



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 1 Tahun 2024 Page 3673-3686

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Diagnosing The English Department Students' English Vowel And Consonant Pronunciation Errors By Using Elsa Speak Application

Lastri Wahyuni Manurung^{1✉}, Christina Natalina Saragi², Apriani Silviani Sitinjak³

Universitas HKBP Nommensen, Indonesia

Email : lastri.manurung@uhn.ac.id^{1✉}

Abstrak

Penelitian ini dilakukan untuk mengetahui kemampuan pengucapan siswa pada mahasiswa tahun kedua Jurusan Bahasa Inggris, Universitas HKBP Nommensen, Medan berdasarkan Aplikasi ELSA Speak. Untuk mengetahui jenis kesalahan apa saja yang terjadi dalam pengucapan bahasa Inggris pada mahasiswa tahun kedua Jurusan Bahasa Inggris FKIP HKBP Universitas Nommensen Medan berdasarkan Aplikasi ELSA Speak. Desain penelitian pada penelitian ini adalah penelitian deskriptif kualitatif. Data diambil dari diagnosis pengucapan siswa dengan menggunakan Aplikasi ELSA Speak dan dokumentasi. Populasi penelitian ini adalah mahasiswa Jurusan Bahasa Inggris FKIP HKBP Universitas Nommensen Medan, dan sampel diambil sebanyak 20 mahasiswa. Temuannya adalah sebagai berikut: sebagian besar siswa mengidentifikasi 'coba lagi' dan 'hampir benar'. Sebagian besar kategori 'coba lagi' terjadi ketika siswa mengucapkan kata-kata yang bunyinya tidak familiar dalam bahasa ibu siswa yaitu Bahasa Indonesia, seperti /tʃ/, /ɔ:/, /ʊ/, /ə/, /i :/, /ɑ:/ diftong /aʊ/ dan /eə/. Kata lain dengan kategori 'coba lagi' ditemukan ketika siswa mengucapkan kata-kata yang bunyinya halus dan disebut demikian karena bunyi yang dihasilkan mendekati bunyi yang dapat ditebak sehingga dapat disimpulkan bahwa setiap kata dapat dipahami seperti /ŋ/, /v/. Kategori 'hampir benar' lainnya terdapat pada konsonan lateral /l/ dan gugus konsonan /ft/. Disimpulkan bahwa kesalahan siswa dominan mengacu pada kesalahan Interferensi Fonologis dan kesalahan bunyi non-pribumi.

Kata Kunci: *Kesalahan pengucapan, Aplikasi ELSA Speak, Interferensi fonologis, Suara Non-Asli*

Abstract

This research was conducted to know the students' pronunciation ability at the second-year students English Department, HKBP Nommensen University, Medan based on ELSA Speak Application. To find out what types of errors occur in English pronunciation at the second-year students English Department FKIP HKBP Nommensen University Medan based on the ELSA Speak Application. The research design for this study is descriptive qualitative research. The data were taken from students' pronunciation diagnoses by using the ELSA Speak Application and documentation. The population of the study was the students of the English Department FKIP HKBP Nommensen University Medan, and 20 students were taken as the sample. The findings are as follows: most of the students identified as 'try again' and 'almost correct'. Most of the 'try again' categories occurred when students pronounced words in which the sounds were not familiar in the student's native language which is Bahasa Indonesia, such as /tʃ/, /ɔ:/, /ʊ/, /ə/, /i:/, /ɑ:/ diphthong /aʊ/ and /eə/. The other words with the 'try again' category are found when students pronounce words with subtle sounds and are called because the sound produced is close to a predictable sound so it can be concluded that every word can be understood such as /ŋ/, /v/. The other category of 'almost correct' is found in the lateral consonant /l/ and consonant cluster /ft/. It is concluded that the students' errors dominantly refer to Phonological Interference errors and non-native sound errors.

Keyword: Pronunciation errors, ELSA Speak Application, Phonological interference, Non-Native-Sound

INTRODUCTION

This study was conducted to find out the ability of students' pronunciation diagnosed by using the ELSA Speak Application and the types of errors that occur in English pronunciation (Vowel and Consonant) by using ELSA Speak Application at second-year students of the English Department FKIP Universitas HKBP Nommensen Medan (Obidovna, 2022). This research was conducted by seeing that Pronunciation plays an essential role in communication because it makes speech comprehensible and intelligible (Varol, 2012). Proper pronunciation can promote L2 acquisition, while poor pronunciation may lead to hindering it (Widyastuti, 2019). L2 learners encounter more difficulties in mastering the target language pronunciation when they are exposed to a linguistic system whose characteristics are different from those of their first language (L1). Pronunciation errors can also influence other linguistic features such as spelling. In some cases, learners' foreign accent is affected in one way or another by their native one (Vergun, 2006). Other factors potentially influencing L2 learners' pronunciation include age, gender, motivation, language learning experience, and attitude towards the target language (Eshreteh & Draweesh, 2018).

Diagnosing is the act of discovering or identifying the exact cause of an illness or a problem. According to (Supriyanto & Setiawati, 2018:22-44) diagnosing is a field of science that helps teachers to solve problems in the classroom. So, it can be concluded that diagnosis is one way to identify students carefully, regarding learning or knowledge received so far whether it can be applied or not or when students experience learning difficulties in class. Diagnosing is determining the type of errors from the test given by the teacher for the students in the class (Erkinovna, 2021).

There are some previous related studies such as the study with the title "Diagnosing Saudi Students' English Consonant Pronunciation Errors" which showed the participants' highest error percentages. And then, the study with the title "Pronunciation Errors in Students' Vlog Project" showed that there were 67 pronunciation errors existed in the vlog projects. The mispronunciations could be categorized into three types of errors, namely: non-native sounds, mother tongue, and overgeneralization. Based on their findings all of them didn't apply for ELSA Speak Application. So, in this study, the researcher wants to know the pronunciation by using the Elsa Speak Application and will use the theory from Bonaventura to research the object (Xafizovna & Boboqulovna, 2022).

Though many of these studies revealed significant findings about the English pronunciation difficulties Indonesian learners encounter, there is a need to reach a clearer profile of such difficulties. In an attempt to contribute to such a profile, the study reported in this paper focused on diagnosing students' English vowel and consonant pronunciation errors. Given the purpose of the present study, the following section provides a description of the difficulties Indonesian learners are likely to encounter in English consonant pronunciation and their potential factors (Xafizovna, 2022). So, from the background of the study, the researcher is interested in research with the title "Diagnosing the English Department Students' English Vowel and Consonant Pronunciation Errors by Using Elsa Speak Application".

METHOD

The research design was descriptive qualitative research to find out the pronunciation ability and errors made by students based on the ELSA Speak Application at the second-year students of the English Department FKIP Universitas HKBP Nommensen Medan. Data analysis by using error analysis procedure by Bonaventura (Nashruddin & Al-Obaydi, 2021). The researchers collected the data by recording students' pronunciation with the ELSA Speak application as a medium for pronunciation tests and correcting students' voices when pronouncing the sentences.

Instruments of Collecting the Data

In this study, the instruments of collecting the data use pronunciation tests and documentation. The researcher collects the data by using the ELSA Speak application as a medium in pronunciation tests and correcting the students' pronunciation when pronouncing the ten sentences from the researchers.

Technique of Collecting Data

The technique of collecting data take from 20 students of English Department FKIP Universitas HKBP Nommensen Medan.

1. The researcher opens the ELSA Speak application and then goes to Discover and clicks Dictionary.
2. The researcher sees a Blue Microphone and then clicks to start the recording. After that, the researcher asks 20 students to read the 10 sentences. And then, click See My Score to see the results.
3. Correct the ELSA Speak application record by giving a score and category:, 'Almost Correct', and 'Try Again'.

Technique of Analyzing Data

According to Silalahi (2019:1-7), data analysis is one of the stages carried out in a study to classify and interpret a meaning by providing a statement related to the research data. The data analysis is used to find out the results of the research (Jewad et al., 2020). The researcher uses some steps to analyze the data as follows:

1. The researcher categorizes and tabulates the score given by the Application Namely, Try Again for scores 1-39, 'Almost Correct for scores 40-79, and Excellent category for scores 80-100.
2. The researchers analyzed what types of errors occur in the pronunciation test of the students. The errors from the ELSA Speak Application with a color red mark.
3. The researchers made the table of vowels, consonants, and types, and then categorized the vowels and consonants, and then diagnosed what types of errors based on theory from Bonaventura namely, non-native sounds, mother tongue, and overgeneralizations.
4. After that, the researcher added up the pronunciation errors that occurred, and then the researcher found out what types of errors occurred by the student from the pronunciation test by using the application.

RESULTS AND DISCUSSION

The research was conducted to investigate the research problem regarding what types of errors occur in English pronunciation (Vowel and Consonant) by using the ELSA

Speak Application the second-year students of the English Department FKIP Universitas HKBP Nommensen Medan (Tenriuji et al., 2021). The errors were found in consonants and vowels, such as *consonant 'ch' /tʃ/, 'ng' /ŋ/, 'v' /v/, 'l' /l/, Consonant Cluster 'ft' /ft/. Not only the consonants, the students' errors in pronounced vowels such as /ɔ:/, /ʊ/, /ə/, /i:/, /ɑ:/ diphthong /aʊ/ and /eə/.*

Error Pronunciation on Consonants

This part discusses the display and explanation of students' error pronunciations of consonants. There are 5 error consonants detected by the ELSA Speak Application, they are *'ch' /tʃ/, 'ng' /ŋ/, 'v' /v/, 'l' /l/, Consonant Cluster 'ft' /ft/*, and are explained below:

Error Pronunciation of Consonant 'ch' /tʃ/

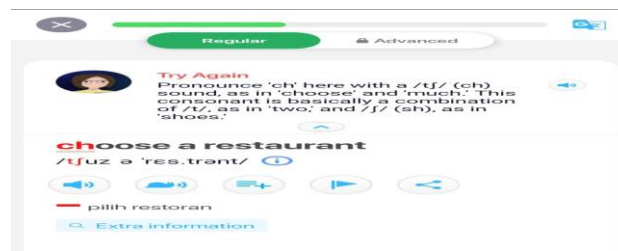


Figure 1. Error Pronunciation of Consonant 'ch' /tʃ/

The figure above showed that the students made an error when pronouncing 'ch'. From the application, it is explained that pronouncing 'ch' with /tʃ/ sound, as in 'choose' and 'much'. This consonant is basically a combination of /t/ and /ʃ/. Its place of articulation is postalveolar, which means it is articulated with either the tip or the blade of the tongue behind the alveolar ridge. Its phonation is voiceless, which means it is produced without vibrations of the vocal cords. The student's pronunciation of the word 'choose' is categorized as 'try again' and the error that makes the student should try again is marked in red.

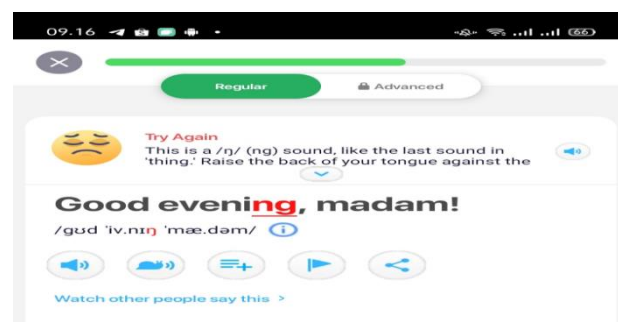


Figure 2. Error Pronunciation on Consonant 'ng' /ŋ/

Error Pronunciation of Consonant 'ng' /ŋ/

The 'Try Again' on the figure explains that the student's pronunciation of the sound /ŋ/ needs to be revised and repeated. It says that there is an error. The error is marked with

the red color which is from the figure it can be seen that the consonant /ŋ/ is mispronounced. There is an instruction for revision included on the figure stating that the students should raise the back of their tongue against the soft palate.

Error Pronunciation of Consonant 'v' /v/

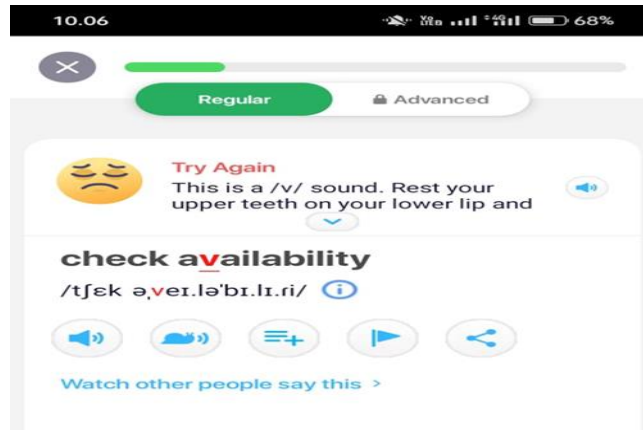


Figure 3. Error Pronunciation on Consonant 'v' /v/

The error is coded by the red color at sound /v/ and was considered as 'try again'. The application has automatically detected which sound is mistakenly pronounced, and how the sound is correctly pronounced. From the figure, it is suggested that the sound /v/ should be articulated by resting the students' upper teeth on their lower lip and making vibrations. Its phonation is "voiced".

Error Pronunciation of Consonant 'l' /l/

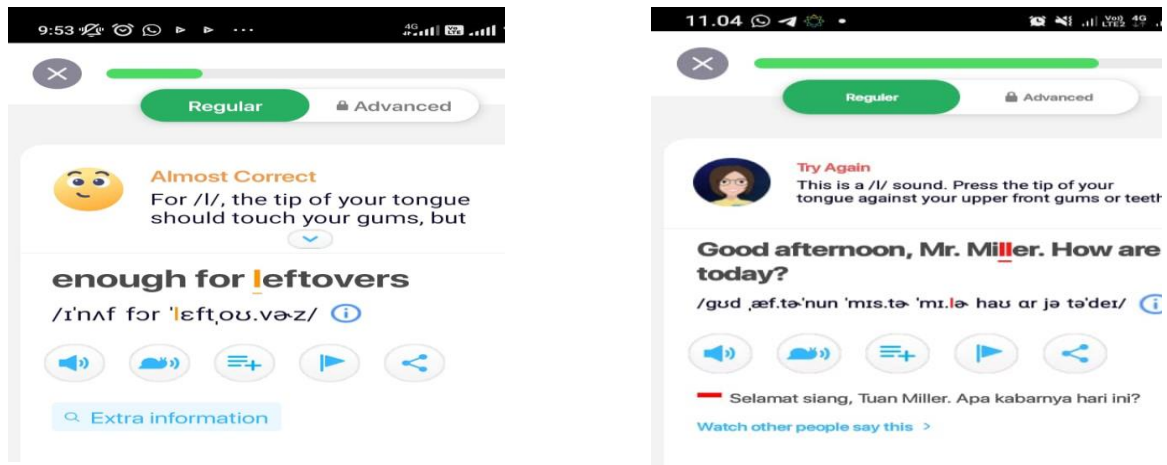


Figure 4. Error Pronunciation on Consonant 'l' /l/

The sound /l/ is a consonant that is placed in and belongs to the lateral manner. The lateral manner means that the sounds should be pronounced by touching the gums and tipping the tongue. The 'almost correct' mark by the application given to score the students' pronunciation shows that the error is not fatal. There was only one student who mispronounced this sound. This error classified as phonological interference which an error that the sound produced is close to a predictable sound (Hikmahwati et al., 2021).

Errors in Vowels

Besides the error in pronouncing the consonant, the data showed that students also made mistakes when pronouncing some vowels, which are explained below:

Error Pronunciation of Vowel /ɔ:/

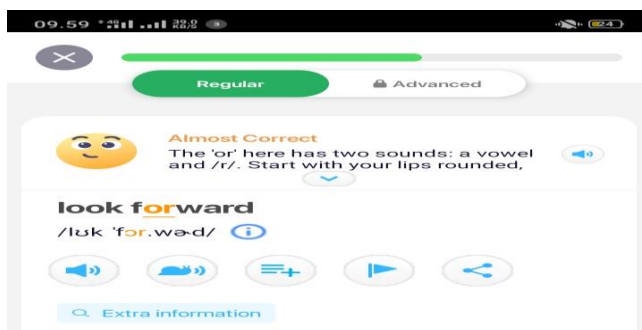


Figure 5. Error in pronouncing vowel /ɔ:/ /'fɔ:wəd/

The figure above showed data that the students were not pronouncing correctly. The 'almost correct' shows that there is an error in the students' pronunciation. The 'or' here has two sounds: vowel 'a' and 'r'. The ɔ: sound is a Vowel sound. Its technical name is the 'Open-Mid Back Rounded Vowel'. Here are some tips on how to say it (Zaabalawi & Gould, 2017).

Data Analysis

The data had been displayed and from that it is known that the students of the Second Semester of FKIP UHN made errors in both some consonants and vowels.

Students Error Pronunciation in Consonants

Consonant 'ch' /tʃ/

Consonant /tʃ/ is slightly aspirated in the positions where /p,t,k/ are aspirated, but not strongly enough for it to be necessary for foreign learners to give much attention to it. The place of articulation is in palato-alveolar (as shown in figure 13).

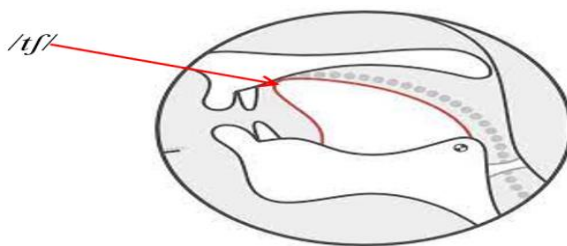


Figure 6. the palato-alveolar

1. Consonant 'ng' /ŋ/

The place of the articulation /ŋ/ is the same as /k/, and /g/. Lift the back of the tongue (like someone's making a "k" sound) and place it against the soft palate at the back of the mouth (as shown in Figure 14) (Yamagata et al., 2022).

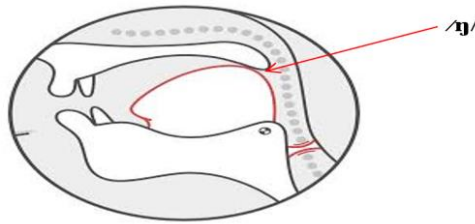


Figure 7. Back Tongue to Soft Palate

Consonant 'v' /v/

Consonant /v/ is produced from labiodental, that is, the lower lip is in contact with the upper teeth (as shown in Figure 15). The fricative noise is never very strong and is scarcely audible in the case of /v/.

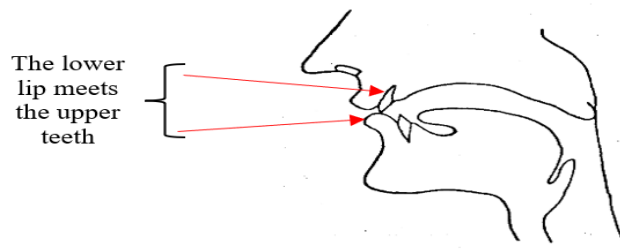


Figure 8. Labiodental Fricative

Consonant 'l' /l/

A Lateral consonant is one in which the passage of air through the mouth does not go in the usual way along the centre of the tongue; instead, there is complete closure between the centre of the tongue and the part of the roof of the mouth where contact is to be made (the alveolar ridge in the case of /l/) (Lismayanti & Pratama, 2019).

The vowels should be pronounced in the right position of the organ of speech. The figure below helps learners to figure out where and how the vowels should be pronounced.

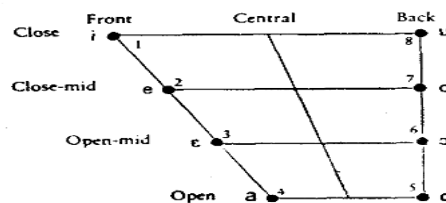


Figure 13. Primary Cardinal Vowel (Roach, 1998:13)

Vowels are classified according to their tongue height and their frontness or backness. There is another important variable of vowel quality and is lip-rounding. Although the lips can have many different shapes and positions, it will at this stage consider only three positions (Sari & Gulö, 2019).

This error is categorized as phonological interference. Gaskell (2019) stated that phonological interference is a language speaker in terms of hearing sounds in a foreign language, then reinterpreting the foreign language into their own language such as the phoneme /a/ example (Carrington, 2021). In this case, this type of interference can produce

different types of pronunciation errors, when mispronunciations tend to be clearer because they will not find out the meaning and purpose of the pronunciation they have just spoken, then this phonological interference can also produce more subtle errors, because the sound produced is close to a predictable sound so it can be concluded that every word can be understood as in an accent in public speech, in this case, it can cause confusing word meanings for listeners.

Diphthong /aʊ/

The error found in the word 'brownie' where it should be read /'braʊni/ not /'brɔni/ nor /'brɒni/. This diphthong begins with a vowel similar to /ɑ:/ but a little more front. Since this is an open vowel, a glide to /ʊ/ would necessitate a large movement. Usually in English the glide towards /ʊ/ begins but is not completed, the end of the diphthong being somewhere between close-mid and open-mid in tongue height. There is only slight lip-rounding (Kaufmann & Haans, 2021).

Diphthong /eə/

The error found in the word 'Tupperware' where it should be pronounced /'tʌpəweə(r)/, not /'tʌpewe(r)/ as how the students did. This diphthong begins with the same vowel sound as the /e/ of 'get', and 'men'.

These two errors in diphthongs are classified as omissions. An omission is the type of error identified by the absence of an item that must appear in a well-formed utterance (Fauziati, 2000, Cited in Kartyastuti, 2017:50).

Research Findings and Discussion

Research Findings

The data in this research was taken by recording as an instrument, 20 students in the second year of the English Department FKIP UHN Nommensen Medan read 10 sentences and recorded them by using the ELSA SPEAK Application. After displaying and analyzing the data, it is then concluded the students' errors in Consonants and Vowels as shown in the following table.

Table 1. Students' Error in Consonant and Vowels

Error		The Number of Error Level Category		Percent age
Conso nant	V o w el	Almost Correct	Try Again	
	/t/		3	15%
	/h/		4	20%

/v/		10	50%
/ʌ/	1		5%
/ft/		2	10%
/ɔ	4		20%
:/			
/ə		9	45%
/			
/e			
ə/			
/ʊ		2	10%
/			
/i:/	1		5%
/			
/ɑ		3	15%
:/			
/ə		1	5%
ʊ/			

The data in this research was taken by recording as an instrument, 20 students at third-year students of the English Department FKIP UHN Nommensen Medan read 10 sentences and recorded by using the ELSA SPEAK Application. Then, from the three categories in the ELSA Speak application, the student's pronunciation is only scored with two categories, namely 'Try Again' with a score of 1-39, and 'Almost Correct'. The 'Excellence' category is not identified because if students got 'the excellence' there are no errors in the students' pronunciation (Adel et al., 2022).

Students' Pronunciation Ability

The ability of students' pronunciation at second-year students is diagnosed as this following. The data from 20 students that have been analyzed by the researcher found that most of the students identified as 'try again' and 'almost correct'. Most of the 'try again' categories occurred when students pronounced words in which the sounds were not familiar in the student's native language which is Bahasa Indonesia, such as /tʃ/, /ɔ:/, /ʊ/, /ə/, /i:/, /ɑ:/ diphthong /aʊ/ and /eə/.

2. Students Pronunciation's Errors

The types based on Bonaventura (2000) collaborated with the types of error on vowels and consonants based on Gaskel (2009), and it is concluded that the students' errors dominantly refer to Phonological Interference errors and non-native sound errors.

Discussion

Based on the findings that have been made, it is known that students' pronunciation skills are in the 'try again' Category, especially in consonant /v/ and vowel /ə/ /eə/. There are 50% of the students made an error and categorized it as 'try again' when pronouncing the consonant /v/ sound. Whereas there are 45% of the students made an error and the error is categorized as 'try again' when pronouncing the vowel /ə/ /eə/. The 'try again' category indicates that the sounds are not articulated correctly both in the right position and in the right way of articulation (Suharsiwi & Nugroho, 2018). The 'almost correct' category indicates that the sound might have been articulated in the right position but incorrect in the way of articulation, or is correct in the way, but not in the place (Darheni, 2018).

There are two benefits of knowing student pronunciation. First, the teacher focuses on students' pronunciation error especially letters that are more dominant in vowels and consonants, and teach students not to overdo it during pronunciation (Kartomi, 2022). Second, students who write this thesis can make it easier for teachers or lecturers to see mistakes made by students in pronunciation and find out how pronunciation is and where students make pronunciation mistakes. Lastly, students, don't overgeneralize too much when pronouncing English pronunciations (Huntul et al., 2022).

The previous research with the title is "Pronunciation Errors in Students' Vlog Project" (Mahendra, 2020:71-81). The difference is the findings of Mahendra's research is there are 67 pronunciation errors exist in the vlog projects. However, in this study, there are 300 pronunciation errors existed in the pronunciation test by using the ELSA speak application. The similarity of Haryani's research is the same use theory from Bonaventura and dominant types of error occur by this theory is "Overgeneralization" (Ambalegin & Hulu, 2019). The researchers support the theory of Bonaventure namely Non-native sounds, Carry over and Overgeneralization (Pratiwi, 2018).

In the previous research with the title "Pronunciation Error in Speaking Performance of Seafarer Students" (Haryani, 2020:38-41). The difference is the result of Haryani's research shows that the most dominant error is "Mis formation" and there is no "Mis ordering" but, in this study, the most dominant errors are "phonological interference" and the 'non-native sound (Ifadloh et al., 2021). The similarity of Haryani's research is the same research of students' pronunciation errors especially in consonant and vowel errors but this study, the researcher did not mention the dominant errors that. In this study, the researcher doesn't use theory from Bonaventura (Zaid et al., 2019). Next, Previous research entitled "Diagnosing Saudi Students" English Consonant Pronunciation Errors" (Latif, 2019:180-193).

CONCLUSION

The study's findings lead to the following conclusions:

1. Students' Pronunciation Ability

The ability of students' pronunciation at second-year students is diagnosed as this following. The data from 20 students that have been analyzed by the researcher found that most of the students identified as 'try again' and 'almost correct'. Most of the 'try again' categories occurred when students pronounced words in which the sounds were not familiar in the student's native language which is Bahasa Indonesia, such as /tʃ/, /ɔ:/, /ʊ/, /ə/, /i:/, /ɑ:/ diphthong /aʊ/ and /eə/. The other words with the 'try again' category are found when students pronounce words with subtle sounds and are called because the sound produced is close to a predictable sound so it can be concluded that every word can be understood such as /ŋ/, /v/. The other category of 'almost correct' is found in the lateral consonant /l/ and consonant cluster /ft/.

2. Students Pronunciation's Errors

The types based on Bonaventura (2000) collaborated with the types of error on vowels and consonants based on Gaskel (2009), and it is concluded that the students' errors dominantly refer to Phonological Interference errors and non-native sound errors.

REFERENCE

- Adel, W., Sabir, Z., Rezazadeh, H., & Aldurayhim, A. (2022). Application Of A Novel Collocation Approach For Simulating A Class Of Nonlinear Third-Order Lane–Emden Model. *Mathematical Problems In Engineering*, 2022, 1–16. <https://doi.org/10.1155/2022/5717924>
- Ambalegin, A., & Hulu, F. (2019). Efl Learners' Phonological Interference Of English Articulation. *Jurnal Basis*, 6(2), 145. <https://doi.org/10.33884/Basisupb.V6i2.1415>
- Carrington, T. (2021). Using Collocation To Study The Vibrational Dynamics Of Molecules. *Spectrochimica Acta Part A: Molecular And Biomolecular Spectroscopy*, 248, 119158. <https://doi.org/10.1016/J.Saa.2020.119158>
- Darheni, N. (2018). The Language Characteristic And Its Acculturation From Chinese Speakers In Losari, Cirebon Regency, West Java: The Acculturation Of Chinese With Javanese Culture. *Kne Social Sciences*, 3(9), 663. <https://doi.org/10.18502/Kss.V3i9.2731>
- Erkinovna, Y. F. (2021). Politeness Markers In Spokenlanguage. *Euro-Asia Conferences*, 37–40.
- Eshreteh, M., & Draweesh, Y. (2018). *Applying Brown And Levinson's Politeness Theory On*

- Hikmahwati, E. N., Utomo, D. W., & Evenddy, S. S. (2021). The Investigation Of Politeness Principles And Strategies Used In Akeelah And The Bee Movie. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(1), 1–7.
- Huntul, M. J., Tamsir, M., Ahmadini, A. A. H., & Thottoli, S. R. (2022). A Novel Collocation Technique For Parabolic Partial Differential Equations. *Ain Shams Engineering Journal*, 13(1), 101497. <https://doi.org/10.1016/j.asej.2021.05.011>
- Ifadloh, N., Warsono, W., & Faridi, A. (2021). The Comparison Of Lexical Collocations In English Textbooks Used In Indonesia. *English Education Journal*, 11(3), 434–443. <https://doi.org/10.15294/ej.v11i1.47254>
- Jewad, H. G., Ghapanchi, Z., & Ghazanfari, M. (2020). Investigating Leech's Politeness Principle In Conversational Verses In Three Surahs From The Holy Quran. *Asian Social Science*, 16(3), 1–29.
- Kartomi, M. (2022). Lives In Musicology: Reflections On My Life As An Ethnomusicologist, Australian, And Global Citizen. *Acta Musicologica*, 94(1), 1–19.
- Kaufmann, W., & Haans, R. F. J. (2021). Understanding The Meaning Of Concepts Across Domains Through Collocation Analysis: An Application To The Study Of Red Tape. *Journal Of Public Administration Research And Theory*, 31(1), 218–233. <https://doi.org/10.1093/jopart/muaa020>
- Lismayanti, D., & Pratama, A. (2019). An Analysis Of Students' Ability In Applying Modulation Technique In Translating Collocation "The Lost Symbol" Novel By Dan Brown. *Edu-Ling: Journal Of English Education And Linguistics*, 3(1 December), 182–189. <http://repository.iainbengkulu.ac.id/Id/eprint/3778>
- Nashruddin, N., & Al-Obaydi, L. H. (2021). Linguistics Politeness In Reinforcing Character During Learning Activities. *Ethical Lingua: Journal Of Language Teaching And Literature*, 8(1), 210–217.
- Obidovna, D. Z. (2022). The Main Concepts Of Politeness In Modern Linguopragmatics: The Politeness Principle By J. Leech. *International Journal Of Pedagogics*, 2(11), 15–20.
- Pratiwi, P. A. M. (2018). *Lexical Semantic Collocation Of Synonymous Adjectives In The Novel Island Beneath The Sea By Isabel Allende*.
- Sari, B. N., & Gulö, I. (2019). Observing Grammatical Collocation In Students' Writings. *Teknosastik*, 17(2), 25. <https://doi.org/10.33365/ts.v17i2.325>
- Suharsiwi, B. I., & Nugroho, I. (2018). *Determination Of Workforce Cultural Diversity*,

Competence, And Employee Emotional Intelligence On Teamwork With Motivation As An Intervening Variable.

- Tenriuji, A., Maca, S., & Abeng, A. T. (2021). The Element Of Politeness In Novel The Perks Of Being A Wallflower. *Humaniora: Journal Of Linguistics, Literature, And Education*, 1(1), 43–51. <https://doi.org/https://journal.unibos.ac.id/jlle/article/view/1137>
- Widyastuti, W. (2019). The Analysis Of Politeness Strategy Used By The Main Character Of Novel "The Sun Also Rises." *Journal Of Pragmatics Research*, 1(2), 118–138. <https://doi.org/10.18326/jopr.v1i2.118-138>
- Xafizovna, R. N. (2022). Discourse Analysis Of Politeness Strategies In Literary Work: Speech Acts And Politeness Strategies. *Spanish Journal Of Innovation And Integrity*, 5, 123–133.
- Xafizovna, R. N., & Boboqulovna, X. M. (2022). Politeness In Literary Works: An Overview. *Eurasian Research Bulletin*, 7, 200–206. <https://doi.org/https://www.geniusjournals.org/index.php/erb/article/view/1300>