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A Contrastive Analysis Between English and Indonesian Syllable Structure

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Abstract

Words can be cut up into units called syllables. Humans seem to need syllables as a way of segmenting the stream of speech and giving it a rhythm of strong and weak beats, as we hear in music. Syllable structure donot serve any meaning-signalling function in linguistic, they exist only to make speech easier for the brain to process. A word contains at least one syllable. In most theories of phonology, the general structure of a syllable (σ) consists of three segments: Onset (ω) consonant, obligatory in some languages, optional or even restricted in others. Nucleus (ν) sonorant, obligatory in most languages. Coda (κ)consonant, optional in some languages, highly restricted or prohibited in others. The similarities between English and Indonesian syllable structure, that is the components of English and Indonesian syllable structure consist of an onset, a nucleus, and a coda. The disisimilarities between English and Indonesian syllable structure, that is there are two combinations of stop consonant in taking the Indonesian onset cluster which cannot be found in English syllable structure. The combinations are stop /p// with stop /t/ and stop /p/ with fricative /s/.
Keywords : Syllable Structure, Consonants, Vowels, Onset, Nucleus, Coda

Abstrak

Kata-kata dapat dipotong menjadi unit-unit yang disebut suku kata. Manusia tampaknya membutuhkan suku kata sebagai cara untuk mensegmentasi aliran ucapan dan memberinya ritme ketukan yang kuat dan lemah, seperti yang kita dengar dalam musik. Struktur suku kata tidak melayani fungsi penandaan makna apa pun dalam linguistik, mereka ada hanya untuk membuat ucapan lebih mudah diproses oleh otak. Sebuah kata mengandung setidaknya satu suku kata. Dalam sebagian besar teori fonologi, struktur umum suku kata (σ) terdiri dari tiga segmen: Konsonan awal (ω), wajib dalam beberapa bahasa, opsional atau bahkan dibatasi dalam bahasa lain. Nucleus (ν) sonoran, wajib dalam kebanyakan bahasa. Konsonan Coda (κ), opsional dalam beberapa bahasa, sangat dibatasi atau dilarang dalam bahasa lain. Kesamaan struktur suku kata bahasa Inggris dan bahasa Indonesia, yaitu komponen struktur suku kata bahasa Inggris dan bahasa Indonesia terdiri dari awalan, nukleus, dan koda. Perbedaan antara struktur suku kata bahasa Inggris dan bahasa Indonesia, yaitu terdapat dua kombinasi konsonan henti dalam mengambil gugus permulaan bahasa Indonesia yang tidak dapat ditemukan dalam struktur suku kata bahasa Inggris. Kombinasinya adalah stop /p// dengan stop /t/ dan stop /p/ dengan frikatif /s/.
Kata Kunci : Struktur Suku Kata, Konsonan, Vokal, Permulaan, Nukleus, Koda.

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INTRODUCTION

Nowadays, language around the word are various, each of which has their own characteristic. It course because or several factor, those are language society , social status, language use, language contact and culture. Language is not abstract construction of the learned, or of dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generation of humanity, and has it's bases and low, close the ground (Sulaiman & Syahri, 2022).

The first factor refers to the language society; it refer to society which uses the same language; such us Batakness society, Javanese society, English society and so on. Meanwhile, the speakers who come from the society are varied and they use the language to a necessity that is also various. It is the next factor that can make language various in around the world (Tamam, 2022). Beside the two factors, language use also has role in the variation of language. It can be seen when someone speaks with other people, they should pay more attention about their interlocutor, such us whether she or he is younger or older than the speaker or where someone does a conversation (Lestari Kasih Grasella Nahampun et al., 2022).

In most theories of phonology, the general structure of a syllable (σ) consists of three segments: Onset (ω) consonant, obligatory in some languages, optional or even restricted in others. Nucleus (ν) sonorant, obligatory in most languages. Coda (κ)consonant, optional in some languages, highly restricted or prohibited in others. The syllable is usually considered right-branching, i.e. nucleus and coda are grouped together as a "rime" and are only distinguished at the second level. However, in some traditional descriptions of certain languages[specify], the syllable is considered left-branching, i.e. onset and nucleus group below a higher-level unit, called a "body" or "core". Syllables have internal structure: they can be divided into parts. The parts are onset and rhyme; within the rhyme we find the nucleus and coda. Not all syllables have all parts; the smallest possible syllable contains a nucleus only. A syllable may or may not have an onset and a coda (Trihardini, 2022).

Words can be cut up into units called syllables. Humans seem to need syllables as a way of segmenting the stream of speech and giving it a rhythm of strong and weak beats, as we hear in music. Syllable structure donot serve any meaning-signalling function in linguistic, they exist only to make speech easier for the brain to process. A word contains at least one syllable (Raeisi-Vanani et al., 2022).

According to O'grady, et.al (in Lumabi & Maleon, 2022) "he defines that phonology is a branch of linguistic that studies is about how sound pattern is a language is made up. In phonological system, there are many topics; two of them are vowels and consonants". They correspond to make up the bigger unit called as a syllable. Refers to the syllable in a language, English and Indonesia have syllables which have their own characteristics. In other words, they may have syllable similarities and differences. Generally English and Indonesia syllable structure are made up by some elements including the essential part, namely nucleus and the companying parts. Those are onset and coda. The appearance of nucleus itself is obligatory. Meanwhile, the appearance of onset and the coda is optional. It means that a syllable they may or may not appear (Ming & Wang, 2022). Based on the phenomena, the researcher is interested in analyzing the similarities and the differences of syllable deeply. In other words, the researcher will conduct contrastive analysis and this research. It is important to be done since English and Indonesian have different characteristics of components of the syllable structure that build their syllable. Furthermore this research finally aims to show the differences between both of them especially about the differences of patterns and restrictions of the

component which are owned by them. Through this research, it really show that component of English syllable structure is more complex than component of Indonesian syllable structure since there is more Indonesian syllable adopted from other language through borrowing words.

There are many definitions of contrastive analysis that are stated by some experts but the influential theory of contrastive analysis is given by Robert Lado. By linguistics a cross culture, contrastive analysis is introduced and applied. He states someone who is studying another language will find difficulties. To minimize it, he or she can compare the language and the culture of the target language with the native language. It will help them understand the target language better.

From the definition above, it can be concluded that contrastive analysis means the study of comparing two or more languages of selected linguistics features which consist phonology, morphology, syntax or semantics and show the similarities and the differences between them by examining its part and their relationship. It tends to focus on comparing two languages in different ways.

According to Parera (in Batais & Wiltshire, n.d.) "There are two types of contrastive analysis, namely: micro-linguistic and macro-linguistic of contrastive analysis. He said that a macro-linguistic of contrastive analysis is adjusted with subsystem of linguistics originally, those are subsystem of phonology, morphology, syntax and semantics. Based on the subsystem, the researcher compares the subsystem of the two or more languages to identify the similarities and the differences between both of them". To be able to compare systematically, the researcher must master the basic of linguistics well. Meanwhile macro-linguistics focuses on comparing elements of language as a system of sign. The contrastive analysis is still needed before the researcher takes a further step. Is does not become an objective but it becomes the basic to conduct the other continuous analysis. Nowadays, the language analysis has continued from bringing the essence of language close the means of communication, from language a sign system to the language is a means of communication. It means that language analysis does not end up with the sentence of analysis but the language analysis has stepped forward, that is discourse (Lauriola et al., 2022).

Related to the description above, this study will contras two languages, namely: English and Indonesian. It takes phonology as selected linguistics feature. Because of it, this study is classified into the micro-linguistics of contrastive analysis. In his study, the researcher will reveal the components of English and Indonesian syllable structure and find out the possible similarities and the differences between both of them.

Language is speech sound system told by many expert of linguistics. It is rational since all language is spoken. Based on the phenomenon, concludes that primarily, object of linguistic study is spoken language that concerns with the form of speech. When there is a written usage in language, it is considered as a secondary language which is the form of interpretation of recording from spoke usage. Therefore, written language is not primary object of linguistics study.

O'Connor (in Nyarks, 2022) said the phonetics as a branch of phonology can be defined as the science which studies how human being produces language sounds in utterance, how human being comes out the sound waves and also how human sound- hearing accepts language sound to be analyzed by brain. In other words, it studies the speech sounds from the point of view of the ways of production by the speech organs. Besides, it is also used to explain why certain sound occurs more frequently than others. divides phonetic principal into three kinds, those are physiological phonetic, acoustic phonetic, and auditory phonetic (Sanjarbek, 2022). Physiological phonetics study about human physiological function. It means that a focuses on the production about language sounds based on the human speech organ. Meanwhile, acoustic phonetics is the study of the physical structure of language sound and how the human – hearing gives response toward accepted language sounds. The last kinds of phonetic is auditory phonetic which studies the perceptual response to the stimulus of accepted wave sounds (Sadat, 2022).

Meanwhile phonemic itself focuses on the language sound that distinguishes a meaning which usually so-called as phoneme. defines the phoneme as a smallest distinctive unit of language of which the function is the distinguish meaning. Muslich he said that" A minimum unit of distinctive sound feature is a phoneme" based on the formulation, it is clear that a phoneme has distinctive function that is distinctive meaning. Hence, it can be concluded that phonemic studies phonemes with all of the realization and the variation. And one of the variations of phoneme is syllable; the phoneme makes structure that becomes bigger unit that usually so-called syllable.

Syllable is a larger unit than a single sound of pronunciation and smaller unit than a word Crystal (in Marchini & Ramsammy, 2022). A syllable consists of two main elements; they are onset (O) and rhyme/rime (R). Onset may know as consonantal in the word initial of syllable. While in rhyme, is still divided into nucleus (N) and coda (C).Hornby said that a syllable is a minimum rhythmic unit of spoken language consists of a vowel or sustained consonant.. From the definitions, it can be concluded that a syllable is a part of linguistic structure that is produced by single chest pulse. Therefore it must be bigger than a sound and smaller than word or utterance. To know more detail about syllable, the write will discuss it. It can be divided into some part i.e. the psychological reality of the syllable, syllabic segment and syllable structure.

Usually native speaker can demonstrate their awareness about the unit of phonological structure whenever they count syllable in a word. In taking a syllabication they do not syllabify words by the way of volating of phonotatic contrains of their languag. In English, for example, the word extreme /ekstri:m/ would never be syllabified as /□kstri:m/. Because the English word from beginning with the sequence like kstr in their phonotactic constrain are not available, it can be concluded that the word extreme can be syllabified /ekstri:m/.

Sloat et.al (in Alwasila, 2022) argues that a syllable is a physiologically real unit. And the reality of it is based on the facts that can be recognizee by the following points: 1) Speakers are unwritten languages. When they are asked to divided word into smaller constituent parts, they

divide in into syllable rather than individual sound segment. 2) in most words, speaker of language agrees on the number of syllable. But in any cases those words have different number of syllables, it happens because of their different dialect between both of them. For example the word secretary, British speakers consistently divided it into four syllables. 3) The last reality of syllable is the writing system of a number of languages which can be so- called as syllabic writing. One of the examples can found in the ancient Assyrians and Persians of writing system which combines between syllables with word symbols.

Each syllable centers on one prominent, typically it is made up by a vowel or resonant which is usually called as a syllabic segment Sloat et. Al (in Velleman & Abbiati, n.d.). The syllabic segment may be preceded and /or followed by other. While the most common part that fills syllabics is vowels, for instance: sun, bag, corn, etc; it can also be filled by consonant. However not all of consonants take his position. The consonant that can take this position and the resonant consonant. It will become syllabic when it is neither preceded nor followed by a syllabic segment (Popescu & Chitoran, 2022). It can be seen in the word cotton, garden, written, etc. in addition to the position, the consonant also presents in the first syllable of word like contain and comply. In rapid speech that are usually more syllabic consonant than in slow one. It occurs because speakers tend to drop the segment in the way, and if the speaker drops it in a vowel, an adjacent consonant become syllabic. Structurally, a syllable itself is constructed by some components, namely on onset, a peak or nucleus and a coda Collins and Mees. Meanwhile, the structure is phonologically constructed by two elements namely an onset and a core or rhyme un which the core consists of a nucleus and an optional coda (Alderete & O'Séaghdha, 2022). The syllable construction can be described as follows:

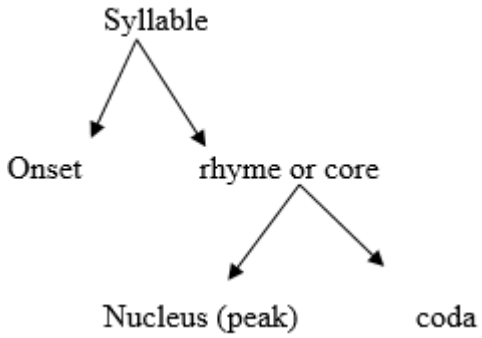

Figure 1. The syllable construction

Based on the description above, it can be seen that the onset, the nucleus and the coda have important role in building English syllable especially the nucleus that becomes prominent part. The onset and the coda are companying sound of syllable in which the onset itself takes place in preceding a nucleus while the coda takes place in following a nucleus. Furthermore, a syllable can be open or close. If a syllable is ended with a vowel (i.e. CV, CVV), it is so –called as open syllable but if it is ended with a consonant or consonant cluster (i.e. CVC, VCC) this will be closed syllable (Zeroual, 2022).

As it has been discussed above that each language has a syllable with their variation, distribution, component, and restriction including English and Indonesian which also has syllable with their structure, component and restriction. In English syllable, there are three components that construct a syllable where a complete syllable is usually described as CVC structure. The first C is the onset, V takes position as the peak and the second C means the coda. For example for syllable sing, /s/ is the onset, /i/ is the peak, and / is the coda. It can be seen as represented below.

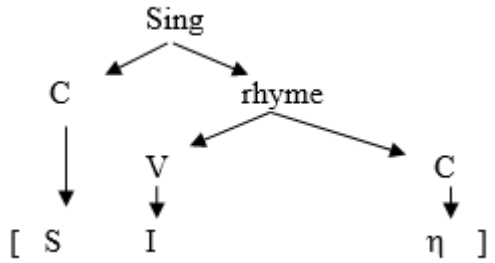

Figure 2. component ribs that build syllables

The explanation below will be helpful in understanding the component more deeply which consist of the onset, the nucleus and coda.

When one looks at the world's languages, it is easy to get the impression that there is a wide range of syllable patterns. But an in-depth analysis of a selection of languages shows that the maximal syllable is CVX, where C, V, or X can be a complex sound. Extra consonants at word edges need not be part of the adjacent syllable but can be attributed to morphology: a potential V from an affix, anti-allomorphy, and the affix rule. The range of possible syllables is therefore far smaller than previously thought. The study shows that in some parts of language there may be no parameters or typolog (Gerwin et al., 2022).

According to Muslich (2008: 74), based on the sonority and prominent theory, the majority of syllable consists of one sound of sonor which refers to the vokoid or it is usually. A variety of Indonesian speech synthesis by concatenation system has been proposed. For example, in Say It! system [4], the segmenting technique is to select the longest phoneme sequence and compare the selected sequence in the available syllable database".

Syllable is a larger unit than a single sound of pronunciation and smaller unit than a word Crystal(1997: 373). A syllable consists of two main elements; they are onset (O) and rhyme/rime (R). Onset may know as consonantal in the word initial of syllable. While in rhyme, is still divided into nucleus (N) and coda (C). Further information, coda would normally be consonants (in the word final of syllable) whereas nucleus is vowels, for example word [in] 'in', sound [i] is nucleus whereas [n] is coda. Beside that, there is easy way to determine syllable brake is by finding the number of their vocalic phones in one word, i.e mengapa 'why' (Indonesian language). In that, word we found three vocalic phones in it. So the syllable brake becomes me-nga-pa (Krykoniuk, 2022).

Sequence will be eliminated and the comparison will be done again with the reduced phonemes sequence. The process will be repeated until the match is found in the database. This technique does provide a simple implementation and produced quick result but the parsing could also be segmented wrongly (Cavirani, 2022).

In another synthesizer implementation , the whole system was implemented by adapting a previously developed Arabic synthesizer system. The technique of segmentation has considered the linguistic analysis and phonetic analysis of standard Indonesian sound systems plus Indonesian loan words from Arabic. The approach they used was by comparing the structure of the syllables. The proposed approach uses three syllables structure in Indonesian Language as the basis of segmentation. Onset , As it has been stated before, one of the components of the component of syllable structure is onset. It is accompanying sounds of syllable that precedes the nucleus which can be called as the beginner. As a companying sound, the appearance of the onset in syllable is optional. In other word, the syllable may or may not have any onset on it (Herce et al., 2022).

(ii) According to the manner in which in which the organs which articulate them. There correspondent a voiced consonant, I.e.: one produced with the same passion or movement at the articulating organs, but with voice substituted for breath or vise versa. That v correspondents to f and b to p the breathed consonant corresponds to several of the English voiced consonant does not occur regularly in English.

Table 1. English Consonants

	Labial		**Dental**	**Alveolar**	**Palatal Alveolar**	**Palatal**	**Velar**	**Glottal**
	Bilabial	**Labio-dental**						
Plosive	p b			t d			k g	
Affricative					ʧ ʤ			
Nasal	m			n			ŋ	
Lateral				l			(i)	
Ralled				(r)				h
Flapped				(r)				
Fricative		f v	θ ð	S z r		ʃʒ		
Semi vowel	w					J	(w)	

Table 2. Indonesian Consonants

No	**Indonesian consonants**	
	Manner of articulation	**Consonants**
1.	Stop	*/p/, /b/, /t/, /d/ /k/, /g/*
2.	Fricative	*/f/, /s/, /z/, /ʃ/ /x/, /h/*
3.	Affricative	*/c/, /j/*
4.	Nasal	*/m/, /n/, /ŋ/*
5.	Lateral	*/l/*
6.	Trill	*/r/*

7.	Semi-vowel	*/y/*

METHOD

Moeleong (in Krykoniuk, 2022) divides it in two types, namely quantitative and qualitive research. In qualitative research, the datum is conducted in form of numeral presentation. Meanwhile in qualitative research, the datum resulted is in form of descriptive data. This study uses qualitative research. It is done by using two methodologies; those are descriptive and contrastive method. By using descriptive method, the researcher wants to analyze a phenomenon, in this case about language which exists in the speakers or how the study of language works. The phenomenon itself is about syllable structure. While using contrastive method, the researcher wants to contrast two languages, namely English and Indonesian. It is done to reveal similarities and differences between both of them exactly without connecting to their history.

RESULT AND DISCUSSION

Table 3. The Appearance of English Consonant in Onset Position with Single Consonant

No	***English Consonant***		***Key words***	***Phonetic Writing***
	Manner of articulation	***Consonant***		
1.	*Stop*	*/p/*	*Pencil, post*	[pensl],[pəʊst]
		/b/	*Body, bike*	[bɒdi],[baik]
		/t/	*Top, tear*	[tɒp] ,[tiə(r)]
		/d/	*Dark, down*	[da:k],[daun]
		/k/	*Keep, cake*	[ki:p],[keik]
		/g/	*Good, game*	[gʊd[,[geim]
2.	*Fricative*	*/f/*	*Far, fine*	[fa:],[fain]
		/v/	*Vase, voice*	[va:z],[vois]
		/θ/	*Method, theory*	[meθ əd],[θiəri]
		/ð/	*This, they*	[ðis],[ðei]
		/ʃ/	*Shelf, shine*	[ʃelf],[ʃain]
		/3/	*Pleasure*	[plea3ə]
		/h/	*Hot, high*	[hɒt],[hai]
		/s/	*Sink, serious*	[siŋk],[siəriəs]
		/z/	*Zoo, zero*	[zu:],[ziərəʊ]
3.	*Affricative*	*/c/*	*Choose, child*	[tʃu:z],[tʃaild]
		/r/	*Religion*	[ri'ligən],[gaiənt]
4.	*Nasal*	*/m/*	*Meet, mouth*	[mi:t],[maʊθ]
		/n/	*Noodle, noisy*	[nu:dl],[noizi]
5.	*Lateral*	*/l/*	*Let, like*	[let],[laik]
6.	*Trill*	*/r/*	*Rash, round*	[ræʃ],[raund]
7.	*Semi-vowel*	*/w/*	*Win, wise*	[win],[waiz]
		/j/	*Yield, year*	[ji:ld],[jiə]

Table 4. The appearance of English Consonant in Onset Position with Two Consonant

No	***English Consonants***			***Phonetic Writing***
	Manner of	***Consonant***		

	Articulation	***1***	***2***	***Key Words***	
1.	*Stop*	*/p/* */s/*	*/l/,* */r/* */p/*	*Plan,* *professional* *Sport*	[plæn], [prəfesnəl] [Spo:t]
		/b/	*/l/, /r/*	*Blast, branch, break*	[blas:st],[brantʃ],[breik]
		/t/ */s/*	*/r/, /w/* */t/*	*Trade, twin* *Stop*	[treid],[twin] [stop]
		/d/	*/r/, /w/*	*Dress, dwarf*	[dres],[dwə:f]
		/k/ */s/*	*/l/,* */r/,/w/* */k/*	*Class, cross, queen* *Skill*	[kla:s],[kras],[kwi:n] [skil]
		/g/	*/l/,/r/*	*Glory, great*	[glo:ri],[greit]
2.	*Fricative*	*/s/* */f/*	*/f/* */l/, /r/*	*Sphere* *Flash, free*	[sfiə(r)] [flæʃl],[fri:]
		/θ/	*/r/, /w/*	*Through, thwart*	[θru:],[θwə:t]
		/	*/r/*	*Shrift*	[ʃrift]
		/s/	*/p/, /t/* */k/, /l/* */m/, /n/,* */w/*	*Specialist, student* *School, slide* *Smart, snow, sweet*	speʃlis],[stju:dnt] [sku:l],[slaid] [sma:t],[snəʊ],[swi:t]
3.	*Nasal*	*/s/*	*/m/*	*Smooth*	[smu:ð]
		/s/	*/n/*	*Snack, snake*	[snæk],[sneik]
4.	*Lateral*	*/p/,/k/* */b/,/g/* */f/,/s/*	*/l/*	*ploy, clear, black* *Glide* *Floor, sleep*	[ploi],[kliə],[blæk] [glaid] [flo:r],[sli:p]
5.	*Trill*	*/p/,/t/* */k/,/b/* */d/,/g/* */f//,../* */../*	*/r/*	*Precious, tradition* *Create, brush* *Dreams, green* *Fresh , three, shrink*	[‘preʃəs],[trədiʃn] [kri;eit],[br∧ʃ] [dri:m],[gri:n] [freʃ,[θri:],[ʃriŋk]
6.	*Semi-vowel*	*/t/,/k/,/s/*	*/w/*	*Twice, quality, swim*	[twais],[kwɒlitai] ,[swim]

Table 5. The appearance of English Consonant in Onset Position With Three Consonant

No	***English Consonants***				***Key Words***	***Phonetic Writing***
	Mannerof articulation	***Consonant***				
		1	***2***	***3***		
1.	*Stop*	*/s/*	*/p/*	*/l/, /r/*	*Splash, spring*	[splæʃ],[sprin]
		/s/	*/t/*	*/r/*	*Street*	[stri:t]
		/s/	*/k/*	*/l/,* */r/* */w/*	*Sclerosis,* *screen* *Squeeze*	[sklərəʊsis], [skri:n] [skwi:z]
2.	*Fricative*	*/s/*	*/t/* */k/* */p/* */k/* */p/* */k/*	*/r/* */l/* */w/*	*Strategy,* *scream,* *spray* *Sclerosis,* *split* *Squirrel*	[strætəgi], [skri:m] [sprei] [sklərəʊsis], [split] [skeirəl]

3.	*Lateral*	*/s/*	*/p/, /k/*	*/l/ /l/*	*Splendid, sclerosis*	[splendidi], [sklərəʊsis]
4.	*Trill*	*/s/*	*/p/. /t/, /k/*	*/r/*	*Spread, strong, scrap*	[spred], [strʊŋ], [skræp]
5.	*Semi-vowel*	*/s/*	*/k/*	*/w/*	*Squash*	[skwɒʃ]

Table 6. The appearance of English Vowel as Nucleus in building English Syllable

No	**English vowel**		**Key Word**	**Phonetic Writing**
	Part of Tongue rise	***Vowels***		
1.	*Front*	*/I:/*	*Sea, field, machine*	[si:],[fi:ld],[mə'ʃi:n]
		/I/	*Remain, fit, private*	[ri'mein],[fit],[pravit]
		/e/	*Many, pen*	]'meni],[pen]
		/ æ/	*Cat, thank*	[kæt],[θæŋk]
2.	*Central*	*/ ə/*	*October, hazard*	[ɒk'təʊbə(r)],['hæzəd]
		/ ɛ:/	*Fur, hurt*	[fa:],[ha:t]
3.	*Back*	*/u:/*	*Zoo, food*	[zu:],[fu:d]
		/ʊ/	*Project, knock*	['prujekt],[nɒk]
		/ ə:/	*More, short*	[mo:(r)],[ʃə:t]
		/ʌ/	*Honey, cup*	['hʌni],[kʌp]

Table 7. The appearance of English Diphthongs as Nucleus in building English Syllable

No	***English diphthong***		***Key Words***	***Phonetic Writing***
	Classification Of diphthongs	***Diphthong***		
1.	*Diagonal*	*/ai/*	*Tie, child*	[tai],[tʃaild]
		/ɔi/	*Boy, noise*	[boi],[noiz]
		/a ʊ /	*Cow, outlet*	[kaʊ],['aʊtlet]
2.	*Vertical*	*/ei/*	*Day, make*	[dai],[merk]
		/i ə/	*Meteor*	['mi:tiə(r)]
		/e ə/	*Pair, air*	[peə(r)],[eə(r)]
		/ʊə/	*Poor*	[pʊə(r)]

Table 8. The appearance English Consonant as Nucleus in Building English Syllable

No	***English consonants***		***Key Words***	***Phonetic Writing***
	Manner of articulation	***Consonants***		
1.	*Nasal*	*/m/*	*Comply*	[kəm'plai]
		/n/	*Certain, garden, Sudden*	[kən'tein],['ga:dn] ['sʌdn]
2.	*Lateral*	*/l/*	*Struggle, bottle*	['strʌgl],['bɒtl]
3.	*Trill*	*/r/*	*Caller*	[ko:lr]

Table 9. The appearance of English Consonants in Coda position With Single Consonant

No	***English consonants***		***Key Word***	***Phonetic writing***
	Manner of articulation	***Consonants***		
1.	*Stop*	*/p/*	*Top, shape*	[tap],[ʃeip]
		/b/	*Bibliography, disrobe*	[bibli'ogrəfi] [dis'rəʊb]

		/t/	*Meet, bright*	[mi:t],[brait]
		/d/	*Good, load*	[gud],[loud]
		/k/	*Speak, cake*	[spi:k],[keik]
		/g/	*Big*	[big]
a2.	*Fricative*	/f/	*Giraffe, safe*	[ji'ra:f],[seif]
		/v/	*Productive, save*	[prə'd∧ktiv],[seiv]
		/θ/	*Birth, mouth*	[bə:θ],[mauθ]
		/ð/	*Smooth, south*	[smu:ð],[sauð]
		/ʃ/	*Fresh*	[freʃ]
		/3/	*Prestige, beige*	[preѕ'ti3],[beiʒ]
		/s/	*Precious, paradise*	[preʃəs] ['parədais]
		/z/	*His, raise*	[hiz],[riez]
3.	*Affricative*	/tʃ/	*Watch, couch*	[wətʃ],[kautʃ]
		/dg/	*Passage, age*	[pæsij],[eij]
4.	*Nasal*	/m/	*Comfort, name*	['k∧mfət],[neim]
		/n/	*Soon, nine*	[su:n],[nain]
		/ŋ/	*Long*	[loŋ]
5.	*Lateral*	/l/	*Feel, file*	[fi:l],[fail]
6.	*Trill*	/r/	*Ear*	[iə(r)]

Table 10. The appearance of English Consonants in Coda position With Two Consonants

No	***English consonants***			***Key words***	***Phonetic writing***
	Manner of articulation	***Consonants***			
		1	***2***		
1.	*Stop*	/p/ /l/	/t/, /s/ /θ/ /p/	*Concept,* *groups,* *depth* *Help*	['konsept], [gru:ps], [depθ] [help]
		/b/ /l/	/d/ /b/	*Robbed* *Bulb*	[rʊbd] [b∧lb]
		/p/, /k/ /f/,/s/ /ʃ/, /n/ /l/ /t/	/t/ /s/ ,/θ/	*Concept,* *construct* *Soft, best* *Established,* *different* *Result,* *Insights,* *eighth*	['konsept], [kən'str∧kt] [sʊft],[best] [i'stæbliʃt], ['difrənt] [ri'zalt] ['insaits], [eitθ]
		/d/ /g/,/v/, /l/	/z/ /d/	*Needs* *Bagged, achieve,* *old*	[ni:dz] [begd], [ə'tʃi:vd], [əʊld]
		/k/ /s/,/ŋ/,/l/	/t/, /s/ /k/	*Contract,* *complex* *Ask, link, silk*	['kontrækt], ['kompleks] [a:sk],[liŋk],[silk]
		/g/	/d/	*Begged*	[begd]
2.	*fricative*	/f/ /l/,/m/	/t/,/θ/,/s/ /f/	*Theft, fifth, chefs* *Self, triumph*	[θeft],[fifθ],[ʃefs] [self],['trai∧mf]
		/v/	/d/,/z/	*Achieved, wives*	[ə'tʃi:vd],[waivz]

		/l/	*/v/*	*Solve*	[salv]
		/p/,/m/ /n/,/l/	*/θ/*	*Depth , warmth Month, health*	[depθ],[wə:mθ] [m∧nθ],[helθ]
		/ð/	*/z/*	*Paths*	[pa:ðz]
		/ʃ/ /l/	*/t/ /ʃ/*	*Established , Welsh*	[i'stæbliʃt] [welʃ]
		/s/ /s/,/n/, /l/	*/p/,/t/, /k/ /s/*	*Crisp, most, task Six, sense, false*	[krisp],[məʊst], [ta:sk] [siks],[sens], [fo:ls]
		/z/ /k/,/n/, /l/	*/d/ /z/*	*Exposed Gives, bronze, coils*	[ik'spəʊtʃd] [givz],[bronz], [koilz]
3.	*affricative*	*/tʃ/ /n/,/l/*	*/d/ /tʃ/*	*Approached Welsh*	[ə'prəʊtʃd] [lə:ntʃ],[filtʃ]
		/n/	*/….*	*Change*	[tʃeinjg]
4.	*Nasal*	*/m/ /l/ /n/*	*/p/,/t/ /d/, /f/ /θ/, /z/ /m/ /t/,/d/, /s/ /z/,/tʃ/ /…./,/s/*	*Jump, dreamt Steamed, triumph Warmth, programs Helm Front, brand, since Cleanser, branch, range Screens*	[jg∧mp],[drimt] [sti:md], [tri∧mf] [wə:mθ], [prəʊgræmz] [helm] [fr∧nt],[brænd], [sains] [klens],[bra:ntʃ] [reing] [skri:ns]
		/ŋ/	*/k/,/θ/*	*Think, length*	[θink],[leŋθ]
5.	*Lateral*	*/l/*	*/p/,/t/ k/,/b/ /d/,/f/ /v/,/θ/ /ʃ/,/s/ /s/,/tʃ/ /m/*	*Help, felt Milk, bulb Held, golf Solve, health Welsh, false Nails, filch Helm*	[help],[felt] [milk],[b∧lb] [held],[gəlf] [salv],[helθ] [welʃ],[fə:ls] [nailz],[filtʃ] [helm]

Table 11. The appearance of English Consonants in Coda position With Three Consonants

No	***English Consonants***				***Key Words***	***Phonetic writing***
	Manner of articulation	***Consonants***				
		1	***2***	***3***		
1.	*Stop*	*/p/ /m/,/l/*	*/t/, /s/ /p/*	*/s/ ,/t/ /s/, /t/*	*Concepts, collapse Champs, Sculpt*	['kansepts], [kə'læpst] [tʃæmps], [sk∧lpt]
		/p/,/n/,/l / */k/,/ŋ/*	*/t/ /s/*	*/s/ /t/*	*Concepts, wants, result Next, amongst*	['kansepts], [wɔnts] [ri'z∧lts] [nekst], [əm∧ŋst]
		/n/,/l/ /l/	*/d/ / v/*	*/z/ /d/*	*Demands , fields*	[di'mandz], [fi:ldz]

					Involved	[in'v ɔlvd]
		/k/ */ŋ/,* */s/*	*/t/,/s/* */k/*	*/s/,/t/* */t/*	*Subjects, next* *Precinct, Asked*	['s∧bjikts[, [nekst] ['pri:siŋkt], [a:skt]
2.	*Fricative*	*/f/*	*/θ/*	*/s/*	*Fifths*	[fifθs]
		/l/	*/v/*	*/d/*	*Involved*	[in'vɔlvd]
		/p/,/f/,/n/ */ŋ/*	*/θ/*	*/s/*	*Depths, fifths, Lengths*	[deθs],[fifθs], [leŋθs]
		/k/,/ŋ/,/p/ */p/,/f/* */n/,/l/* */s/*	*/s/* */t/* */k/*	*/θ//,/t/* */s/* */s/,/t/*	*Sixth, next, amongst , collapsed* *Concepts, fifths* *Wants, result* *Asks, asked*	[siksθ],[nekst] [ɔm∧ŋst], [kə'læpst] ['kɒnsepts], [fifθs] [wɔnts], [ri'z∧lts] [a:sks],[a:skt]
		/l/	*/v/*	*/z/*	*Themselves*	[ðəm'selvz]
3.	*Nasal*	*/m/*	*/p/*	*/t/,* */s/*	*Attempt, glimpse*	[ə'tempt], [glimps]
		/n/	*/t/,/d/* */θ/*	*/z/*	*Wants, backgrounds, months*	[wɔnts], [bækgraʊndz] [m∧nθs]
		/ŋ/	*/k/,/θ/,* */s/*	*/t/* */s/,/t/*	*Distinct, Lengths, Amongst*	[di'stiŋkt] [leŋθs], [ə'm∧ŋst]
4.	*Lateral*	*/l/*	*/v/* */p/,/t/*	*/z/,/d/* */t/,/s/*	*Themselves, involved* *Sculpt , Adults*	[θəm'selvz], [invɔlvd] [sk∧lpt], [æd∧lts]

Table 12. The appearance of English Consonants in Coda position With Four Consonants

No	***English consonants***					***Key Words***	***Phonetic Writing***
	Manner of Articulation	***Consonants***					
		1	***2***	***3***	***4***		
1.	*Stop*	*/k/*	*/s/*	*/t/*	*/s/*	*Texts*	[tekst]
		/k/	*/s/*	*/t/* */θ/*	*/s/*	*Texts* *Sixths*	[tekst] [siksθs]
2.	*Fricative*	*/l/*	*/f/*	*/θ/*	*/s/*	*Twelfths*	[twelfθs]
		/k/' */l/'*	*/s/* */f/*	*/θ/*	*/s/*	*Sixths* *Twelfths*	[siksθs] [twelfθs]
		/k/' */l/*	*/s/* */f/*	*/θ/*	*/s/*	*Sixths* *Twelfths*	[siksθs] [twelfθs]
3.	*Nasal*	*/m/*	*/p/*	*/t/*	*/s/*	*attempts*	[ə'tempts]
4.	*Lateral*	*/l/*	*/f/*	*/θ/*	*/s/*	*Twelfths*	[twelfθs]

Table 13. The appearance of Indonesian Consonant in Onset Position With Single Consonant

No	***Indonesian consonants***		***Key Word***	***Phonetic Writing***
	Manner of	***Consonants***		

	articulation			
1.	*Stop*	*/p/*	*Kelompok, piala*	[kelompokʔ],[piala]
		/b/	*Bola, baud*	[bola],[baud]
		/t/	*Tinta, tiang*	[tinta],[tiaŋ]
		/d/	*Debar, daun*	[debar[,[daun]
		/k/	*Kata, kail*	[kata], [kail]
		/g/	*Gempa, gaun*	[gəmpa],[gaun]
2.	*Fricative*	*/f/*	*Fakta, fauna*	[fakta],[fauna]
		/s/	*Wesel, siang*	[wɜsɜl],[siaŋ]
		/z/	*Zat, zionis*	[zat],[zionis]
		/ʃ/	*Masyarakar*	[maSarakat]
		/x/	*Khas, khianat*	[xas],[xianat]
		/h/	*Hari, hias*	[hari],[hias]
3.	*Affricative*	*/c/*	*Cincin, cuaca*	[cinsin],[cuaca]
		/j/	*Jelajah, juara*	[jelajah],[juara]
4.	*Nasal*	*/m/*	*Makan, mau*	[makan],[mau]
		/n/	*Nikah , niat*	[nikah],[niat]
		/ŋ/	*Ngeri, ngiang*	[ŋeri],[ŋiaŋ]
5.	*Lateral*	*/l/*	*Lelah, liar*	[lelah],[liar]
6.	*Trill*	*/r/*	*Ramah, riang*	[ramah],[riaŋ]
7.	*Semi-vowel*	*/y/*	*Yidisium*	[yusidium]
			Wisuda	[wisuda]

Table 14. The appearance of Indonesian consonant in onset position With two consonants

No	***Indonesian consonant***			***Key Word***	***Phonetic writing***
	Manner of articulation	***Consonants***			
		1	***2***		
1.	*Stop*	*/p/* */s/* */b/*	*/s/, /t/* */l/,* */r/* */p/* */l/,* */r/*	*Psikis, prialin* *Plong,* *proklamasi* *Spidol* *Gamlang ,* *Brokat*	[psikis],[ptialin] [ploŋ], [proʔlamasi] [spidol] [gamblaŋ], [brokat]
		/t/ */s/*	*/s,* */r/* */t/*	*Tsunami,* *bentrok* *Stupa*	[tsunami], [bɜntroʔ] [stupa]
		/d/	*/r/,* */w/*	*Drumben,* *Dwifungsi*	[drumbɜn], [dwifuŋsi]
		/k/ */s/*	*/n/,/l/,/r/* */k/*	*Knalfot,* *Reklamasi , Krah* *Skuter*	[knalpot] [reklamasi],[krah] [skutɜr]
		/g/	*/l/,/r/*	*Gelodok, granat*	[glodoʔ],[granat]
2.	*Fricative*	*/f/*	*/l/,* */r/*	*Fleksibilitas,* *Fraksi*	[flɜksibilitas], [fraksi]
		/s/	*/p/,/t/* */k/,/f/* */m/,/n/* */l/,/w/*	*Spion, stek,* *skors,Sfingifili,* *smes,Snobiosme,* *slang, swasta*	[spion],[stɜʔ] [skors],[sfongofili] [smɜs],[snobisme] [slaŋ],[swasta]
3.	*Affricative*	*/c/*	*/l/,/r/*	*Celetuk, ceramah*	[cletuʔ],[cramah]
		/j/	*/l/,/r/*	*Jelujur, jeruji*	[jlujUr],[jruji]
4.	*Nasal*	*/s/*	*/m/*	*Smokel*	[smokɜl]

		/s/	/n/	*Snobisme*	[snobisme]
5.	*Lateral*	/p/,/b/ /k/,/g/ /f/,/s/	/l/	*Amplop, balngko* *Klenteng, gelinding* *Flannel, selang*	[amplop],[blaŋko] [klәntɜŋ],[glindiŋ] [flanɜl],[slaŋ]
6.	*Trill*	/p/,/b/ /t/,/d/ /k/,/g/ /f/,/s/	/r/	*Prangko, ambruk* *Terampil, drop* *Kromo, gereget* *Friksi, serempet*	[praŋko],[ambruʔ] [trampil],[drop] [kromo],[greget] [friksi],[srɜmpɜt]
7.	*Semi-vowel*	/s/,/k/	/w/	*Swasta , kuali*	[swasta],[kwali]

Table 15. The appearance Indonesian Consonant in Onset position With Three Consonants

No	**Indonesian consonants**				**Key Words**	**Phonetic Writing**
	Manner of articulation	**Consonants**				
		1	**2**	**3**		
1.	Stop	/s/ /s/	/p/ /t/	/r/ /r/	Sprei Strata	[sprei] [strata]
2.	Fricative	/s/	/p/,/t/ /k/	/r/ /l/,/r/	Sprinter, struktur Sklerenkim, Skripsi	[sprinter], [struktUr] [sklɜrɜnkim], [skripsi]
3.	Lateral	/s/	/k/	/l/	Sklerenkim	[sklɜrɜnkim]
4.	Trill	/s/	/p/,/t /k/	/r/	Sprei, stress, Skripsi	[sprei],[strɜs] [skripsi]

Table 16. The appearance of Indonesian Vowels as Nucleus in Building Indonesian Syllable

No	***Indonesian vowels***		***Key Words***	***Phonetic Writing***
	Part of tongue rise	***Vowels***		
1.	*Front*	*/i/* */I/* */e/* */ɛ/*	*Padi , pintu* *Kirim, periksa* *Sore* *Nenek*	[padi],[pintu] [kirim],[pərIksa] [sore] [nɛnɛʔ]
2.	*Central*	*/ ə/* */a/*	*Tipe, enggan* *Makan, kantor*	[tipə],[əŋgan] [makan],[kantor]
3.	*Back*	*/u/* */U/* */o/* */o/*	*Tukang, puncak* *Langsung* *Roda, took* *Rokok, pojok*	[tukaŋ],[puncaʔ] [laŋsuŋ] [roda],[toko] [rokoʔ],[pojoʔ]

Table 17. The appearance of Indonesian Diphthong as Nucleus in Building Indonesian Syllable

No	***Indonesian diphthongs***		***Key Words***	***Phonetic Writing***
	Classification Of diphthongs	***Diphthongs***		
1.	*Diagonal*	*/ai/* */au/* */oi/* */iu/* */io/* */ia/* */ui/*	*Suangai , kain* *Bau, kaum* *Boikot, koin* *Tiup* *Radio,kios,* *Dia , tiap* *Buih*	[suŋai],[kain] [bau],[kaum] [boiykot],[koin] [tiup] [radio],[kios] [dia],[tiyap] [buih]
2.	*Vertical*	*/ei/* */ea/* */ua/*	*Seprei* *Beasiswa, reactor* *Dua, suap*	[səprəi] [beasiswa],[reaktor] [dua],[suap]

		/uo/	*Kuota*	[kuwato]
3.	*Centering*	*/ie/* */ue/*	*Hierarki, diet* *Kue, duet*	[hierarki],[diyet] [kuwe],[duet]

Table 18. The appearance of Indonesian Consonants in Coda position With Single Consonant

No	***Indonesian Consonants***		***Key words***	***Phonetic Writing***
	Manner of articulation	***Consonants***		
1.	*Stop*	*/p/* */b/* */t/* */d/* */k/* */g/*	*Sedap, tiup* *Jawab* *Takut, geliat* *Murid* *Abstrak* *Gudeg*	[sedap],[tiup] [jawab] [takut],[geliat] [murid] [abstraʔ] [gudəg]
2.	*Fricative*	*/f/* */s/* */z/* */x/* */h/*	*Aktif , naïf* *Manis, hias* *Jaiz* *Makhluk* *Ramah*	[aktif],[naif] [manis],[hias] [jaiz] [maxluʔ] [ramah]
3.	*Affricative*	*/j/*	*Mikraj*	[mikraj]
4.	*Nasal*	*/m/* */n/* */ŋ/*	*Embun, kaum* *Calon, kain* *Tolong, ruang*	[əmbUn],[kaum] [calon],[kain] [toloŋ],[ruaŋ]
5.	*Lateral*	*/l/*	*Hal , ideal*	[hal],[ideal]
6.	*Trill*	*/r/*	*Transfer, air*	[transfer],[air]
7.	*Semi-vowel*	*/y/* */w/*	*Kemilau* *Badai*	[kəmilaw] [baday]

Table 19. The appearance of Indonesian Consonants in Coda Position With Two Consonants

No	***Indonesian Consonants***			***Key Words***	***Phonetic Writing***
	Manner of articulation	***Consonants***			
		1	***2***		
1.	*Stop*	*/p/* */l/* */b/* */t/,/n/* */l/,/t/* */r/* */k/* */l/*	*/s/* */p/* */s/* */s/* */d/* */s/* */k/*	*Elips* *Pulp* *Substansial* *Tuts, sprint* *Volt, introvert* *Yard* *Ekstrakurikuler* *Talk*	[ɜlips] [pUlp] [substansial] [tuts],[sprint] [volt],[introvɜrt] [yard] [ɜkstrakulikulɜr] [talʔ]
2.	*Fricative*	*/l/,/r/* */p/,/t/* */k/* */b/* */n/* */ŋ/* */l/,/r/*	*/r/* */s/*	*Golf, alomorf* *Elips, tuts* *Ekploitasi* *Abstrak* *Transportasi* *Salpinks* *Impuls, kusr*	[golf],[alomorf] [ɜlips],[tuts] [ɜksploitasi] [abstraʔ] [transportasi] [salpiŋs] [impUls],[kUrs]
3.	*Nasal*	*/l/,/r/* */n/* */ŋ/*	*/m/* */s/* */t/,/r/* */s/*	*Helm, ectoderm* *Instruksi* *Sprint, modern* *Salpink*	[helm],[ɜktodɜrm] [instruksi] [sprint],[modern] [salpiŋs]

4.	*Lateral*	*/l/*	*/p/,/t/ /k/,/f/ /s/,/m/*	*Pupl, malt Talk, golf Implus, film*	[pUlp],[malt] [talk],[golf] [implus],[film]
5.	*Trill*	*/r/*	*/t/,/d/ /f/,/s/ /m/,/n/*	*Start , yard Metamorf, pers Alarm, modern*	[start],[yard] [metamoef],[pɜrs] [alarm],[modern]

Table 20. The appearance of Coda Cluster with Three Consonants

No	***Indonesian Consonants***				***Key word***	***Phonetic Writing***
	Manner Of articulation	***Consonants***				
		1	***2***	***3***		
1.	*Stop*	*/r/ /n/*	*/p/ /d/*	*/s/ /s/*	*ɒrps nds*	[korps] [fonds]
2.	*Fricative*	*/r/ /n/*	*/p/ /d/*	*/s/ /s/*	*Korps Fonds*	[korps] [fonds]
3.	*Nasal*	*/n/*	*/d/*	*/s/*	*Fonds*	[fonds]
4.	*Trill*	*/r/*	*/p/*	*/s/*	*korps*	[korps]

Data Analysis

Table 21. The Similarities of English and Indonesian Syllable Structure In Onset Position

No	***English syllable***					***Indonesian Syllable***				
	Consonant Cluster			***Key Words***	***Phonetic Writing***	***Consonant Cluster***			***Key Words***	***Phonetic Writing***
	1	***2***	***3***			***1***	***2***	***3***		
1.	*/ʃ/*			*Shine*	*[ʃain]*	*/w/*			*Wisuda*	[wisuda]
2.	*/p/*	*/l/*		*Plane*	*[p*læn]	*/k/*	*/n/*		*Knalpot*	[knalpot]
	/s/	*/k/*		*School*	*[sku:l]*	*/p/*	*/s/*		*Psikis*	[psikis]
3.	*/s/*	*/t/*	*/r/*	*Strategy*	*[*strætəji]	*/s/*	*/p/*	*/r/*	*Sprei*	[sprei]
	/s/	*/p/*	*/l/*	*Split*	*[split]*	*/s/*	*/k/*	*/r/*	*skripsi*	[skripsi]

Table 22. The Similarities of English and Indonesian Syllable Structure In the position of Nucleus

No	*1.*	***English Syllable***	*Vowels*	*/e/,/ʌ/*
			Key Words	*Pen , honey*
			Phonetic Writing	[pen], [hʌni]
			Diphthongs	*/ei/,/ai/*
			Key Words	*Day, child*
			Phonetic Writing	[dei],[tʃaild]
	2.	***Indonesian Syllable***	*Vowels*	*/a/,/o/*
			Key Words	*Padi, kantor*
			Phonetic Writing	[padi],[kantor]
			Diphthongs	*/ai/,/au/*
			Key Words	*Sungai, suap*
			Phonetic Writing	[sungai],[suap]

Table 23. The Similarities of English and Indonesian Syllable Structure In Coda Position

No	***English Syllable***					
	Consonant Cluster				*Key Words*	*Phonetic Writing*
	1	*2*	*3*	*4*		
1.	*/s/*				*Paradise*	[‘par∂dais]
2.	*/f/*	*/t/*			*Soft*	[soft]
	/v/	*/d/*			*Achieved*	[∂’tʃI:vd]

	/l/	*/k/*			*Milk*	[milk]
3.	*/p/*	*/t/*	*/s/*		*Concepts*	[‘konsepst]
	/l/	*/v/*	*/d/*		*Involved*	[in’volvd]
4.	*/l/*	*/f/*	*/θ/*	*/s/*	*Twelfths*	[twlfθs]
Indonesian Syllable						
No	*Consonant Cluster*				*Key words*	Phonetic Writing
1.	*1*	*2*	*3*			
2.	*/d/*				*Murid*	[murid]
		/s/			*Tuts*	[tUts]
	/t/	*/s/*			*Abstrak*	[abstraʔ]
	/b/	*/k/*			*Talk*	[talʔ]
3.	*/l/* */r/* */n/*	*/p/* */d/*	*/s/* */s/*		*Korps* *Fonds*	[korps] [fonds]

Table 24. The differences between English and Indonesian Syllable Structure in Onset position

No	***English consonants***				***Indonesian consonants***		
	Manner of articulation	***Consonants***		***Key words***	***Consonants***		**Key words**
		1	***2***		***1***	***2***	
1.	*Stop*	-	-	-	*/p/*	*/s/*	Psikiater[psikiater]
		-	-	-	*/p/*	*/t/*	Ptialin [ptialin]
		/t/	*/w/*	*Twin [twin]*	-	-	-
		-	-	-	*/k/*	*/n/*	Knalpot [knalpot]
2.	*Fricative*	*/s/*	*/t/*	*Mistake [mi-steik]*	-	-	-
3.	*Affricative*	-	-	-	*/c/*	*/l/*	Cletak-cletuk [cletak-cletuk]
		-	-	-	*/j/*	*/r/*	Jeruji[jruji]
4.	*Nasal*	-	-	-	*/ŋ/*	-	Ngeri[ŋeri]
		-	-	-	*/n/*	-	Nyawa[ɲawa]

Table 25. The Differences between English and Indonesian Syllable Structure In the Position of Nucleus

No	**Nucleus**	**English Syllables**		**Indonesian Syllable**	
1.	Vowels	Open	Closed	Open	Closed
	/e/	Many	Pen	Sore	-
	/U/	-	-	-	Langsung
2.	Diphthongs	Open	Closed	Open	Closed
	/ai/	-	-	Dia	Tiap
	/iu/	-	-	-	Tiup
	/io/	-	-	Radio	Kios
	/ui/	-	-	-	Buih
	/ua/	-	-	Dua	Suap
	/uo/	-	-	Kuota	-

Table 26. The Differences between English and Indonesian Syllable Structure In Coda Position

No	English consonants				Indonesian consonants		
	Manner of articulation	Consonants		Key Words	Consonants		Key words
		1	2		1	2	
1.	Stop	/k/	/t/	Looked /lʊkt/	-	-	-
		/z/ /g/ /v/	/d/	Seized /si:zd/ Begged /begd/ Achieved /ə'tʃi:vd/	-	-	-
2.	Fricative	/s/	-	Missed /mist	/h/		Rapih[rapih]
		/ʃ/		Rushed /r∧ʃt/	/r/	/f/	Isomorf [isomorf]
					/b/	/s/	Abstrak [abstæk]
		/n/	/z/	Clease [klenz]	-	-	-
3.	Affricative	/tʃ/ /n/	/tʃ/	Rich [ritʃ] Launch [lə:ntʃ]	- -	- -	-
		/n/	/jg/	Change [tʃeijg]	-	-	-
4.	Trill	-	-	Lizard['lizəd]	/r/ /r/	/s/	Petir [petir] Skors[skors]
5.	Semi-vowel	-	-	-	/w/		Kemilau [kemilaw]
		-	-	-	/y/		Santai [santay]

Research Finding

After analyzing the data of the research represented in the previous chapter, it can be concluded that there are some evidences that relate to the English and Indonesian syllable structure, such as in the following description.

1. The components of English syllable structure consist of an onset, a nucleus, and a coda.
2. The components of Indonesian syllable structure consist of an onset, a nucleus, and coda.
3. English onset
   a. All of English consonants may occur in taking onset position, with the exception the distribution of nasal/ŋ/
   b. All of stops can form a cluster with /r/ as the second consonant.
   c. The affricatives and voiced fricative cannot appear as part of an onset cluster.
   d. Resonant consonants occur near with nucleus.
   e. In taking onset cluster with three consonants, the first consonant in onset cluster is always taken by fricative /s/, the second consonant in onset cluster is taken by one of the voiceless stop; the third consonant in onset cluster is taken by one of the liquids.
4. English nucleus
   a. The appearances of all English vowels can occur in the nucleus.
   b. Such in the position of vowels as the nucleus, the appearance of all diphthongs can occur in the nucleus.
   c. Besides resonant consonants have important role in taking this position.
5. English coda

a. In taking coda position with single consonant, fricative /h/ and semi-vowel are uncommon to be found.
b. Resonant appear near with nucleus.
c. Stops tend to occur after fricative in coda cluster.
d. Two obstruent consonants taken position in coda cluster must have the same voicing.
e. When a non-alveolar nasal is in the coda position together with a non alveolar obstruent, the coda must have similar place of articulation, and obstruent must be a voiceless stop.
f. Voiced stop never occurs in coda cluster of three consonants.
g. Voiced stop /b/ and /g/: fricative /ð/,/ʃ/./ʒ/,/h/ and all of fricative never occur in coda cluster of three consonants.
h. In taking coda cluster with four consonants, the last consonant is exactly filled by fricative consonant /s/ which describes the plural of nouns or third person singular of verbs.

6. Indonesian onset
   a. All of Indonesian consonants occur to take onset position with single consonant.
   b. All stop consonants may appear in taking onset cluster with double consonants.
   c. Voiced consonant never occurs in second consonant of cluster.
   d. In taking onset cluster with three consonants, the first consonant is always /s/; the second consonant is filled up by /p/,/t/,or /k/ meanwhile the third consonant is no other choice except /r/or /l/
7. Indonesian nucleus
   a. The appearances of all Indonesian vowels may appear in the nucleus.
   b. Besides the position of the nucleus can be filled by diphthongs.
8. Indonesian coda
   a. Resonant consonants must be placed near with the nucleus.
   b. The appearance of semi-vowel /y/ and /w/ are representation form a part of certain diphthongs.
   c. There are three Indonesian consonants that can be never found in coda position; they are fricative /ξ/, affricative /c/ and also nasal /n/
   d. Stop /g/ cannot appear as part of a coda cluster, just appear in single.
   e. Fricative /s/ that takes place in two syllable tends to occur as coda cluster not onset cluster.

CONCLUSION

The similarities between English and Indonesian syllable structure

a. The components of English and Indonesian syllable structure consist of an onset, a nucleus, and a coda.
b. Similarities in onset

   The appearance of their consonants in taking onset cluster appears with single consonants, double consonants, and also triple consonants.

c. Similarities in nucleus

The component of English and Indonesian syllable structure in taking the nucleus can take by vowels and also diphthongs.

d. Similarities in coda

Like in the appearance of onset position, English and Indonesian consonants in taking coda position can occur with one consonant, two consonants and three consonants.

The differences between English and Indonesian syllable structure

a. Differences in onset

1. The distribution of nasal /ŋ/ never occurs in English onset position; it just appears in Indonesian onset position.
2. There are two combinations of stop consonant in taking the Indonesian onset cluster which cannot be found in English syllable structure. The combinations are stop /p// with stop /t/ and stop /p/ with fricative /s/
3. The distribution of stop /t/ with semi-vowel /w/ commonly appears in English syllable structure, but not in Indonesian syllable structure.
4. Affricative /c/ and /j/ may appear in Indonesian onset cluster which usually combine with trill /r/, but it never appears in English onset cluster.

b. Differences in nucleus

1. In English syllable structure; the appearance of the nucleus can be filled by resonant consonant. On the other way, it never occurs in Indonesian syllable structure.
2. The distribution of vowel /e/ in English syllable structure commonly occurs to show the open and closed syllable, but in Indonesian syllable structure it just shows the open syllable.
3. There are many diphthongs that English does not have, so the distribution of them exactly never appear in taking the nucleus they are /ai/,/iu/,/io/,/ui/,/ua/,/uo/.

c. Differences in coda

1. the appearance of English consonant in taking coda position may occur with four consonants. However it never occurs in Indonesian syllable structure.
2. The distribution of fricative /h/ commonly can be seen in Indonesian coda position, but in this case it never appears in English coda position.
3. The distribution of fricative /s/ in cluster tends to take onset position in English syllable structure. But in Indonesian syllable structure it tends to occur in coda position
4. There is also coda cluster which is aimed to represent past tense and past participle of verbs which appears in English coda position. While in Indonesian coda cluster, it cannot be found.
5. The distribution of fricative /tʃ/ and /jg/ in taking coda cluster can naturally be seen in English syllable structure, but not in Indonesian syllable structure.
6. Commonly trill has a contribution in Indonesian coda position, not only in single but also in

cluster. It is different with English which tends to pronounce it in silent way

7. In taking coda position of Indonesian syllable structure, the distribution of semi vowel /w/ and /y/ naturally occurs as a part of diphthongs.

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