples, regressive assimilation also presents because of some kinds of the gathering of phonemes. They are :

a. The phonemes /d/ before phoneme /b/

This is kind of assimilation which processed from joining the consonant stop alveolar /d/ to the consonant bilabial /b/. Because of this process, the phoneme /d/ is heard smoother rather than the phoneme /b/. The researcher gets two kinds of regressive assimilation which related to this

phonological rule for example in this research, in the word 'said before' becoming /sɛb bi'fər/ and the word 'should be' becoming /ʃub bi/. In this process, there is a move from the obstruent to the obstruent. It is named regressive assimilation because the sound of phoneme /b/ influences the phoneme preceded, that is, phoneme /d/. The utterance which is sound by students above is produced from the connected speech. The students did not speak word by word in their performance so that the assimilation process can appear.

b. The phonemes /t/ assimilate to /k/ before /k/

When phonemes stop alveolar /t/ becoming to stop velar /k/ before the word which starts with phoneme /k/, it is also kind of assimilation which classified in regressive assimilation. The researcher only finds one example from this phonological rule, that is, the word 'that country' becoming /ðæk 'kʌntri/. Here, the phonemes /t/ and /k/ are voiceless sound but when assimilation are happening the phoneme /t/ unclear because of the influence from phoneme /k/.

c. The phonemes /t/ before /b/

This is kind of assimilation which processed from connection the consonant stop alveolar /t/ to the consonant bilabial /b/. The phoneme /t/ is heard softer rather than the phoneme /b/. The researcher gets one kind of

regressive assimilation which related to this phonological rule for example in this research, in the word 'that bring' becoming /ðæp brin/. In this process, there is a move from the obstruent to the obstruent. It is named regressive assimilation because the sound of phoneme /b/ influences the phoneme preceded, that is, phoneme /t/. The utterance which is sound by students above is produced from the connected speech. The students also did not speak word by word in their performance so that the assimilation process can perform.

d. The phonemes /n/ assimilates to /ŋ/ before /k/

The combining of that phoneme often finds in daily speaking. From the video analyzing, the researcher finds six of the example assimilation process. For instance : the word "can conclude" is formed from the phoneme nasal alveolar /n/ meet the phoneme stop alveolar /k/ then assimilates becoming / η / \rightarrow /Kæŋ kən'klud/. There is movement from sonorant to the obstruent. That process also happens in the word insti<u>nct</u> becoming /'mstŋkt/ , ba<u>nk</u> becoming /bæŋk/, i<u>nc</u>rease becoming /m'kris/, i<u>nc</u>luding becoming /m'kludıŋ/, and does<u>n't c</u>ome becoming /dʌzəŋ kʌm/. The position of phoneme /k/ influences the phoneme before (/n/) as the characteristics of anticipatory or regressive assimilation.

e. The phonemes /n/ assimilate to /ŋ/ before /g/

In this phonological rule, the process is almost same with the assimilation process above. Here, the process assimilation is formed from the phoneme nasal alveolar /n/ meets the phoneme of stop alveolar /g/ then assimilates becoming /n/. For the example in the words '' can get" /Kæn gɛt/ becoming /Kæŋ gɛt/. The different after the assimilation process is only the moving between nasal alveolar to the nasal velar.

f. The phonemes /n/ before /p/

The students in speaking class did not realize that they have produced assimilation through neighboring sound from the phoneme nasal alveolar /n/ which influenced by stop bilabial /p/. There is movement from sonorant to obstruent. In voicing assimilation analysis, it is movement from voice to voiceless. For the example in the words: 'important point' becoming /Im'portmpoint/, 'in pain' becoming /Impein/, 'can prepare' becoming /Kæm pri'pɛr/, 'ten participant' becoming /tɛmpɑr'tɪsəpənt/ , and 'lesson plan' becoming /'lɛsəm plæn/. In this regressive assimilation, there is new sound like the phoneme /m/ in the middle of the sound /n/ and /p/. That is caused of influencing the sound /p/ to the previous sound.

g. The phoneme /n/ before /b/

This variety of assimilation is almost same with the assimilation process above. The phonemes nasal alveolar /n/ is influenced by sound of stop bilabial /b/. For instance :

- Can be /Kæ<u>n b</u>i/ becoming /Kæm bi/

- Can buy /Kæ<u>n b</u>aɪ/ becoming /Kæmbaɪ/

- Stolen by /'stoulanbai/ becoming /'stoulambai/

- Handbook /'hænbuk/ becoming /'hæmbuk/

The phenomena of sound /m/ in those words assimilation also formed as caused of the influence of the following word /b/.

h. The phoneme /s/ assimilate to /ʃ/ before /ʃ/

The word "children's shout" / tfildrəns fod / \rightarrow / tfildrənfod/ is variety of assimilation process which is the phoneme /s/ as fricative alveolar influenced by the phoneme fricative palatal /f/ then shapes a sound /f/. There is only movement especially on the place of sound that is from alveolar to palatal. In voicing, it is also from voiceless to voiceless and from obstruent to obstruent.

i. The phoneme /d/ before phoneme /p/

This is kind of assimilation which processed from joining the consonant stop alveolar /d/ to the consonant bilabial /p/. Because of this process, the phoneme /d/ is heard smoother rather than the phoneme /p/. The researcher gets two kinds of regressive assimilation which related to this phonological rule for example in this research, in the word 'should prepare' becoming /fop pri'per/. In this process, there is a move from the obstruent to the obstruent. It is named regressive assimilation because the sound of phoneme /b/ influences the phoneme preceded, that is, phoneme /p/. The sound which is produced by students above is produced from the connected speech.

j. The phonemes /n/ before phoneme /m/

The last categorize of phoneme which found in regressive assimilation in formulated from the nasal alveolar /n/ to the nasal bilabial /m/. In this research, the researcher only finds three example from this type, they are :

- 6Doesn't matter /dAzənt 'mætə/ \rightarrow /dAzəm 'mætə/
- Billion money /'bɪlyən 'mʌni/ \rightarrow /'bɪlyəm 'mʌni/
- Second main /sɛkənd meɪn/→/sɛkəm meɪn/

The different after process assimilation is only located in place or articulation that is from alveolar to the bilabial. The manner of articulation is same on nasal. It is also same from the sonorant to the sonorant. If the researcher analyze from voicing assimilation side, there is no significant sound because the word from voiced to voiced sound.

The proportion of regressive assimilation from all the data of the words assimilation are the most common that the other types of assimilation. The percentage is 77 % from all the word assimilation which produced by fourth semester students, this data shows that regressive assimilation is easy to find in assimilation produced by students in speaking performance than the other types.

1.2 Progressive Assimilation

Second types of assimilation which produced by students of English Teacher Education Department is progressive assimilation. This table below is the list of example of the word assimilation founded during analysis the students' speaking performance recording.

N	D. THE WO	ORD P	HONETICS	INFORMATIO	ASSIMILATION	TYPES OF
	ASSIMILA	ATION TRA	NSCRIPTION	Ν	PHONETIC	ASSIMILATION
					TRANSCRIPT	
1	Spirits	/'spi	rits/	/s/ after	/ˈspɪrɪtz/	Progressive
				voiceless		assimilation
				sounds, and it is		
				pronounced as		

Table 4.2 Progressive Assimilation Produced By Fourth Semester Students in Speaking Class

			/ <u>z</u> /		
2.	Rich	/rıtſ∕	/s/ after voiceless sounds, and it is pronounced as /z/	/rıtſ∕	Progressive assimilation
3.	Dogs	/dɔg/	/s/ after voiceless sounds, and it is pronounced /z/	/dɒ <u>gz</u> /	Progressive assimilation

The Phoneme /S/ After Voiceless Sounds, And Pronounced As /Z/

In this research, the researcher feels difficult to find another kind of progressive assimilation. All of the progressive assimilation which found by the researcher is alveolar /s/ pronounce as alveolar /z/. There is a changing sound from voiceless becoming voiced sound. The illustration is the word spirits /'spirits/, the phoneme alveolar /s/ is influenced by the alveolar /t/ as voiceless sound so the utterance becoming /'spiritz/.

Another type of assimilation also sees from the voicing. The vibration of the vocal cords can be switched on and off very swiftly, as a result groups of consonants tend to be either all voiced or all voiceless. Consider the different endings of 'dogs' /dbgz/. This category belongs to the progressive assimilation.

The present of progressive assimilation is found fewer than regressive assimilation. It shows only by 9 % from all the word assimilation found. It is recognized that assimilation with progressive still difficult to produce in students' speaking performance.

1.3 Coalescent

The third type of assimilation which present in students' speaking performance is coalescent. Here, coalescent happen because of combining two sound then produce new sounds. The phoneme before and the following phoneme are influences each other at the same time then produce the new sounds.

Table 4.3 Coalescent of Assimilation Produced by Fourth Semester Students In Speaking Class

NO.	THE WORD	PHONETICS	INFORMATION	ASSIMILATION	TYPES OF
	ASSIMILATION	TRANSCRIPTION		PHONETIC	ASSIMILATI
				TRANSCRIPT	ON
1.	Want you	/wont yu/	/t/ and /j/ coalesce	/wɔn ^{dʒ} u/	coalescent
			to form /d3/		
2.	Did you	/dɪd yu/	/d/ and /j/	$/ d I^{d_3} u /$	coalescent
			coalesce to form		
			/d3/		
3.	Get job	/gɛt dʒab/	/t/ and $d_3/$	/gɛt t∫ab/	coalescent
			coalesce to $/t^{j}/$	0	

Those words show that assimilation also has process when two segments merge into one then forms new assimilant (sound). Sometimes coalescent is formed from the obstruent to the sonorant depend on the place of sound. From the video analysis, the researcher finds some categories based on place of phoneme. They are:

a. /t/ and /j/ coalesce to form /d3/

This is kind of coalescent as process assimilation which is changing sound from the alveolar to the palatal. For example in the words want you the phoneme $/t/\leftrightarrow/j/$ becoming $/d_3/$, the pronunciation will be $/won^{d_3}u/$. From this research, coalescent is also named fusion assimilation. It is prove when there are two phonemes, obstruent /t/ mix the phoneme of sonorant /j/, make new segment or new sound.

b. /d/ and /j/ coalesce to form /d3/

The words 'Did you' is formed from stop alveolar /d/ then joins with glide palatal /j/ becoming affricative palatal /d₃/ the sound / $d_1^{d_3}u$ /. It is prove when there are two phonemes, obstruent /d/ mix the phoneme of sonorant /j/, make new segment or new sound. This utterance produced from fast speech. The students says those two words (did and you) once time. The students did not use carefully speaking which is one by one from their mouth.

c. /t/ and /d3/ coalesce to /t^f/

The word get job /gɛt dʒɑb/ is formed from stop alveolar /t/ then combining with affricative palatal /dʒ/ becoming /gɛt t^{f} ab/. In voicing assimilation, there is change of sound from voiceless mix with voice sound becoming voiceless. This type of assimilation is also arranged from obstruent to obstruent. Here, the utterance also created from fast speaking. The students says those two words (did and you) once time.

The percentage of coalescent which found in students' speaking performance is not too much. It is also inly 9% from all the data. It is caused there are many students who are speaking in word by word. The observation result also shows that the students did not do connected speech in their performance.

Beside those words assimilation which produce by fourth semester students in speaking class, actually still there are many possible words which including the word assimilation.

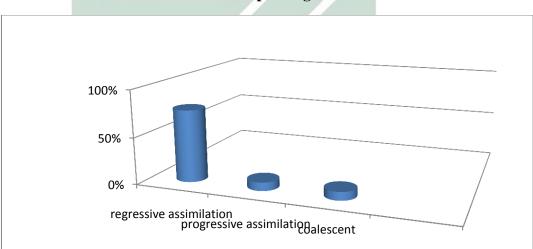
For example :

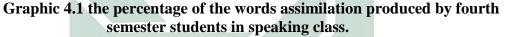
- 1. Indonesian people
- 2. Can be
- 3. Can make

- 4. Can conclude
- 5. Certain people
- 6. And planning

Those words is not detect as the assimilation process because the students is not produce with the assimilation utterance. It is caused the students do not speech fast, they still read the text while doing speaking performance, and the students do not know that those words have certain phonemes which related with phonological rules. So, the students who sound those words do not produce assimilation.

The graphic below shows types of assimilation produced by fourth semester students in speaking class.





The diagram above displays that the most common types of assimilation is regressive assimilation with presentation 77%. The total of regressive assimilation which found in this research is 27 words. Whereas progressive assimilation and coalescent has same percentage with 9 % and total is 3 word for both.

From the result above, it is known that the assimilation process is rarely produced by fourth semester students in their speaking performance. Actually there are many possible words that belong to assimilation process but did not produced by the students. It is appropriate with the result of observation when the researcher took the data last time. Written in observation note, not all of fourth semester students do the process assimilation in their speaking performance. Some students speak carefully; they speak word by word, even read the text during speaking performance. The students who are nervous in doing speaking performance also cannot speak in connect words. It makes difficult to produce sound of assimilation. If their utterance meets the phonemes which can be assimilation process, they ignore it.

2. The Cause of Students' Difficulties in Producing the Assimilation Process in Doing Speaking Performance.

The researcher has conducted interview to get the data about the cause of students' difficulties in 17th-24th May, 2015. The target of

interview is the students from speaking class which observed and recorded last time. All questions in interview guideline have answered with kind of reasons.

From the result of interview, the researcher also deduces that there are some causes that show the fourth semester students feel difficult in producing assimilation. They are : students less understanding about assimilation process, the students do not have a routine to self-practice pronunciation, and the students of speaking class do not recognize the presents of assimilation in their speaking performance.

The first cause is the students less understanding about assimilation process. Furthermore all the students have already studied about phonology which includes assimilation process into. The students do not know what assimilation is actually. Some of the students did not get any information about assimilation in phonology class last semester. Moreover, almost of the students agree deal with the essential of learning phonology but they are ignore even forget about kind of phonological process. It is proven by the answer's All the interviewees have ever studied phonology. Some of them said that although it is only the basic of phonology. They have already taken phonology course in the third semester. One of the interviewees said that she known phonology from the senior high school because she took language major. Those answer shows that they know about how sound are form. It signs that all of the students of fourth semester students have understanding with the phonology.

The second cause, the students do not have a habit to self-practice pronunciation. The benefits of practice pronunciation are so much and the students know it. It also caused by no spare time, students' laziness, and no pair for practice pronunciation. Some students said that they have many assignments from the lecturer so they do not have time for practicing pronunciation. The students also said that they need someone as a corrector to accompany while practicing pronunciation. During this time, they did not practice because they do not know whether the words pronounce is true or false. The students are lazy to do practice by themselves. Beside it, the students totally agree with the important to study pronunciation. They said it will improve their speaking ability. This research also finds that the students do not pay attention with the pronunciation or even the phonological rules while speaking. It expressions from the students' opinion which says six of the interviewees pay attention on pronunciation during speaking performance. They have reason because if the speaker do not pay attention with pronunciation it will make difficult for the other people who speak with us. Moreover, the students of English Teacher Education Department are learning English language, it is not the own language so we have to pay attention in order to avoid misunderstanding in communication. But, the rest of those said that paying attention on pronunciation during speaking is not important. Better if the speaker speaks what comes in their brain. Do that only make the speaker think much and can break the fluency of speaking. Those reasons show that the students need more information related to pronunciation which is also cover about assimilation. It signs that they also do not recognize about assimilation process which present in their speech.

The third cause is the students of speaking class do not realize the presents of assimilation in their speaking performance. From class and video observation, the students actually have some possible words which related to assimilation process but they do not produce it. It also causes that they lack to know assimilation process in speaking. The students recognize that assimilation is part of style in speaking. They do not know that assimilation is kind of the changing sound influenced by neighboring sound. The students sometimes know about that neighboring sound but do not know it is named assimilation process. But actually the case, almost of the student interviewees can mention minimally one of the words assimilation. For the example :

Table 4.4 The example of assimilation mentioned by

fourth semester students while interview

No.	The words	Phonetics Transcription

1.	Not really	/nat 'rili/
2.	Don't you	/doontyu/
3.	Can you	/kæn yu/
4.	The dogz	/ðə; dəgz/

Those causes influence the types of assimilation which produced by fourth semester students in speaking performance. If the students feel difficult to produce assimilation it's why the result of type assimilation cannot produce appropriate with the Gerald Kelly's phonological rules.

B. Discussion

To have the same explanation between the readers and the researcher to the findings above, this part discuss those findings by reflecting on some theories related for each following problems:

1. Types of Assimilation Produced by Fourth Semester Students of English Teacher and Education Department in Speaking Class.

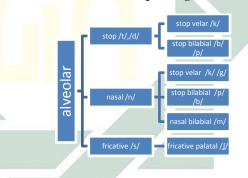
The researcher did analysis from the students' speaking record which uses auditory phonetic. The researcher hears very carefully even repeat many times the students' speaking recording. This research shows that the fourth semester students are very difficult to produce the word assimilation. It can see from the result of the word assimilation presented above. It is not always present the assimilation process in every recording. In average, the students did not realize that the words that they sound have certain phoneme which also belongs to the assimilation process. It is also showed in observation that is only some students who speak fast or connected speech. Some of them still speak carefully even read the text which the students' bring during performance. That is become one of the influences from students' difficulty in producing assimilation.

From the data which present in research finding, the researcher deduces that regressive assimilation is the most produced by fourth semester students from three types of assimilation. The students easier to do assimilation process with regressive assimilation because there are no significances different after assimilation process happens. This result is line with theory which said "one of commonest types of sound change is regressive assimilation."⁴⁹ This theory is appropriate with the result of analysis of fourth semester students' speaking performance. Regressive assimilation belongs to place of assimilation so that the present in daily speech found easier. The voicing is almost same with no much change but it only the place of the articulation which moves. It is make the total of regressive assimilation many found that the other types.

⁴⁹ Robert Mc Coll Millar, Larry trask. Trask's Historical of language.page 15

Out from those examples of regressive assimilation, the researcher gets a discipline of knowledge which summarizes from this research. Regressive assimilation which commonest assimilation produced from students' speaking performance formed from alveolar. All of the phonemes are started from alveolar of place articulation type. Then, kinds of alveolar phonemes can meet alveolar self, velar, bilabial and palatal for assimilation process. In manner of articulation, those various phonemes which alveolar are only in stop, fricative and nasal.

Chart 4.2 Type of Phonemes in Regressive Assimilation which produced by fourth semester students in speaking 4



From the chart above, the researcher deduces that the phonemes which can assimilate are from place of articulation that is alveolar. In average, the phoneme which influenced by the following sound do not change the manner of articulation. It is only two phonemes which have different manner articulation that are from nasal alveolar before stop bilabial and stop velar.

The researcher also presents because of some kinds of the gathering of phonemes based on the manner and place of articulation. They are :

1. Stop alveolar /t/, /d/ before stop velar /k/ and stop bilabial /b/

a. The phonemes /t/ assimilate to /k/ before /k/

When phonemes stop alveolar /t/ becoming to stop velar /k/ before the word which starts with phoneme /k/, it is also kind of assimilation which classified in regressive assimilation. The researcher only finds one example from this phonological rule, that is, the word 'that country' becoming /ðæk 'kʌntri/. Here, the phonemes /t/ and /k/ are voiceless sound but when assimilation are happening the phoneme /t/ unclear because of the influence from phoneme /k/.

b. The phonemes /t/ before /b/

This is kind of assimilation which processed from connection the consonant stop alveolar /t/ to the consonant bilabial /b/. Because of this process, the phoneme /t/ is heard softer rather than the phoneme /b/. The researcher gets one kind of regressive assimilation which related to this phonological rule for example in this research, in the word 'that bring' becoming /ðæp briŋ/. In this process, there is a move from the obstruent to the obstruent. It is named regressive assimilation because the sound of phoneme /b/ influences the phoneme preceded, that is,

phoneme /t/. The utterance which is sound by students above is produced from the connected speech. The students also did not speak word by word in their performance so that the assimilation process can perform.

c. The phonemes /d/ before phoneme /b/

This is kind of assimilation which processed from joining the consonant stop alveolar /d/ to the consonant bilabial /b/. Because of this process, the phoneme /d/ is heard smoother rather than the phoneme /b/. The researcher gets two kinds of regressive assimilation which related to this phonological rule for example in this research, in the word 'said before' becoming /sɛb bi'fɔr/ and the word 'should be' becoming /ʃob bi/. In this process, there is a move from the obstruent to the obstruent. It is named regressive assimilation because the sound of phoneme /b/ influences the phoneme preceded, that is, phoneme /d/. The utterance which is sound by students above is produced from the connected speech. The students did not speak word by word in their performance so that the assimilation process can appear. d. The phoneme /d/ before phoneme /p/

This is kind of assimilation which processed from joining the consonant stop alveolar /d/ to the consonant bilabial /p/. Because of this process, the phoneme /d/ is heard smoother rather than the phoneme /p/. The researcher gets two kinds of regressive assimilation which related to this phonological rule for example in this research, in the word 'should prepare' becoming /ʃop prɪ'pɛr/. In this process, there is a move from the obstruent to the obstruent. It is named regressive assimilation because the sound of phoneme /b/ influences the phoneme preceded, that is, phoneme /p/. The sound which is produced by students above is produced from the connected speech.

2. Nasal Alveolar /n/ before stop alveolar /k/, /g/ and stop bilabial /b/, /p/,/m/.

a. the phoneme /n/ before /k/, /g/ assimilate into /ŋ/

The combining of that phoneme often finds in daily speaking. From the video analyzing, the researcher finds six of the example assimilation process. For instance : the word "can conclude" is formed from the phoneme nasal alveolar /n/ meet the phoneme stop alveolar /k/ then assimilates becoming /ŋ/ \rightarrow

/Kæŋ kən'klud/. There is movement from sonorant to the obstruent. That process also happens in the word instinct becoming /'InstInkt/, bank becoming /bæŋk/, increase becoming /In'kris/, including becoming /In'kludIn/, and doesn't come becoming /dAzəŋ kAm/. The position of phoneme /k/ influences the phoneme before (/n/) as the characteristics of anticipatory or regressive assimilation.

b. The phonemes /n/assimilate to /n/before /g/assimilate

In this phonological rule, the process is almost same with the assimilation process above. Here, the process assimilation is formed from the phoneme nasal alveolar /n/ meets the phoneme of stop alveolar /g/ then assimilates becoming /ŋ/. For the example in the words '' can get" /Kæn gɛt/ becoming /Kæŋ gɛt/. The different after the assimilation process is only the moving between nasal alveolar to the nasal velar.

c. The phonemes /n/ before /p/

The students in speaking class did not realize that they have produced assimilation through neighboring sound from the phoneme nasal alveolar /n/ which influenced by stop bilabial /p/. There is movement from sonorant to obstruent. In

voicing assimilation analysis, it is movement from voice to voiceless. For the example in the words: 'important point' becoming /Im'portmpoint/, 'in pain' becoming /Impein/, 'can prepare' becoming /Kæm pri'pɛr/, 'ten participant' becoming /tɛmpar'tɪsəpənt/, and 'lesson plan' becoming /'lɛsəm plæn/. In this regressive assimilation, there is new sound like the phoneme /m/ in the middle of the sound /n/ and /p/. That is caused of influencing the sound /p/ to the previous sound.

d. The phoneme /n/ before /b/

This variety of assimilation is almost same with the assimilation process above. The phonemes nasal alveolar /n/ is influenced by sound of stop bilabial /b/.

For instance :

- Can be /Kæ<u>n b</u>i/ becoming /Kæm bi/
- Can buy /Kæ<u>n b</u>aɪ/ becoming /Kæmbaɪ/
- Stolen by /'stoulanbai/ becoming /'stoulambai/
- Handbook /'hænbuk/ becoming /'hæmbuk/

The phenomena of sound /m/ in those words assimilation

also formed as caused of the influence of the following word /b/.

e. The phonemes /n/ before phoneme /m/

The last categorize of phoneme which found in regressive assimilation in formulated from the nasal alveolar /n/ to the nasal bilabial /m/. In this research, the researcher only finds three example from this type.

they are :

- Doesn't matter /dAzənt 'mætə/ \rightarrow /dAzəm 'mætə/
- Billion money /'bɪlyən 'mʌni/ \rightarrow /'bɪlyəm 'mʌni/
- Second main /sɛkənd meın/→/sɛkəm meın/

The different after process assimilation is only located in place or articulation that is from alveolar to the bilabial. The manner of articulation is same on nasal. It is also same from the sonorant to the sonorant. If the researcher analyze from voicing assimilation side, there is no significant sound because the word from voiced to voiced sound.

3. Fricative alveolar /s/ before fricative palatal /ʃ/

The phoneme /s/ assimilate to /f before /f

The word "children's shout" /'tfildrəns fod / \rightarrow /'tfildrənfod/ is variety of assimilation process which is the phoneme /s/ as fricative alveolar influenced by the phoneme fricative palatal /f/ then shapes a sound /f/. There is only movement especially on the place of sound that is from alveolar to palatal. In voicing, it is also from voiceless to voiceless and from obstruent to obstruent.

This finding is appropriate with theory that assimilation is also called place of articulation. "Place of articulation for plosives in English varies in part because of a process called assimilation, where the place of articulation for the plosive adapts to the place of articulation for following sound."⁵⁰ It is proven by the example above as regressive type where the phoneme influenced the following sound. The regressive assimilation types which found in this research are from alveolar.

It is very dissimilar with two another types of assimilation. In coalescent, it is usually there will be new sound from that word after assimilation process occurs but the researcher do not find more than three examples of its.

2. The Cause of Students' Difficulties in Producing the Assimilation Process in Doing Speaking Performance.

The description above assumes that the students of English Education and Teacher Department feel difficult to produce assimilation. The total of the

⁵⁰ Richard Odgen. An Introduction to English Phonetics. Edinburgh University Press. page 106

words assimilation in each speaking performance is very little. The reasons of this problem which describe in research finding are suitable with theory. The mean reason is the students do not realize with the assimilation that they have ever produced. Some linguist said that almost of the speaker do not recognize if they have created assimilation process in their speech. It means the students are less understanding about phonology as the study which covers assimilation process. It is not support the theory which says that phonology is the end of the result from linguistics process.⁵¹ From that statement the researcher can summarize that all of language learner have to finish this step. Automatically, the students will get the perfect language if they pass all the steps in learning a language. Sao Paulo stated in his book "in other situations" the phonetic properties of interest may be ones which realize the phonological system, but specifically in speakers who for one reason or another do not achieve normal realization of the system."⁵² Phonological system here is such assimilation which also one of the phonological process. Although they know what is assimilation but actually they do not understand the real of assimilation. This result is appropriate with some of interviewee's answer. It is why that learning phonology is much needed in order to language learner do not study English language in patchy. "However, if the learners are unaware of these processes in connected speech and rely solely on having

⁵¹ Abdul Chaer.Fonologi Bahasa Indonesia.Rineka Cipta.Jakarta.2009.Page 5

⁵² Sao Paulo.Handbook of the International Phonetics Association.Cambridge University Press.New York.2007.page 33.

learned the pronunciation of citation forms of words, they are likely to be very ill-equiped to deal with understanding normal, fluent L1 speech."⁵³ The most important conclusion that can be drawn from that statement that the learners need to be aware of some of the difficulties they may face when listening to fluent or colloquial speech such assimilation.

The possible cause the students do not realize the assimilation which they produce while speaking performance is the students do not have assimilation process in their first language. "The difficulties experienced while learning the pronunciation of a foreign language are strongly dependent on the mother tongue of the learners, and on other foreign languages they have already acquired."⁵⁴ The students of speaking 4 do not know assimilation process in Javaness language, Madura language, or Bahasa Indonesia as their mother tongue. Beside that, the theory also said that assimilation usually presents in connected speech. Connected speech itself more often produced by the people who always use English as their first language. Here, the students of English Teacher Education Semester are the second language acquisition students which not use English as their mother tongue. Their first language is bahasa. Some of them use Madura language and Javanese language. Even, some students are still using dialect of Madura

⁵³ Pamela Rogerson-Revell.*English Phonology and Pronunciation Teaching*.page 171.

⁵⁴ Juergen Trouvain. *Trends in Linguistics.Non-native Prosody.Phonetics and Description and Teaching Practice*. Mouton de Gruyter. Berlin. 2007. page 211.

language when they are speaking English. Indirectly, it will make students' difficult when producing assimilation in their second language.

The researcher estimates that there is an indication of language interference in the speaking of fourth semester students in English Teacher Education Department. This interference is influenced by the students' mother tongue which very strong. Beside that, the students' style in speaking is also one factors of language interference.

The other possible caused of this phenomenon is the students do not have brave to produce the language with the new pronouncing. The researcher considers that assimilation is like new for the fourth semester students in English Teacher Education Department. The students feel strange even afraid to sound new language furthermore it is not appropriate with the pronunciation that they know as usual. The students' faithful is also kind of interference factors which cause the speaker always brings their first language when they are speaking English.

Beside it, teacher or lecture can become a factor when the students did not produce assimilation. Students of English Teacher Education Department have two different lectures for English phonology course. One of both did not give assimilation during study. This is also influence why the students do not know what assimilation is.

It is also due to the essential of phonology for language learner, the fact that the students do not have habit to practice pronunciation by them self. This factor still has relationship with previous causes of difficulties in producing assimilation. This problem can make the students lack in pronunciation. It is suitable with theory written by Juergen Trouvain "Just as poor pronunciation can make a foreign language learner very difficult to understand, poor prosodic and intonation skills can have an equally devastating effect on communication and can make conversation frustrating and unpleasant for both learners and their listeners".⁵⁵ This theory has said that explicitly pronunciation is need for the English learner. If the students do not have habit to practice, automatically they will have a poor pronunciation and face the effect such mentioned above. Moreover the students have known that practice pronunciation can improve their speaking fluency. It is not line with the theory which says the pronunciation has two significances: The first, sound is significant because it is used as part of a code of a particular language. The second, it is used to achieve meaning in context of use.⁵⁶ Those two significances have benefits to make an effective communication the language learner even with the native speaker.

⁵⁵ Ibid, page 53.

⁵⁶ Vedrana Mihalicek, Christin Wilson.Language Files Materials for an Introduction to Language and Linguistics 8th edition.Department of Ohio State University.The Ohio University Press.Columbus.2011.p.07

Beside that, one of the factors which caused students' difficult to produce assimilation is the students' understanding about phonological rule is very needed to master. Here, the students have very little understanding about it. This fact is not in line with theory of Paul De Lacy "An important strand of current research in this area concerns the precise relationship between phonological ('categorical') assimilation and phonetic ('gradient') coarticulation — where and even whether to draw a line between the two."⁵⁷ This theory shows that when the students want to produce assimilation they have to know its phonological rule of assimilation. It is in order to know and suite between the pattern of assimilation and the sound which out from the articulation. Beside that, this cause is also supported by the research in Juergen's book that is Chinese students in Germany, "Depending on the learner's difficulties it can be useful to explain the relation between sounds and letters in German, to show articulation places of certain consonants, to show differences in the rhythms between L1 and L2, or to draw the attention of the learner to particular intonation patterns."58 The pattern or rule is actually important to master in showing articulation place in assimilation. Hence, the students in speaking class difficult to produce assimilation in speaking performance.

⁵⁷ Paul De Lacy. *The Cambridge Handbook of Phonology*. Cambridge University Press, page 306.

⁵⁸ Juergen Touvain. Trends In linguistics. Page 219