Nonnative be like native speakers: the phonological processes of characters' English pronunciation in black panther movie

Ambalegin

Universitas Putera Batam (UPB), Batam, Indonesia
Email: Ambalegin@puterabatam.ac.id

Abstract - This study aimed at investigating the English phonological process of characters' pronunciation while pronouncing the English words in the Black Panther movie. The characters of this movie used the dialect of isiXhosa which is spoken widely in Southern Africa when speaking English. The characters developed the English or they signed phonological disorder. This study was researched qualitatively by using Lass' theory of phonological process. This study is concerned with assimilation, dissimilation, deletion, and insertion. The result of this study identified that regressive assimilation, progressive assimilation, reciprocal assimilation, aphaeresis, syncopation, apocopation, prothesis, and epenthesis existed. Paragoge and dissimilation were not developed. Aphaeresis showed the highest number of occurrences. Mostly the phonemes arose in /h/ /ɾ/ /j/ /k/ /d/ /t/ /n/, /ð/, /θ/, and /æ/, /ɜ:/, /ə/. /ɾ/ was produced with quick and strong vibration in a syllable, and it was solely deleted in the coda of a syllable, /h/ was deleted by other consonant, the mutual consonants /t/ and /j/ created /ʧ/ and /d/ and /j/ created /dʒ/, /ð/ and /θ/ converted to /d/ and /t/, and schwa converted to /ʌ/. Aphaeresis deletion constructed English contraction. Some phonological process phenomena did not corroborate the Lass' theory. The phonological process occurred in non-native English speakers due to the influence of L1 pronunciation on L2 pronunciation.

Keywords: assimilation, deletion, dissimilation, insertion, phonological processes

1. Introduction

The pronunciation problem is a global problem as it relates to the production and perception of human individual sounds (Crystal, 2003; Manuel, 2017). The problem of pronunciation is mostly about the incorrect pronunciation of a language made by the speakers, and it may ruin the original sounds of a language. The mother tongue or the first language may interfere with other languages' pronunciation as every language has a different pronunciation from one another.

This study identified the phenomena of the English phonological process created by the characters in the Black Panther movie. The characters spoke English with the accent of isiXhosa. Therefore, it captured the isiXhosa accent profoundly changing the English pronunciation. Black Panther is a movie that does not possess an American English or British English accent or Black American English accent as most of the characters are Afro-Americans. Linguistically, the pronunciation style that occurs in this movie is RP English, but the characters used isiXhosa with clicks in it, the indigenous South African language (Pizzello, 2018). Thus, the English used by the characters was influenced by their mother tongue, then they used the isiXhosa accent while speaking English. The characters developed the English pronunciation in their utterances such as [paʊə(r) - pʌwʌ] or [ju ɑːr ə kɪŋ - ju.wa.re.kɪŋ] or [hi: wəz ðeə(r) - hɪ.was.de]. Thus, these phenomena were interesting in exploring.

In speaking, nevertheless, it produces sounds. Sound is vibrating air (Fasold & Connor-Linton, 2006). The air goes through the vocal organs, shapes the movement differently, then the sounds are produced. Producing clear sounds of words while articulating needs to follow the formulation of the phonemic system. When speaking, every language has its own rules for pronouncing the words. Thus, every human sound has a specific characteristic. The characteristics make the sounds different for every language (Pranoto, 2018). For Example, English has [ð and θ], meanwhile Bahasa Indonesia does not. It makes the EFL learners difficult to pronounce such as *the teeth* /ðə tiːθ/ (Ambalegin & Hulu, 2019).

And also, it was difficult for the Ghanaian students to pronounce [ð and θ] by replacing them with alveolar plosive or dental plosive [t and d] (Afrifa-Yamoah et al., 2021). The original pronunciation of the first language may distract the foreign languages' pronunciation (Ambalegin & Arianto, 2018), as Bantu pronunciation, the language in central and southern Africa, interfered with the English [d and g] by inserting [n and ŋ] for [dɪnə(ɹ)]-[ndɪnə(ɹ)] and [geɪm]- [ŋgem] (Macharia, 2013), [v] by changing to β for [vest] – [βesɪtɪ], [ð and θ] by changing to [t and d], and English [ɹ] as trilled [r] (Manuel, 2017).

English which is one of the languages has inconsistent pronunciation. Each phoneme may appear in more than one letter, and one letter may produce more than one sound or may not represent any sound (Ambalegin & Arianto, 2019) such as <g> is pronounced as /**dʒ**/ in *ginger* /dʒɪn**dʒ**ə(r)/ and /**g**/ in *finger* /fɪŋ**g**ə(r)/. Though, knowing the sounds represented by letters and the patterns of how to pronounce them makes the way to pronounce the English words easier (Ambalegin, 2021).

Another phenomenon is that English native speakers usually join the sounds between two words making the addition new sound or omitting the sound (Hancock, 2003). The joining sounds occur familiarly in *letting me* [lemɪ], *I don't know* [ʌdənəʊ], *kill him* [kɪlɪm], and so forth. There is some modification in producing the sounds. *Jack and Jill* [dʒæk ænd dʒɪl], for example, is pronounced as /ænd/, but when it is attached to other words, it modifies as [æn], [**ən],** or [**n**] due to the difficult pronunciation of [d] before consonants.

The modification of English sound production sometimes makes the EFL learners difficult to understand semantically. Nonetheless, only native English speakers involve phonological rules processes in their conversation, and the non-native English speakers copy slavishly the phonetic transcription in the dictionary. The sounds of words then are modified in pronunciation, and this phenomenon is known as the phonological rules process. Phonological rules processes are the way to pronounce differently of a particular sound in the different phonemes (Finegan, 2015; Yule, 2014; Kreidler, 1993). Agreed to Obied (2015), the

environment of this phenomenon refers to neighbouring phonemes. Leung & Brice (2012) wrote that these processes helped simplify the pronunciation of a language. Similarly, it is stated that a phonological rule process is the deleting or insertion of phonemes due to some internal or external influences without changing the meaning of the words themselves.

The basic process of phonological rules is deletion and insertion. The process of deleting involves the initial sound deletion or aphaeresis such as *emak* as /mʌʔ/, and *enggak* as /gʌʔ/ in Bahasa Indonesia. The final sound deletion or Apocopation occurs to Malay *telur* as /təlʊ̞/ (Ambalegin & Arianto, 2020)**.** Non-rhoticity or r-dropping is the end-/r/ deletion in British English pronunciation. There is a middle-phoneme deletion due to the weak schwa such as *because* as /bkəz/ or complex consonant cluster or syllable such as *kelelawar* as /kəlʌwʌr/ or *pelihara* as /pɪ(j)ʌra/ in Bahasa Indonesia. This process is said as syncopation. Bailey (2020) also discussed the /g/ deletion in the dialect of British English as a phonological process. The life cycle of /g/ deletion was started from the /ŋg/ to /ŋ/ such as in sing-singer [sɪŋg]-[sɪŋgə] in the past into /sɪŋ/-/sɪŋə/ in present RP.

The process of insertion involves the initial phoneme insertion or prosthesis such as *mas* as /əmʌs/ in Bahasa Indonesia or /ʒî/ as /iʒî/ in Mono Congo (Hall, 2011). The final phoneme insertion or paragoge occurs in *lamp* and /lʌmpʊ/ or *book* and /bʊkʊ/. The middle phoneme insertion or epenthesis occurs in *slow* as /səlɒ/, *English* as /eŋ.glɪs/ (Diani & Azwandi, 2021) in Bahasa Indonesia, *saja* or *cari* as /sʌhʌɟʌ/ or /cʌhʌʁi] in Malay (Zulfadhli et al., 2021), or /bint+na/ as [bi.nit.na] in Iraqi dialect (Jaradat, 2019). And, the additional phoneme [n] is pronounced by Javanese in *the* [nɖə] (Wardani & Suwartono, 2019). There are some words with [nd] pronunciation such as *ndemek* [nɖəməg] (Fitriah, 2020), *nang ndi* [nʌŋ.nɖi̞], and *endok* [nɖɒg] and [mb] pronunciation such as *mboten* [mbhɒten] and *mbak* [mbhʌʔ].

The combination of deletion and insertion occurs in assimilation and dissimilation. Assimilation is the process to assimilate the phonemes by making two phonemes next to each other like each other. Hajimohammad et al (2020) stated that it refers to contextual variability of speech sounds which causes of influence of one sound upon another. Based on the change of the phoneme's position, there are three different assimilations. The assimilation of the final phoneme deletion into the initial phoneme of the next word is named regressive assimilation shown in /bredtɔ:k - brettɔ:k/. Progressive assimilation occurs as the assimilation of initial phoneme deletion into the final phoneme of the preceding word shown in /səʊldʒəs ʃəʊldəs/ as /səʊldʒəssəʊldəs/. The assimilation of final and initial phoneme deletion into new phoneme in two words is known as reciprocal assimilation such as /get ju:/ to /getʃu:/ or /təʊld ju:/ to /təʊldʒu:/. And dissimilation is the process to dissimilate the phoneme. The dissimilation occurs in the same manner or places in a word or two different words such as /nir+tṛṣṇa/ as /nistṛṣṇa/ in old Javanese (Suarka & Bawa, 2018), /dandan/ as /daŋdan/ in Brebes Sundanese (Junawaroh, 2010), or /tamallala/ as /tamalmala/ in Arabic (Hassan, 2014).

There are some studies that study the phenomena of phonological rules. Gustina et al. (2018) conducted descriptive qualitative research on phonological variation in Serawai language of Minangkabaunese and Serawainese which does not literally change the meaning of the words. The phonological variation in Serawai language consisted of 8 differentials. The vocoid variations are [ə]~[e], [i]~[e], [u]~[o], and [a:]~[a]. The contoid variations are [w]~[Ø], [y]~[Ø], [b]~[Ø], and [ɣ]~r]. The variation was caused by the unusual sounds that were used in Minangkabau language; [ə] and [ɣ].

Then, Dawood and Atawneh (2015) conducted a qualitative study by identifying the phonological process in terms of progressive, regressive, coalescent, full, and partial assimilation. In Arabic, it is clear that the /l/ sound in the definite article disappears if followed by coronal consonants. The importance of assimilation is to make the pronunciation of a word or speech easier. Assimilation occurs due to the development of languages, and under the effects of the surrounding sounds.

Jaradat (2019) investigated the process of epenthesis in Jerash Fallaahi dialect, a rural Jordanian dialect spoken in the north of Jordan. The result was that Jerash Fallaahi dialect displayed vowel epenthesis which involves the insertion of /i, u, or a/ in certain cases within the word boundary or within an adjacent utterance; word-finally or word-medially and consonant epenthesis which involves /ʔ/ within the word boundary: word-initially.

There were a plethora of phonological analyses which concerned the mispronunciation of one language due to the first language pronunciation influence made by the certain community in a society. Interestingly, this study identified the phonological process of English pronunciation made by the native speakers who acted as non-native speakers in a movie.

It is important to enquire about the power of indigenous languages in developing phonological changes in other languages. The speakers who speak isiXhosa spoke English in the Black Panther movie. There were phenomena of phonological rules which has never been investigated before displayed in it. Discovering these phenomena contributes to the development of linguistics.

Based on the phenomena, it is important to capture the change of English pronunciation through the process of deleting or insertion which is influenced by first language pronunciation, and to show that the phonological processes naturally may occur in the process of pronunciation of the second or foreign language. Thus, this study aimed at identifying the phonological processes of English pronunciation in the Black Panther movie as the characters used the accent of isiXhosa.

2. Method

This research applied the qualitative-descriptive method (Creswell & Poth, 2018; Merriam & Grenier, 2018; Taylor et al., 2016). This study applied the theory of Sudaryanto (2015) in data collecting and data analysis. The data collection used the competence in the observational method and used a non-participatory technique. The data was collected by hearing the pronunciation produced, marking the phenomena of phonological rules, and writing them in the form of phonetic transcription. Articulatory phonetic identity method and competence in equalizing and differentiating techniques were used to analyze the data.

The analysis was to compare in equalizing and differentiating the phonetic transcriptions found as the data to RP English transcription from the Oxford dictionary. Manually, the characters' English pronunciation was identified by comparing to the Oxford dictionary to find out the difference in English pronunciation. The phonological processes were shown from the differentiation in pronouncing. The types of phonological rules were found by identifying the elision or insertion of the sound made by the characters while pronouncing the English instruction.

3. Results and Discussion

3.1 Results

There were eight phenomena that made the classification of phonological process.

1. The alteration of phoneme/s signifies the progressive assimilation. /h/ is mostly converted by other consonants. /h/ is able to be sunk by other consonant sounds before it due to /h/ as transparent-like sound.

2. The alteration of phoneme/s signifies the regressive assimilation. It is identified with the phoneme alterations /ɾ/ and vowel /uː/. /ɾ/, a sound in English phonetic system, is not able to be sounded if it is positioned at the /ɾ/-close syllable sound

3. The combination of /t/ and /j/ and /d/ and /j/ produces the new phoneme /ʧ/. /j/ combined with other consonants is able to form voiceless affricate palatal sound.

4. The process of aphaeresis makes up contraction. The words morphologically form short forms and phonologically the process is considered as aphaeresis process. Mostly the process happens to helping verbs ad negative form.

5. The loss of phonemes occurs after /k/, /n/ and long vowel sounds and the loss phoneme is mostly /r/.
6. Mostly the process of apocopation elides the /r/ and /t/ and /d/. /t/ and /d/ are elided positioned of the phoneme in the final of the first word. They are elided by the first phoneme of the second word.
7. This phonological phenomenon of aphaeresis happens to the /n/. /ð/ is converted to /d/, and it is inserted by /n/.
8. The epenthesis process occurs to vowel sounds /ɒ/. The vowel insertion functions to pronounce the English words easily.

The phonological processes mentioned in the data showed the similar change by omitting the final weak consonant sounds, the shifting of fricative to plosive, and deleting the consonant cluster or producing the new sound for the consonant cluster. Those phenomena on the data showed the process of deleting and insertion. The sound /h/, the transparent-sound like, is deleted in particular position. The sound /ɾ/ experienced deletion in the final as it is non-rhotic. However, the way the characters to delete the [ɾ] is not similar to the way the native-speakers to delete.

The combination [d] and [j] and [t] and [j] created /ʧ/. Contraction is also is the phonological process in term of aphaeresis. The final [d] and [t] were elided due to other phonemes after them. The processes of phonology made by the characters naturally happened to the native speakers, and the processes were also mentioned in the theory. The processes of phonology due to the first language influence were not exposed a lot.

Two clear phenomena occurred related to the pronunciation of first language is the addition of [n] before [d] and the additional of vowel between cluster consonant. As it was shown in the pronunciation of Bantu while speaking English, they added [n] before [d] (Macharia, 2013), and the inserting of vowel for consonant cluster (Manuel, 2017).

There were some previous studies discussing the processes of phonology which were different from this study. The previous studies collected the data from the respondents who had the phonological processes experience in the field. They showed the clear and natural processes of phonology due to the real-local respondents. And the results found were based on the real processes of phonology. In this study, the result showed the process that occurred similarly to the native speakers. Nevertheless, the processes of phonology produced by the characters showed the ruled-change of deletion and insertion as well the theory.

The processes of insertion and deletion occurred to the characters' English pronunciation. The processes are assimilation in term of progression, regression, and reciprocation, deletion in term of aphaeresis, syncopation, and apocopation, and insertion in term of prothesis and epenthesis.

The result did not find more specific phenomena related to the isiXhosa accent. while watching the movie. The mixture a lot accent would make the misunderstandable meaning of the dialogue in the movie. But some still experienced the process of phonology in general process. The process of deletion and insertion was still tolerable due to avoid the error of meaning of English.

The concept of phonological processes is the change of pronunciation of a language due to the influence of the pronunciation of a first language. The phonological processes experience the deletion, insertion, the combination of them, or new sound production from the joining sounds. The difference of place and manner of articulation may occur these processes and give error in pronouncing the other sounds.

The changes of sound could be minimized by practicing and habiting. However, the unintentionally inserting of the first language accent to the second or foreigner language is not a mistake, other than that, it shows one's identity. Additionally, the phenomena of phonological processes do not distract the meaning of the words.

The discussion of phonological process was completed by tables that contained of the words which experienced the phonological processes. There were 85 phenomena showed the

phonological process typed as 20 data for progressive assimilation, 4 data for regressive assimilation and 5 data for reciprocal assimilation, 24 data for aphaeresis deletion, 6 and 14 data for syncopation and apocopation respectively, and 1 data for each prosthesis and epenthesis insertion. This analysis identified the pronunciation of the characters on film but not the persons' English pronunciation in reality. As it is an internationally American movie, the film was produced professionally. As mentioned above. The characters used the accent of isiXhosa while speaking English.

3.2 Discussion

a. Progressive Assimilation

Okoye : **Take her** to the River Province to prepare her for the ceremony.
Phonetically transcribed: /teɪk/ /hɜ:/
Phonetically produced: /teɪkɜ:/
"Take her" is pronounced as /teɪk/ /hɜ:/, but the speaker pronounced it as /teɪkɜ:/. The sound /h/ changes to /k/ because the word "take" ends with /k/ as the speaker said it with a rapid speech. The following word changes its beginning sound to /k/.

Table 1 The Phonological Process of Progressive Assimilation

No	Word/s	Phonetically Transcribed	Speech Produced	Phoneme Encounter	Phoneme Alterations
1	join him	/dʒɔɪn/ /hɪm/	/dʒɔɪnnɪm/	/n/ enc. h/	/h/ into /n/
2	leave him	/li:v hɪm/	/li:vɪm/	/v/ enc. /h/	/h/ into /v/
3	take her	/teɪk/ /hɜ:/	/teɪkɜ:/	/k/ enc. /h/	/h/ into /k/
4	take him	/teɪk/ /hɪm/	teɪkɪm/	/k/ enc. /h/	/h/ into /k/
5	kill them	/kil/ /ðem/	/kil.lem/	/l/ enc. /ð/	/ð/ into /l/
6	locked him	/lɒkt/ /hɪm/	/lɒkɪm/	/t/ enc. h/	/t/ into /k/
7	This is	/ðɪs/ /ɪs/	/ðɪsɪs/	/s/ enc. /ɪ/	/ɪ/ into /s/
8	beat them	/bi:t/ /ðɛm/	/bi:tdɛm/	/t/ enc. /ð/	/ð/ into /d/
9	around the	/əˈraʊnd/ /ðə/	/əˈraʊn.də/	/d/ enc. /ð/	/ð/ into /d/
10	get him	/get/ /hɪm/	/getɪm/	/t/ enc. /h/	/h/ into /t/
11	bring them	/brɪŋ ðem/	/brɪŋem/	/ŋ/ enc. /ð/	/ð/ into /ŋ/
12	left a	/left/ /eɪ/	//lefte/	/t/ enc. /ei/	/ei/ into /e/
13	went to	/went/ /tə/	/wentə/	/t/ enc. /tə/	/tə/ into /ə/
14	racked up	/rækt/ /ʌp/	/ræktʌp/	/t/ enc. /ʌp/	/ʌp/ into /tʌp/
15	was a	/wɒz/ /eɪ/	/wɒzə/	/z/ enc. /eɪ/	/eɪ/ into /ə/
16	drop off	/drɑ:p/ /ɑ:f/	/drɑ:pɑ:f/	/p/ enc. /ɑ:f/	/ɑ:f/ into /pɑ:f/
17	reject his	/rɪdʒekt/ /hɪz/	/rɪdʒektɪz/	/t/ enc. /h/	/h/ into /t/
18	fall into	fɔ:l/ /ɪntu:/	/fɔ:lɪntu/	/l/ enc. /ɪ/	/ɪ/ into /lɪ/
19	gotten it	/gɒtən/ /ɪt/	/gɒtənɪt/	/n/ enc. /ɪt/	/ɪt/ into /nɪt/
20	responsibility	/rɪspɒnsɪbɪlətɪ/	/rɪspɒnsɪblɪtɪ/	/ɪ/ enc. /ə/	/ə/ into /ɪ/

While pronouncing two words, the pronouncers tend to combine the final phoneme of the left word and the initial phonemes of the right word by deleting and adding the phonemes. The phenomenon of the above table showed the deletion of the initial phoneme of the second word and being blended the final phoneme of the first word. This act is known as progressive assimilation.

As a transparent-like sound, the initial /h/ experienced the deletion by assimilating to adjacent consonants of neighbouring syllable such as [n-h to n-n, v-h to v-Ø, k-h to k-Ø, kt-h to k-Ø, t-h to t- Ø]. The pronouncers became [h] similar to the adjacent consonants C-[h]=C-[Ø]. The deleting of initial [ð] in the second word to be similar to the final phoneme of the first word occurred in [l-ð to l-l, ŋ-ð to ŋ-ŋ, d-ð to d-d] and the similar manner and place of articulation alveolar stop [t- ð to t-d].

The combination of final consonant sound and initial vowel sound made joining sound with no pause seen in [lefte], [wɒzə], [wentə], [ðɪsɪs], [ræktʌp], [drɑ:pɑ:f], [fɔ:lɪntu], and [gɒtənɪt]. The encounter of consonant and vowel or vowel and consonant of different words created a syllable sound and made two words like one word when pronouncing. The difficult

vowel pronunciation in a word due to the different sound in between the same vowel sounds. The different vowel phoneme between the same vowel phonemes resulted the change of 'between' vowel as in [rɪspɒnsɪbɪlətɪ- rɪspɒnsɪbɪlɪtɪ].

b. Regressive Assimilation

T'chaka: The time has come **for you** to come home and be reunited with me.

Phonetically transcribed: /fɔ:⁽ʳ⁾/ /ju:/

Phonetically produced: /fɔ: ju:/

The words "for you" must be pronounced as /fɔ:⁽ʳ⁾/ /ju:/. The speaker pronounced it as /fɔju:/. The short phoneme /r/ in the first syllable, /fɔ:r/, which is featured as voiced, approximant, and alveolar, assimilates into /j/, which has the same consonant feature. Therefore, the sound produced is /j/ instead of /r/.

Table 2 The Phonological Process of Regressive Assimilation

No	Word/s	Phonetically Transcribed	Speech Produced	Phoneme Encounter	Phoneme Alterations
1	for you	/fɔ:ʳ/ /ju:/	/fɔ:ju:/	/r/ enc. /j/	/r/ into /j/
2	are you	/ɑ:ʳ/ /ju:/	/ɑ'ju:/	/r/ enc. /j/	/r/ into /j/
3	you all	/ju:/ /ɔ:l/	/jɔ:l/	/u:/ enc. ɔ:	/u:/ into ɔ:
4	you are	/ju:/ /ɑ:ʳ/	/jɑ:ʳ/	/u:/ enc. /ɑ:/	/u:/ into /ɑ:/

The act of final phoneme deletion of the first word then being converted similarly into initial phoneme of the second word is said as regressive assimilation. This process showed from the final [r] sound or non-rhoticity or [r]-dropping; –[r]-[Ø]=C- shown in *for* /fɔ:ʳ/ and *are* /ɑ:ʳ/. The [r] was dropped and converted into next initial sound in /fɔ:ju:/ and /ɑ'ju:/. Interestingly, you /ju:/ combined with open vowel syllable sound resulted [u:]-dropping; –[u:]-[Ø]=V- such as in [ju: ɔ:l to jɔ:l] and [ju: ɑ:ʳ to jɑ:ʳ]

c. Reciprocal Assimilation

Shuri: What **about you**?

Phonetically transcribed: /əbaʊt/ /ju:/

Phonetically produced: /əbaʊtʃu:/

The words "about you" must be pronounced as /əbaʊt/ /ju:/. The speaker pronounced it as /əbaʊtʃu:/. Phoneme /t/ and /j/ mutually influenced and they shifted into a new phoneme /tʃ/.

Table 3 The Phonological Process of Reciprocal Assimilation

No	Word/s	Phonetically Transcribed	Speech Produced	Phoneme Assimilation	Mutual Influence
1	about you	/əbaʊt/ /ju:/	/əbaʊtʃu:/	/t/ and /j/	/tʃ/
2	could you	/kʊd/ /ju:/	/kʊdʒu:/	/d/ and /j/	/dʒ/
3	bet you	/bet/ /ju:/	/betʃu:/	/t/ and /j/	/tʃ/
4	told you	/təʊld/ /ju:/	/təʊldʒu:/	/d/ and /j/	/dʒ/
5	joined a	/dʒɔɪnd/ /eɪ/	/dʒɔɪnə/	/t/ and /ei/	/ə/

The blend of two different phonemes which creates new sound or phoneme is said reciprocal assimilation. The collaboration of voiceless consonant sound and [j] produced voiceless [tʃ] and voiced consonant vowel and [j] produced voiced [dʒ]. It is seen from the [t+j=tʃ, d+j= dʒ]. The combination of [d] and diphthong [eɪ] produced schwa [ə]. [d] was come from the -ed suffix and when it was pronounced in a word *joined* [dʒɔɪnd], [d] will not be sounded clearly. But when [d] meets vowel, it will be pronounced such as *stand up* [stæn.dʌp]. Thus, the *joined a* is pronounced as [dʒɔɪn**deɪ**] but it was assimilated into [dʒɔɪn**ə**].

d. Aphaeresis

Shuri: **We're** not going to make it!

Phonetically transcribed: /wɪ/ /ɑ:r/

Phonetically produced: /wɪ:r/

The word "We're" contraction form of "we are". Because of the morphological contraction, it is pronounced as /wɪːr/.

Table 4 The Phonological Process of Aphaeresis

No	Word/s	Phonetically Transcribed	Speech Produced	Phoneme/s Deleted	Contraction Form
1	I am	/aɪ/ /æm/	/aɪm/	æ	I'm
2	you were	/jʊ/ /wɜːʳ/	/jʊʳ/	/wɜː/	you're
3	that is	/ðæt/ /ɪz/	/ðætz/	/ɪ/	that's
4	you are	/jʊ/ /ɑːʳ/	/jʊʳ/	/ɑː/	you're
5	it is	/ɪt/ /ɪz/	/ɪts/	/ɪ/	it's
6	I have	/aɪ/ /hæv/	/aɪv/	/hæ/	I've
7	we will	/wɪ/ /wɪl/	/wɪl/	/ɪ/	we'll
8	world is	/wɜːld/ /ɪz/	/wɜːldz/	/ɪ/	world's
9	what is up	/wɒt/ /ɪz/ /ʌp/	/wɒzʌp/	/t/ /ɪ/	wassup
10	there is	/ðeəʳ/ /ɪz/	/ðeəʳs/	/ɪ/	there's
11	what is	/wɒt/ /ɪz/	/wɒtz/	/ɪ/	what's
12	I would	/aɪ/ /wʊd/	/aɪd/	/w/ /ʊ/	I'd
13	you will	/jʊ/ /wɪl/	/jʊl/	/w/ /ɪ/	you'll
14	who is	/huː/ /ɪz/	/huːz/	/ɪ/	who's
15	let us	/let/ /əs/	/lets/	/ə/	let's
16	what is	/wɒt/ /ɪz/	/wɒtz/	/ɪ/	what's
17	they will	/ðeɪ/ /wɪl/	/ðeɪl/	/w/ /ɪ/	they'll
18	he is	/hɪ/ /ɪz/	/hɪz/	/ɪ/	he's
19	we are	/wɪ/ /ɑːʳ/	/wiːʳ/	/ɑː/	we're
20	do not	/du/ /nɒt/	/dəʊnt/	/u/ /ɒ/	don't
21	did not	/did/ /nɒt/	/dɪdnt/	/ɒ/	didn't
22	will not	/wiːl/ /nɒt/	/wəʊnt/	/iː/ /ɒ/	won't
23	you have	/jʊ/ /hæv/	/jæv/	/ʊ/ /h/	you've
24	where did	/weəʳ/ /dɪd/	/weərid/	/d/	where'd

The contraction is created from the process of initial phoneme deletion of the second word meanwhile the first word does not experience deletion. The initial phoneme deletion is known as aphaeresis. Aphaeresis occurs also to a word. The aphaeresis occurred to the two words in which the second words are not noun, verb, adjective, or adverb. The initial phoneme of these words was deleted by abandoning the final phoneme such as [æm-m, hæv-v, wɪl-l, nɒt-nt, əs-s] but when these words are pronounced singly, the initial phoneme cannot be omitted. Thus, they experience aphaeresis if they are united with another word before them.

e. Syncopation

T'challa: You were wrong! All of you were wrong! To turn your backs on the rest of the **world**.
Phonetically transcribed: /wɜːld/
Phonetically produced: /wɜːd/
The words "world" must be pronounced as /wɜːd/. The speaker pronounced it as /wɜːd/. The speaker omitted phoneme /l/. Deletion occurred due the complex consonant cluster.

Table 5 The Phonological Process of Syncopation

No	Word/s	Phonetically Transcribed	Speech Produced	Phoneme/s Deleted
1	world	/wɜːld/	/wɜːl/	/d/
2	ourselves	/auə 'sɛlvz/	/a'sɛlvz/	/uə/
3	arm	/ɑːʳm/	/ɑːm/	/r/
4	come on	/kʌm/ /ɒn/	/k'mɒn/	/ʌ/
5	standing	/stændɪŋ/	/stænɪŋ/	/d/
6	army	/a:rmɪ/	/a:mɪ/	/r/

The deletion of phoneme which appears in the middle of the word is known as syncopation. The deletion of one consonant to avoid consonant cluster sound was shown in [wɜːl**d**-wɜːl,

stæn**d**ɪŋ- stænɪŋ]. The deletion of the weak middle sound [r, ʌ,] did not change the meaning of the words. [auə] is a triphthong that is difficult to be pronounced. [auə] is followed by consonant [s] that makes the deletion [uə] as [a] and [s] are easy to be pronounced. [r] is known as non-rhoticity. [r] can be dropped in the middle if it is followed by another consonant and in the final. But [r] cannot be dropped if it is followed by vowel as a syllable in the beginning or middle. [ʌ] was omitted from *come* because [kʌm] was followed by [ɒn] then /m/ joined /ɒ/.

f. Apocopation

River Tribe Elder: The challenge would take weeks to **prepare**.
Phonetically transcribed: /prɪˈpeəʳ/
The speech produced: /prɪˈpeə/
The word 'prepare' should be pronounced as /prɪˈpeəʳ/ but the speaker did not pronounce the sound of /r/ well as /prɪˈpeə/.

Table 6 The Phonological Process of Apocopation

No	Word/s	Phonetically Transcribed	Speech Produced	Phoneme/s Deleted
1	stay	/steɪ/	/ste/	/ɪ/
2	center	/sɛn tər /	/sɛn tə/	/r/
3	ever	/evər/	/evə/	/r/
4	way	/weɪ /	/we/	/ɪ/
5	single	/sɪŋ gəl/	/sɪŋ gə/	/l/
6	must bury	/mʌst berɪ/	/mʌs berɪ/	/t/
7	and be	/ænd/ /biː/	/æn biː/	/d/
8	Our	/aʊəʳ//	/aʊə/	/r/
9	monster	/mɒn.stəʳ/	/mɒn.stə/	/r/
10	and when	/ænd/ /wen/	/æn wen/	/d/
11	happened	/hæpənd/	/hæpən/	/d/
12	old man	/əʊld/ /mæn/	/əʊl.mæn	/d/
13	throw	/θroʊ/	/θro/	/ʊ/
14	prepare	/prɪˈpeəʳ/	/prɪˈpeə/	/r/

The final phoneme deletion occurs to final [r] as it is non-rhotic. The consonant cluster experienced deletion of the weak sound such as in [s**t**+b=sb, n**d**+b=nb, n**d**+w=nw, l**d**+m=lm]. [t] and [d] are alveolar stop omitted because they did not give an effect when pronouncing due to another adjacent consonant. Final [t] and [d] will be pronounced if they are followed by initial phoneme such as in *kind of* [kaɪn.dɒv] or [kaɪn.də] or *worked out* [wɜːk.daʊt] and *paint of* [peɪn.tɒv] or *painting* [peɪn.tɪŋ or peɪn.təd] but not for *paintbrush* [peɪn.brʌʃ]. Monophthongization occurred to glides [eɪ] and [oʊ] into [e] and [o]. The omitting of final phoneme [l] occurred in *single*. In isiXhosa, there is not final phoneme [l] so it was possible for the character to delete the final [l] in /sɪŋ gəl/. The phenomena where the final phoneme is deleted is known as Apocopation.

g. Prothesis

Young black kid: What…? They start to run up to **the** ship and touch it.
Phonetically transcribed: /ðə/
Phonetically produced: /ndə/
The words "the" must be pronounced as /ðə/. The speaker pronounced it as /ndə/. The speaker inserted extra phoneme /n/ in the initial. The word may be made easier to pronounce by inserting a consonant (influenced by the local pronunciation). Xhosa Language does not have /ð/ in Xhosa consonant chart (VanderStouwe, 2009). The English /ð/ was pronounced as /d/.

Table 7 The Phonological Process of Prothesis

No	Word	Phonetically Transcribed	Speech Produced	Phoneme Inserted
1	The	/ðə/	/ndə/	/n/

There are some isiXhosa words which start with consonant clusters such as nd-, nc-, gq-, nb-, mb-, nt- which are pronounced at the same time such as *ndi* [ndi] or *mna* [mnʌ]. The words with initial consonant cluster sound [nd] are the most in isiXhosa. *The* was pronounced as /ndə/ by adding initial [d] as it was influenced by the isiXhosa pronunciation. The initial phoneme insertion is known as prothesis.

h. Epenthesis

T'Challa: My name is King T'challa, son of King T'Chaka. I am the **sovereign** ruler of the nation of Wakanda and ……

Phonetically transcribed: /sɒvrɪn/

Phonetically produced: /sɒvɒrɪn/

The words "sovereign" must be pronounced as /sɒvrɪn/. The speaker pronounced it as /sɒvɒrɪn/. The speaker inserted the phoneme /ɒ/. The phoneme is inserted to join two phonemes with distant place and manner of articulation.

Table 8 The Phonological Process of Epenthesis

No	Word	Phonetically Transcribed	Speech Produced	Phoneme Inserted
1	sovereign	/sɒv rɪn/	/sɒvɒrɪn/	/ɒ/

There was an addition of a vowel in the word when pronouncing. The addition of vowel between [v] and [r] was influenced by the previous vowel [ɒ]. The syllable sound [sɒ] was followed by consonant sound [v] and [r] and to make easy in pronunciation, [ɒ] was inserted between [v] and [r] as in [sɒv.rɪn] = [sɒ.vɒ.rɪn]. This insertion is known as epenthesis.

4. Conclusion

The phonological process in the Black Panther movie is mostly influenced by first language (L1) pronunciation. The /ɾ/ is a specific flap influenced by the L1 pronunciation. The tongue vibrates while the position of the tongue blade touches the palate. The air flowing out through the vibrating tongue produces the quick strong vibration /ɾ/. /ɾ/ will be elided at consonant-close syllable. Schwa before letter <r> will be converted into /ʌ/ in the final syllable of a word, then [ɾ] will be elided such as /fɒɾevʌ/ for *forever,* /brʌðʌ/ for *brother.*

The final /d/ and /t/ in the first word will be silent when they are combined with other first consonants sound at the beginning of the second word. /h/at the beginning of the second word will not be pronounced due to the final consonant sound of the first word. The elision of the middle sound forms English construction. /ð/ and /θ/ are converted into /d/ and /t/ respectively. The process of phonology semantically does change the meaning.

Undeniably, learning English phonology is having a great effect on non-native English speakers whereas it is not easy to have it. Patience, continuity, and consistency are the key while learning. Still, EFL university students make some different sounds of /ð/, /θ/, /th/, /z/, /r/, /ʃ/, /ʧ/, /ʤ/, /nj/, /ə/, and /æ/ due to some factors (Ambalegin & Hulu, 2019), hence learning English pronunciation should begin at low level school to be used to be. However, the influence of L1 pronunciation on English pronunciation is not a matter as it does not change the meaning of the English words.

References

Abdurrahim, A., & Jalil, S. (2020). Phonological replacement of loan words used in Indonesian. Journal Of Applied Studies In Language, 4(2), 160-176. doi:10.31940/jasl.v4i2.2061

Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. (2013). The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension. English Language Teaching, 235-244.

Ary, D., Jacobs, L. C., & Sorensen, C. (2010). Introduction to Research in Education. Australia: Wadsworth Cengage Learning.

Brown, D. H. (2000). Principles of language learning and teaching. NY: San Francisco State University.

Chamot, A. U., & O'Malley, J. M. (1986). A Cognitive Academic Language Learning Approach An ESL Content-Based Curriculum. Washington DC: National Clearinghouse for Bilingual Education.

Chamot, A. U., & Robbins, J. (2005). The CALLA Model: Strategies for ELL Student Success. New York: Second Language Learning Consultants.

Cohen, J. Y., & Cohen, Y. (2008). Statistics and Data with R An applied approach through examples. Chichester: John Wiley and Sons Ltd publication.

Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in. New York: Routledge.

Creswell, J. W. (2012). Educational Research. Boston: Pearson Education Inc.

Fasih, T., Afkar, R., & Tomlinson, H. (2018). Learning for All. US: The World Bank.

Flavell, J. H. (1979). Metacognition and Cognitive Monitoring A New Area of Cognitive Developmental Inquiry. American Psychologist, 906-911.

Habibian, M. (2015). The Impact of Training Metacognitive Strategies on Reading. Journal of Education and Practice, 61-69.

Harmer, J. (2007). How to Teach English. Essex: Pearson Education Limited.

Hilton, P. R., Brownlow, C., McMurray, I., & Cozens, B. (2004). SPSS Explained. East Sussex: Routledge. East Sussex: Routledge.

Hope, J. H. (2001). Developing Students' Metacognitive Knowledge and Skills. Research Gate, 1-35.

Khotari, C. (2004). Research Methodology. New Delhi: New Age International (P) Limited Publishers.

Pujiyatno, A. (2017). Phonological variation of Java language in Kebumen district. *Journal Of Applied Studies In Language, 1*(1), 43-52.

Sitepu, YB. (2018). Phonological awareness and quick naming of developmental dyslexia in Sekolah Dasar Inklusif Pantara, Jakarta. Journal Of Applied Studies In Language, 2(1), 76-87.