THE ANALYSIS OF SOUND REPRESENTED BY LETTER <i> AND ITS IMPLICATION IN TEACHING ENGLISH

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Abstrak

Penelitian ini bertujuan untuk menemukan bunyi yang direpresentasikan oleh huruf <i> dan aturan polanya. Peneliti menggunakan desain penelian deskriptif kualitatif dengan menggunakan data tunggal yang diambil dari Cambridge Advanced Learner's Dictionary, Third Edition. Data penelitian dibagi dalam tiga posisi suku kata: awal, tengah, dan akhir, dan dianalisis berdasarkan suku kata dan penekanan pada kata. Terakhir, peneliti menemukan bahwa terdapat empat bunyi yang direpresentasikan oleh huruf <i>, yaitu [ɪ], [i], [aɪ], dan [ə]. Kemudian, peneliti membentuk 15 aturan pola yang dapat dimengerti dan diaplikasikan dalam percakapan kehidupan sehari-hari. 15 aturan pola tersebut adalah: 1) Huruf <i> mewakili bunyi [ɪ]ketika huruf tersebut diikuti oleh konsonan dalam suku kata yang sama, 2) Huruf <i> mewakili bunyi [aɪ] ketika huruf tersebut berada diakhir suku kata, 3) Huruf <i> mewakili bunyi [aɪ]ketika huruf tersebut diikuti oleh konsonan + e yang tidak diucapkan dalam satu suku kata, 4) Huruf <i> mewakili bunyi schwa ketika huruf tersebut diikuti oleh konsonan [r], [rl], [rk], [rd], [rs], [rt], dalam kata bersuku kata satu atau dalam suku kata yang sama, 5) Kemunculan akhiran e yang membedakan antara bunyi [aɪ]dan bunyi [ɪ], 6) tiga kombinasi huruf /igh/ dan /ign/ mewakili bunyi [aɪ]dalam suku kata yang sama, 7) kombinasi huruf /ie/ and /ei/ diucapkan [i] dalam suku kata yang sama pada posisi suku kata sebelum terakhir, 8) kombinasi digraph /ie/ diucapkan [i] dalam suku kata yang sama pada posisi suku kata terakhir, 9) Huruf <i> pada akhiran kata diucapkan dengan bunyi [i], 10) Huruf <i> tidak diucapkan, 11) akhiran -x –ize atau –ise diucapkan [aɪz], 12) Akhiran –is diucapkan [ɪz], 13) akhiran –ify diucapkan [ɪfaɪ], 14) Akhiran –ity diucapkan [əti] atau [ɪti], 15) Akhiran –ible diucapkan [ɪbl] atau [əbl].

Kata Kunci: *Pengucapan; Bunyi; Huruf i.*

In English same letter might have different pronunciation, for instance, words *idea* and *idiom, mine* and *determine,* or *emphasis* and *emphasize*. The words have letter <i> but still have different ways of pronouncing them, [ɪ], [i], and [ai]. It is obvious that English sounds are rather confusing. Although they seemed to be different sounds, they might be derived from the same spelling. Such letter-sound relationship in English words sometimes becomes troublesome for learners who study English as a foreign language. As the consequence, they made some mistakes due to the irregular English spelling-sound system.

When one letter represents one sound, written script is very easy and simple to understand. The reason why it is easy to understand is because the letter and its corresponding sounds are consistent. It is different from English. Kenworthy (1987) confirms that even though English applies Roman alphabet as its writing system, English has different spelling system with other countries that uses Roman alphabet as well. She said, in English several letters can represent more than one sound value. This means there is no strict correspondence between spelling-sound system. This fact then shows ambiguous relationship between English spelling-sound system because these 26 letters must represent more than 26 sounds

of English. English has its own rule in pronouncing words that is not consistent like in Bahasa Indonesia. Kenworthy (1987:98) states, "It has often been claimed that English spelling is totally irregular." In line with the statement, Block and Duke (2015:85) declare, "All too often, English is considered and viewed as being highly complicated and irregular—with many exceptions to every rule." Thus, It was not an exaggeration to state that the irregularity of English spelling could cause the learners to make some mistakes in pronunciation aspect.

In the process of learning English, many Indonesian learners are still confused to pronounce English sounds correctly, since one spelling could represent more than one sound that causes obvious inconsistency. Ziegler, Stone, Jacobs, 1997:600 informs, "Studies suggest that performance attendant on visual word perception is affected not only by feedforward inconsistency (i.e., multiple ways to pronounce a spelling) but also by feedback inconsistency (i.e., multiple ways to spell a pronunciation). Based on the phenomena around, the researcher finds multiple ways to pronounce letter <i> in the words of English, which means that letter <i> has feedforward inconsistency. Moreover, Ziegler et al. (1997:601) notify, "Most theories of visual word recognition have heavily focused on the feedforward inconsistency of the English language". The reason why they focus on the feedforward inconsistency is because a spelling pattern might be pronounced in many ways.

The statements very obviously suggest us that the knowledge of the set of English sound is indispensible to have because it will help us to produce better pronunciation. Pronunciation has a great role in supporting oral skill or language performance. As stated by Fraser (2001) that pronunciation is one of the indispensable tools in making verbal communication, besides grammar, vocabulary, and cultural consideration. Brinton and Goodwin in Celce-Murcia (2001:1) emphasize, "Successful communication cannot take place without correct pronunciation." In addition, Hismanonglu in Gilakjani (2012:96) states, "Pronunciation instruction is of great importance for successful oral communication to take place since it is an important ingredient of the communicative competence". When people can minimize the mistakes in pronouncing the words, automatically they can deliver the aim, idea, or information clearly without making such misunderstanding to others who are paying attention listening to them. What needs to be emphasized here, it is certainly not necessary to have native-speaker-like pronunciation. What the researcher wants is to make people, especially the reader, have good pronunciation consciously. To make good quality of speaking ability in building communication, people need to pay attention to the sound that they produce. Therefore, pronunciation needs to be known, it is because to make the same perception between both the speaker and the listener.

Due to the topic of the research is about letter <i>, the researcher then made the research questions that are *what are the sounds represented by letter <i>?* and *how to predict the pronunciation of sound represented by letter <i>?* Hence, the objectives of the research is to discover the different sounds represented by letter <i>, and to construct the rule-patterns of the sounds represented by letter <i>. The research scope sound represented by letter <i> was analyzed into three different positions: initial, medial, and final position of simple words and complex words. The phonetic transcription of pronouncing letter <i> is adopted from Cambridge Advanced Learner's Dictionary, Third edition.

METHODOLOGY

The researcher conducted this research by using a descriptive research design. The

researcher attempted to analyze the pronunciation of letter <i>, particularly the sound represented by the letter <i>, both in simple words and complex words. Shank (2002:5) defines qualitative research as "A form of systematic empirical inquiry into meaning." By *systematic* he means the idea of the research is considered, the design of the research is structured, and the field of this research is public. By *empirical*, he means that this type of analysis is based on the experience. *Inquiry into meaning* he means that the researcher tried to understand how others make sense of their experience. Jonkowski and Wester (1991:59) declare, "Many qualitative studies rely on single data-collection method, either documents analysis or interviewing." For this reason, this data collection was taken from words or lexicon in Cambridge Advanced Learner's Dictionary, Third edition, consisting letter <i>.

FINDINGS

Based on the data analyzed by the researcher, the letter <i> represents four different sounds; [ɪ], [i], [aɪ], and [ə] as can be seen in words like *acid, antique, ice,* and *sir,* respectively. In order to have same understandings of sounds represented by letter <i>, the researcher constructed 15 rule-patterns and they will be presented in list of words below.

1) Letter <i> pronounced as [ɪ] if the letter is followed by consonant in the same syllable.

Table 1: Letter <i> Pronounced as Sound [ɪ] in the Same Syllable

Initial Position		Medial Position		One-Syllabic Word			
id	/ɪd/	fab.ric	/ˈfæb.rɪk/	biff	/bɪf/	gild	/gɪld/
id.eogram	/ˈɪd.i.ə.græm/	fil.ter	/ˈfɪl.tə r /	big	/bɪg/	gilt	/gɪlt/
id.iom	/ˈɪd.i.əm/	fix.ture	/ˈfɪks.tʃə r /	bin	/bɪn/	gist	/dʒɪst/
if	/ɪf/	gim.let	/ˈgɪm.lət/	bring	/brɪŋ/	hip	/hɪp/
ig.loo	/ˈɪg.luː/	glitt.er	/ˈglɪt.ə r /	chill	/tʃɪl/	his	/hɪs/
ig.nite	/ɪgˈnaɪt/	griff.in	/ˈgrɪf.ɪn/	chin	/tʃɪn/	hit	/hɪt/
ig.noble	/ɪgˈnəʊ.bl̩/	jas.mine	/ˈdʒæz.mɪn/	king	/kɪŋ/	lid	/lɪd/
ig.norant	/ˈɪg.n ᵊ r. ᵊ nt/	habit	/ˈhæb.ɪt/	fill	/fɪl/	lift	/lɪft/
il-	/ɪl/	hicc.up	/ˈhɪk.ʌp/	film	/fɪlm/	ink	/lɪŋk/
ill.ness	/ˈɪl.nəs/ /	hypno.sis	/hɪpˈnəʊ.sɪs/	fish	/fɪʃ/	list	/lɪst/
im.itative	/ˈɪm.ɪ.tə.tɪv/	ma.gic	/ˈmædʒ.ɪk/	frizz	/frɪz/	mint	/mɪnt/
imbalance	/ˌɪmˈbæl.ᵊnt s/	mar.gin	/ˈmɑː.dʒɪn/	gift	/gɪft/	pin	/pɪn/
inaccuracy	/ɪnˈæk.jʊ.rə.si/	mor.ning	/ˈmɔː.nɪŋ/	gill	/gɪl/	sit	/sɪt/

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

2) Letter <i> pronounced as [aɪ] if it is in the end of syllable.

Table 2: Letter <i> Pronounced as sound [aɪ] in the Same Syllable

Initial Position		Medial Position	
i	/aɪ/	bi.cycle	/ˈbaɪ.sɪ.kl̩/
i.ambic	/aɪˈæm.bɪk/	bi.lateral	/ˌbaɪˈlæt. ə r. ᵊ l/
i.con	/ˈaɪ.kɒn/	bi.lingual	/baɪˈlɪŋ.gw ᵊ l/
i.dea	/aɪˈdɪə/	bi.nary	/ˈbaɪ.n ᵊ r.i/
i.deal	/aɪˈdɪəl/	bi.sect	/baɪˈsekt/
i.dentical	/aɪˈden.tɪ.k ə l/	bi.son	/ˈbaɪ.s ᵊ n/
i.deology	/ˌ *a* ɪ.diˈɒl.ə.dʒi/	di.chotomy	/daɪˈkɒt.ə.mi/
i.ron	/aɪən/	di.gest	/d*a*ɪˈdʒest/
i.rate	/aɪˈreɪt/	di.rect	/d*a* ɪˈrekt/
i.solate	/ˈaɪ.sə.leɪt/	fi.nal	/ˈfaɪ.n ə l/
i.tem	/ˈaɪ.təm/	pri.vate	/ˈpraɪ.vət/
i.vory	/ˈaɪ.v ə r.i/	si.lence	/ˈsaɪ.lən *t* s/

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

3) Letter <i> pronounced as [aɪ] if it is followed by consonant + unpronounced *e* in in the same syllable.

Table 3: Letter <i> Pronounced as [aɪ] followed by consonant+unpronounced *e*

One-Syllabic Words				Poly-Syllabic Words			
brine	/braɪn/	knife	/naɪf	a.bide	/əˈbaɪd/	ex.cite	/ɪkˈsaɪt/
chime	/tʃaɪm/	line	/laɪn/	a.cquire	/əˈkwaɪəʳ/	recog.nize	/ˈrek.əg.naɪz/
cline	/klaɪn/	live	/laɪv/	ar.chive	/ˈɑː.kaɪv/	para.dise	/ˈpær.ə.daɪs/
–cide	/saɪd/	mile	/maɪl/	ar.rive	/əˈraɪv/	sun.rise	/ˈsʌn.raɪz/
crime	/kraɪm/	mime	/maɪm/	be.side	/bɪˈsaɪd/	super.vise	/ˈsuː.pə.vaɪz/
five	/faɪv/	mine	/maɪn/	be.tide	/bɪˈtaɪd/	sur.prise	/səˈpraɪz/
file	/faɪl/	nice	/naɪs/	bro.mide	/ˈbrəʊ.maɪd/	sur.vive	/səˈvaɪv/
ice	/aɪs/	pride	/praɪd/	com.bine	/kəmˈbaɪn/ /	tran.spire	/trænˈspaɪəʳ/
life	/laɪf/	price	/praɪs/	eru.dite	/ˈer.ʊ.daɪt/	u.nite	/jʊˈnaɪt/
like	/laɪk/	prize	/praɪz/	de.cline	/dɪˈklaɪn/	valen.tine	/ˈvæl.ən.taɪn/
kite	/kaɪk/	vice	/vaɪs/	de.spite	/dɪˈspaɪt/	vam.pire	/ˈvæm.paɪəʳ/

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

4) Letter <i> pronounced as schwa if it is followed by consonant sounds [r], [rl], [rk], [rd], [rs], [rt], in one syllable or in the same syllable.

Table 4: Letter <i> Pronounced as Schwa

Consonant or consonant combination	Words and Transcriptions	Consonant or consonant combination	Words and Transcriptions
[r]	air /eəʳ/	[rl]	girl /gɜːl/
	affair /əˈfeəʳ/		whirl /wɜːl/
	circle /ˈsɜː.kl/		
	circus /ˈsɜː.kəs/	[rk]	dirk /dɜːk/
	circuit /ˈsɜː.kɪt/		kirk /kɜːk/
	circulate /ˈsɜː.kjʊ.leɪt/		shirk /ʃɜːk/
	fir /ˈfɜːʳ/		qwirk /kwɜːk/
	firm /fɜːm/		
	hair /heəʳ/	[rs]	first /ˈfɜːst/
	hirsute /ˈhɜː.sjuːt/		thirst /θɜːst/
	sirloin /ˌsɜː.lɔɪn /		thirsty /θɜːsti/
	their /ðeəʳ/		
	thirteen /θɜːˈtiːn/	[rt]	dirt /dɜːt/
	thirty /ˈθɜː.ti/		firth /fɜːθ/
	virtual /ˈvɜː.tjuː.əl/		flirt /flɜːt/
	virtue /ˈvɜː.tjuː/		girth /gɜːθ/
	whirr /wɜːʳ/		mirth /mɜːθ/
			shirt /ʃɜːt/
	bird /bɜːd/		skirt /skɜːt/
[rd]	laird /leəd/		squirt /skwɜːt/
	gird /gɜːd/		
	girdle /ˈgɜː.dl/		
	third /θɜːd/		

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

5) The appearance of final *e* differing between sound [aɪ] and sound [ɪ].

Table 5: The appearance of Final *e* Differing Sound [aɪ] and [ɪ]

[aɪ]		[ɪ]		[aɪ]		[ɪ]	
dime	/daɪm/	dim	/dɪm/	spine	/spaɪm/	spin	/spɪm/
fine	/faɪn/	fin	/fɪn/	stripe	/straɪp/	strip	/strɪp/
grime	/graɪm/	grim	/grɪm/	quite	/kwaɪt/	quit	/kwɪt/
pine	/paɪn/	pin	/pɪn/	twine	/twaɪn/	twin	/twɪn/
prime	/praɪm/	prim	/prɪm/	unite	/jʊˈnaɪt/	unit	/jʊˈnɪt/
shine	/ʃaɪn/	shin	/ʃɪn/	wine	/waɪn/	win	/wɪn/
site	/saɪt/	sit	/sɪt/	white	/waɪn/	whit	/wɪt/
slime	/slɪm/	slim	/slɪm/	write	/raɪt/	writ	/rɪt/

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

6) Three-letter graphemes /igh/ and /ign/ pronounced as [aɪ] in the same syllable.

Table 6 Grapheme /igh/ and /ign/ Pronounced as [aɪ]

Words with grapheme /igh/				Words with grapheme /ign/	
alight	/əˈlaɪt/	light	/laɪt/	align	/əˈlaɪn/
alright	/ɔːlˈraɪt/	might	/maɪt/	assign	/əˈsaɪn/
aright	/əˈraɪt/	mighty	/ˈmaɪ.ti/	benign	/bɪˈnaɪn/
blight	/blaɪt/	nigh	/naɪ/	consign	/kənˈsaɪn/
bright	/braɪt/	night	/naɪt/	design	/dɪˈzaɪn/
delight	/dɪˈlaɪt/	plight	/plaɪt/	sign	/saɪn/
fight	/faɪt/	thigh	/θaɪ/		
flight	/flaɪt/	tight	/taɪt/		
fright	/fraɪt/	twilight	/ˈtwaɪ.laɪt/		
knight	/naɪt/	sigh	/saɪ/		
high	/haɪ/	sight	/saɪt/		
insight	/ˈɪn.saɪt/	slight	/slaɪt/		

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

7) Digraphs /ie/ and /ei/ pronounced as [i] in the same syllable in the pre-final position.

Table 7: Digraph /ie/ and /ei/ Pronounced as /i/

Words with digraph /ie/				Words with digraph /ei/	
achieve	/əˈtʃiːv/	grief	/griːf/	conceit	/kənˈsiːt/
belief	/bɪˈliːf/	grieve	/griːv/	deceive	/dɪˈsiːv/
believe	/bɪˈliːv/	niece	/niːs/	perceive	/pəˈsiːv/
brief	/briːf/	piece	/piːs/	receipt	/rɪˈsiːt/
candied	/ˈkæn.did/	relief	/rɪˈliːf/	receive	/rɪˈsiːv/
chief	/tʃiːf/	relieve	/rɪˈliːv/	seize	/siːz/
besiege	/bɪˈsiːdʒ/	shield	/ʃiːld/		
debrief	/ˌdiːˈbriːf/	shriek	/ʃriːk/		
diesel	/ˈdiː.z ə l/	thief	/θiːf/		
field	/fiːld/	wield	/wiːld/		
frieze	/friːz/	yield	/jiːld/		

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

8) Digraph /ie/ pronounced as [i] in the same syllable in the final position.

Table 8: Digraph /ie/ Pronounced as /i/ in Final Position

Words					
birdie	/ˈbɜː.di/	cutie	/ˈkjuː.ti/	quickie	/ˈkwɪk.i/
boogie	/ˈbuː.gi/	eerie	/ˈɪə.ri/	sarnie	/ˈsɑː.ni/
bookie	/ˈbʊk.i/	footie	/ˈfʊt.i/	scrapie	/ˈskreɪ.pi/
brummie	/ˈbrʌm.i/	genie	/ˈdʒiː.ni/	sickie	/ˈsɪk.i/
brownie	/ˈbraʊ.ni/	geordie	/ˈdʒɔː.di/	smoothie	/ˈsmuː.ði/
budgie	/ˈbʌdʒ.i/	girlie	/ˈgɜː.li/	talkie	/ˈtɔː.ki/
caddie	/ˈkæd.i/	hippie	/ˈhɪp.i/	townie	/ˈtaʊ.ni/
charlie	/ˈtʃɑː.li/	menagerie	/məˈnædʒ. ə r.i/	veggie	/ˈvedʒ.i/
cockamamie	/ˌkɒk.əˈmeɪ.mi/	mountie	/ˈmaʊn.ti/	walkie-talkie	/ˌwɔː.kiˈtɔː.ki/
commie	/ˈkɒm.i/	oldie	/ˈəʊl.di/	weenie	/ˈwiː.ni/
coterie	/ˈkəʊ.t ə r.i/	pixie	/ˈpɪk.si/	yuppie	/ˈjʌp.i/
cowrie	/ˈkaʊ.ri/	prairie	/ˈpreə.ri/	zombie	/ˈzɒm.bi/

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

9) Letter <i> in the final position pronounced as [i].

Table 9: Letter <i> Pronounced [i] in the final position

Words			
broccoli	/ˈbrɒk.ə̯l.i/	origami	/ˌɒr.ɪˈgɑː.mi/
chili	/ˈtʃɪl.i/	safari	/səˈfɑː.ri/
cognoscenti	/ˌkɒn.jə ʊ ˈʃen.tiː/	salami	/səˈlɑː.mi/
confetti	/kənˈfet.i/	sari	/ˈsɑː.ri/
corgi	/ˈkɔː.gi/	scampi	/ˈskæm.pi/
hindi	/ˈhɪn.di/	semi	/sem.i-/
macaroni	/ˌmæk. ə rˈəʊ.ni/	taxi	/ˈtæk.si/
martini	/mɑːˈtiː.ni/	timpani	/ˈtɪm.pə.ni/
nazi	/ˈnɑː.t.si/	zucchini	/zʊˈkiː.ni/

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

10) Letter <i> is not pronounced.

Table 4.14 Words with Unpronounced *i*

Words	
bruise	/bruːz/
bruiser	/ˈbruː.zə ʳ/
cruise	/kruːz/
fruit	/fruːt/
juice	/dʒuːs/
lieu	/l *j* uː/
lieutenant	/lefˈten. ə nt/
pursuit	/pəˈsjuːt/
recruitment	/rɪˈkruːt.mənt/
suit	/suːt/
suitable	/ˈsjuː.tə.bl/
suitcase	/ˈs*j* uːt.keɪs/
view	/vjuː/

Adapted from Cambridge Advanced Learner's Dictionary, Third edition, 2008

11) Suffix –ise or –ize pronounced as [aɪz]

Words like *analyze, criticize, emphasize, modernize, organize, synthesize* have suffix –ise or –ize, and the suffixes are consistently pronounced as [aɪz]. It can be proved by the transcription of each word in order: /ˈæn. ə̯ l.aɪz/, /ˈkrɪt.ɪ.saɪz/, /ˈem*p*.fə.saɪz/, /ˈmɒd. ə̯ n.aɪz/, /ˈɔː.g ə̯ n.aɪz/, /ˈsɪn.θə.saɪz/.

12) Suffix –is pronounced as [ɪz].

The examples of the data are: *analysis* /əˈnæl.ə.sɪs/, *catharsis* /kəˈθɑː.sɪs/, *emphasis* /ˈem *p*.fə.sɪs/, *synthesis* /ˈsɪn.θə.sɪs/, *parenthesis* /pəˈren *t* .θə.sɪs/. From the data provided, it is clear that when the words are attached this suffix, the suffix must be pronounced as [ɪz].

13) Suffix –ify pronounced as [ɪfaɪ].

The words ends with suffix –ify show consistency to pronounce. This suffix is pronounced as [ɪfaɪ], and to proof that the researcher has provided the data that can be read in following lines. *Beautify, certify, clarify, identify, signify,* have transcriptions

respectively: /ˈbjuː.tɪ.faɪ/, /ˈsɜː.tɪ.faɪ/, /ˈklær.ɪ.faɪ/, /aɪˈden.tɪ.faɪ/, /ˈsɪg.nɪ.faɪ/. The reason to include this pattern in the result of research is because several students pronounced this suffix with [ɪfɪ] rather than [ɪfaɪ].

14) Suffix –ity pronounced as [əti] or [ɪti].

This pattern should be given note that when people pronounced the suffix with [əti] or [ɪti], it does not have crucial influence for the listener to think about the meaning. For instance the words like: *heredity* /həˈred.ə.ti/, *hospitality* /ˌhɒs.pɪˈtæl.ə.ti/, *locality* /ləˈkæl.ə.ti/, *popularity* /ˌpɒp.jʊˈlær.ə.ti/, *opportunity* /ˌɒp.əˈtjuː.nə.ti/, *celebrity* /sɪˈleb.rɪ.ti/, *credibility* /ˌkred.əˈbɪl.ɪ.ti/, *eternity* /ɪˈtɜː.nɪ.ti/, *femininity* /ˌfem.əˈnɪn.ɪ.ti/ *identity* /aɪˈden.tɪ.ti/.

15) Suffix –ible pronounced as [ɪbl] or [əbl].

Based on the analysis the researcher found, words with *ible*-ending is pronounced as [ɪbl] or [əbl]. The words can be seen in follow: accessible /əkˈses.ə.bl/, credible /ˈkred.ɪ.bl/, eligible /ˈel.ɪ.dʒə.bl/, incredible /ɪnˈkred.ɪ.bl/, perceptible /pəˈsep.tə.bl/. It is similar to pattern 14), even though the pronunciation styles are various, but they still do not invite confusion for the listener to grasp the meaning.

DISCUSSION

Based on the analysis, the researcher constructed 15 patterns and they were discussed
in the following lines

1) Letter <i> pronounced as [ɪ] if the letter is followed by consonant in the same syllable.

The data written in table 1 genuinely suggest that when letter <i> is followed by the consonant letter in the same syllable, it is pronounced as [ɪ]. The researcher classified the data into three parts, letter <i> pronounced as [ɪ] in initial position, letter <i> pronounced as [ɪ] in medial position, and letter <i> pronounced as sound [ɪ] in one-syllabic words.

Based on the data analysis, words containing letter <i> which is pronounced as sound [ɪ] is many more than other sounds letter <i> represents. The problem was when to pronounce the letter <i> as sound [ɪ]? The answer is based on the formula constructed by Prator and Robinett (1972) who declare if the vowel letters are followed by consonant they are generally pronounced by their short sounds. Further, Yavaş (2011:148) states “If, on the other hand, these orthographic letters (a, e, i, o, u) stand for a short vowel sound, then the next letter goes with the preceding syllable.” For instance words *admit, cabin, debit, enrich, finger* are respectively transcribed as /ədˈmɪt/, /ˈkæb.ɪn/, /ɪnˈrɪtʃ/, /ˈdeb.ɪt/, ˈfɪŋ.gə r /. From the transcriptions, it can be understood that the syllable boundary right fall after consonant followed the letter <i> and it makes the letter is pronounced as [ɪ].

2) Letter <i> pronounced as [aɪ] if it is in the end of syllable.

The researcher applied the formula given by Prator et.al (1972) that informs if the vowel letters are in the end of the syllable, they are pronounced as their long sounds. In English, long sound can be diphthong as well. The words like *bi.lingual, bi.lateral, di.gest, di.rect, hi.jack, fi.nal, pi.rate*, can prove this opinion. The first syllables of the words above are categorized into open-syllable which means that the nucleus (vowel) is in the end of the syllable.

However, there are some words against this principle. Words *accident, artificial, bikini, diminish, cardinal, capsicum, decimal, disturb, divide, divorce, kinetic, kimono, jubilant, obligation, omnivore, origin, orifice, universe*, are transcribed as /ˈæk.**sɪ**.d ə nt/, /ˌɑː.**tɪ**ˈfɪʃ. ə l/, /**bɪ**ˈkiː.ni/, ˈkɑː.**dɪ**.nəl/, /ˈkæp.**sɪ**.kəm/, /ˈdes.**ɪ**.məl/, /**dɪ**ˈmɪn.ɪʃ/, /**dɪ**ˈstɜːb/, /**dɪ**ˈvaɪd/, /**dɪ**ˈvɔːs/, /ˈdʒuː.**bɪ**.lənt/,

/**kɪ**ˈnet.ɪk/, /**kɪ**ˈməʊ.nəʊ/, /ˌɒb.**lɪ**ˈgeɪ.ʃ ə n/, /ˈɒm.**nɪ**.vɔː r / /ˈɒr.**ɪ**.dʒɪn/, /ˈɒr.**ɪ**.fɪs/ /ˈjuː.**nɪ**.vɜːs/. From the words, it can be seen that position of letter <i> is in the end of syllable, but it represents short sound rather than long sound. Even though many encounter examples in this rule, what we should understand that this principle is made to generalize the way to pronounce the letter. From the data, the researcher found that there are a few words failed this rule.

3) Letter <i> pronounced as [aɪ] if it is followed by consonant + unpronounced *e* in the same syllable.

From the transcriptions in table 4.6 and 4.7, it can be proved that the letter <i> represents sound [aɪ] if it is followed by consonant + unpronounced *e* in same syllable. This finding is supported by the opinion from Prator and Robinett (1972) that each vowel is pronounced with its long sound (could be diphthong) if it is followed by consonant plus an unpronounced *e*. The words *entire, lime, kite, life, mine, size,* time, are several examples for this pattern. This can be called as 'magic e' rule; vowel letter + consonant + unpronounced *e* = long vowel.

Another case is when letter <i> is followed by consonanat + unpronounced *e*, the result sound is long [i] rather that [aɪ]. Nonetheless, there are several words seem to break the rule-pattern, they are: *anise, apposite, give, live, hospice, justice, mortise, notice, olive, opposite, practice, service,* which has transcription respectively: /ˈæn.ɪs/, /ˈæp.ə.zɪt/, /gɪv/, /ˈhɒs.pɪs/, /ˈdʒʌs.tɪs/, /ˈmɔː.tɪs/, /ˈnəʊ.tɪs/, /ˈɒl.ɪv/, /ˈɒp.ə.zɪt/, /ˈpræk.tɪs/, /ˈsɜː.vɪs/. These cases have relation with the position of stress of the words.

Moreover, pay attention to word *mine* that is pronounced as /maɪn/ just in case it stands in one word that consists of one syllable. If it is in words *determine, examine,* or *jasmine*, it is not pronounced as /dɪtɜː.ˈmaɪn/, /igː.zə.ˈmaɪn/, or /dʒəs. ˈmaɪn /, but /dɪˈtɜː.mɪn/, /ɪgˈzæm.ɪn/, and /ˈdʒæz.mɪn/**.** People sometimes pronounced these words with their incorrect pronunciation rather than the correct ones. Perhaps, they verse the pronunciation with *mine, dine, fine,* or *wine.*

4) Letter <i> pronounced as schwa if it is followed by consonant sounds [r], [rl], [rk], [rd], [rs], [rt], in one syllable or in the same syllable.

The words consist of one syllable like *bird, birth, firm, irk, flirt, girl,* are easy to determine about their pronunciations. Yet, if the words consist of more than one syllable, pay attention to the position of letter <i>. This explanation can be proved by the words like *circus, hirsute, virtue*, which have transcriptions respectively as /ˈsɜː.kəs/, /ˈhɜː.sjuːt/, /ˈvɜː.tjuː/. The syllable boundaries right fall between the two consonants in each word. This fact absolutely explains that the consonant <r> should be in the first syllable and automatically affects the way to pronounce letter <i>. In addition, letter <i> is also pronounced as schwa in words like *council, family, marijuana, pencil, peril, tendril,* or *vehicle.*

5) The appearance of final *e* differing between sound [aɪ] and sound [ɪ].

Based on the data, when the word consists of one syllable and the vowel sound is followed by consonant + an unpronounced *e*, the result sound will be long sound, for this pattern long sound refers to diphthong sound. Furthermore, if the word consists of one syllable with no *e*–ending, the result sound will be the short one. Take a look the comparison between paired-words *fine – fin, site – sit, slime – slim, twine – twi*n, *white – whit*. Pay attention to the word transcriptions to have more understanding about this pattern: /faɪn/ – /fɪn/, /saɪt/ – /sɪt/, /slaɪm/ – /slɪm/ /twaɪn/ – /twɪn/, and /waɪt/ – /wɪt/. The transcriptions explain more than enough about the difference.

6) Three-letter graphemes /igh/ and /ign/ pronounced as [aɪ] in the same syllable.

The words in table 4.10 obviously explain that when the words have graphemes /igh/ or /ign/ in the same syllable, they will be pronounced as sound [aɪ] and this rule is consistent. Words like *dignity, ignite, ignoble, ignominy, ignorant, lignite, signal,* those words have grapheme /ign/, but they are in different syllable. It can be proved by seeing the trascriptions of those words respectively as /ˈdɪg.nɪ.ti/, /ɪgˈnaɪt/, /ɪgˈnəʊ.bl̩/, /ˈɪg.nə.mɪ.ni/, /ˈɪg.nᵊr.ᵊnt/, /lɪgˈnaɪt/, /ˈsɪg.nəl/. The syllable boundary falls between sound [g] and sound [n] that seperate the grapheme /ign/. Thus, the pronunciation of letter <i> is not [aɪ] but [ɪ].

7) Digraphs /ie/ and /ei/ pronounced as [i] in the same syllable in the pre-final position.

From the table 7, we can see that in general when the words containing digraph /ie/ or digraph /ei/ in the same syllable, they are pronounced as sound [i]. The word *friend* seems to break the rule above because it is pronounced as /frend/ not /fri:nd/. It is similar to words *alien, ambience, barrier, ebullient, emollient, lien, oriental, salient, sierra, sentient*. Even though these words have digraph /ie/, but the digraph /ie/ is separated in different syllable. It can be proved by seeing the transcription of the words: /ˈeɪ.li.ən/, /ˈæm.bi.ᵊnt s/, /ˈbær.i.ᵊr /, /ɪbˈʊl.i.ᵊnt/, /ɪˈmɒl.i.ᵊnt/, /ˈli:.ᵊn/, /ˌɔ:.riˈen.tᵊl/, /ˈseɪ.li.ᵊnt/, /siˈeə.rə/, ˈsen.tɪ. ᵊnt/. From the transcriptions it is understandable that the reason why digraph /ie/ is not pronounced as /i/ because the syllable boundary separates the digraph.

8) Digraph /ie/ pronounced as [i] in the same syllable in the final position.

The words in table 4.8 clearly show us that when digraph /ie/ ends the words in the same syllable, it generally represents sound [i]. *Birdie, footie, girlie, hippie, veggie, yuppie,* are the examples that will prove this the truth of this pattern. The transcriptions can be seen as /ˈbɜ:.di/, /ˈfʊt.i/, /ˈgɜ:.li/, /ˈhɪp.i/, /ˈvedʒ.i/, /ˈjʌp.i/. What should be understood on this rule-pattern is this rule can be applied for unstressed ones. It is different from words like *die, lie, magpie, pie, tie*, or *vie*. These words contain digraph /ie/ which is not pronounced as [i] but they are pronounced as [aɪ] because the digraph /ie/ gets stressed.

9) Letter <i> in the final position pronounced as [i].

The data in table 4.9 brilliantly indicates that words end with letter <i> generally pronounced as its long sound [i]. Words like *broccoli, chili, origami, safari, taxi* which has transcriptions respectively as /ˈbrɒk.ᵊl.i/, /kənˈfet.i/, /ˈʧɪl.i/, /ˌɒr.ɪˈgɑ:.mi/, /səˈfɑ:.ri/, /ˈtæk.si/ are the examples of this pattern. Yet, we should pay attention as well to the words like alkali /ˈæl.kᵊl.aɪ/, alibi /ˈæl.ɪ.baɪ/, quasi- /kweɪ.zaɪ-/ in which they have *i*-ending but the result sound of letter <i> is [aɪ]. Since the exceptional words are less than the data found, people should memorize these to ignore mispronunciation of words containing letter <i>.

10) Letter <i> is not pronounced.

Generally, the words containing letter <i> followed by letter <u> in the same syllable will not be pronounced like words *bruise* /bru:z/, *cruis*e /kru:z/, *fruit* /fru:t/, *juice* /dʒu:s/, *recruitment* /rɪˈkru:t.mənt/, *suitable* /ˈsju:.tə.bl̩/. As well as letter <i> followed by <e> like *view*, or <i> followed by /eu/ like *lieu* or *lieutenant*.

However, put attention on words *suit* and *suite* which have similar order but have different way of pronunciation that can be seen in the transcriptions /su:t/ and /swi:t/. In contrast with the examples, the word *biscuit* breaks the rule, which the letter <i> is read and the letter <u> becomes silent.

11) Suffix –ize or –ise is pronounced as [aɪz].

From the data in table 4.15, it can be summarized that when the words end with suffix –ize or –ise, the letter <i> will be pronounced as [aɪ] consistently. The researcher needed to put this pattern since many people are still confused how to differentiate the pronunciation between *analyze* and *analysis*, *synthesize* and *synthesis*, or more often to *emphasize* and *emphasis*. Sentence in Bahasa Indonesia like "Saya menekankan bahwa …" sometimes is said as "I emphasis that …" because they are still confused about the function of the suffix. Actually, the suffix –ize/–ise function as verb, and the way to pronounce it has been exemplified before and it is consistent.

12) Suffix –is is pronounced as [ɪz].

Since several people were sometimes confused to differentiate the way of pronouncing words with suffx –ize/–ise and words with –is. Particularly in paired-words like *analysis-analyze, emphasis-emphasize, synthesis-synthesize* during speaking session, therefore, the researcher thought that it is necessary to include this pattern to compare as the pattern in 9) as the result of her research. Keep in mind that words like *analysis, emphasis, synthesis, parenthesis, thrombosis* and others that end with suffix –is are pronounced as [ɪz] without any hesitation. It can be seen in the following transcriptions respectively: /əˈnæl.ə.sɪs/, /ˈem *p* .fə.sɪs/, /ˈsɪn.θə.sɪs/, /pəˈren *t* .θə.sɪs/, /θrɒmˈbəʊ.sɪs/.

13) Suffix –ify is pronounced as [ɪfaɪ].

The words end with suffix –ify show consistency to pronounce. This suffix is pronounced as [ɪfaɪ] and to prove. Thus, the researcher has provided the examples that can be seen in the following lines: beautify /ˈbjuː.tɪ.faɪ/, clarify /ˈklær.ɪ.faɪ/, classify /ˈklæs.ɪ.faɪ/, identify /aɪˈden.tɪ.faɪ/, satisfy /ˈsæt.ɪs.faɪ/, simplify /ˈsɪm.plɪ.faɪ/. There is no exceptional word in this pattern which means this pastern is consistent.

14) Suffix –ity is pronounced as [ɪti] or [əti].

For this pattern, no need to worry a lot. Even though there is an inconsistency to pronounce the suffix, [ɪti] or [əti], but it does not change the meaning. People still understand well about the –ity-ending words pronounced, even with various pronunciation style using [əti] or [ɪti], without thinking hardly about the meaning.

15) Suffix –ible is pronounced as [ɪbl] or [əbl].

Based on the data found by the researcher, suffix -ible is pronounced as [ɪbl] or [əbl]. Based on researcher's humble opinion this is not crucial matter because the difference does not change the meaning. Moreover, Prator et al. (1972) state that when unstressed, almost all vowels will be pronounced as /ə/ or /ɪ/. Since suffix –ible does not have stress, thus, it can be pronounced as either [ɪbl] or [əbl]. Even though, several speakers might prefer to say [ɪbl] or vice versa, the listeners will not be distracted and confused to look for the meaning.

CONCLUSION AND SUGGESTION

Based on the data of this research, the researcher comes to the conclusion for problem statements. There are 4 different sounds represented by letter <i>, those are [ɪ], [i], [aɪ], and [ə]. The researcher then constructed the rule-patterns of sound represented by letter <i>. They can be seen as follows:

1) Letter <i> pronounced as [ɪ] if the letter is followed by consonant in the same syllable.
2) Letter <i> pronounced as [aɪ] if it is in the end of syllable.
3) Letter <i> pronounced as [aɪ] if it is followed by consonant + unpronounced *e* in the same syllable.

4) Letter <i> pronounced as schwa if it is followed by consonant sounds [r], [rl], [rk], [rd], [rs], [rt], in the same syllable.
5) The appearance of final *e* that differing between sound [aɪ] and sound [ɪ].
6) Three-letter graphemes /igh/ and /ign/ pronounced as [aɪ] in the same syllable.
7) Digraphs /ie/ and /ei/ pronounced as [i] in the same syllable in the pre-final position.
8) Digraph /ie/ pronounced as [i] in the same syllable in the final position
9) Letter <i> in the final position pronounced as [i].
10) Letter <i> is not pronounced.
11) Suffix –ize or –ise pronounced as [aɪz].
12) Suffix –is pronounced as [ɪz].
13) Suffix –ify pronounced as [ɪfaɪ].
14) Suffix –ity pronounced as [əti] or [ɪti].
15) Suffix –ible pronounced as [ɪbl] or [əbl].

The researcher would like to offer some worthy ideas or suggestions for teachers, students, and other researchers. First, teachers of English as the role model in pronunciation aspect might start applying the rule patterns when they mention or utter the words containing letter <i>. This is as one of the solutions to overcome students' errors in pronouncing the words containing letter <i>. The nature of the students is imitating their teachers, thus, as the model, the teachers should show the correct way of pronouncing the words.

Second, the students might be asked to try pronouncing words containing letter <i> in order to make them get aware to the correct pronunciation of words. The reason to ask the students to pronounce English words is because most of them ignore pronunciation when they start learning English – instead, they focus on grammar and vocabulary. As the consequence, the longer they speak English without proper pronunciation knowledge, the more errors they will make and the more bad habits they will store in their minds. Paying attention to pronunciation actually will help them to enrich spoken input because when they already get familiar with the words, they become accustomed to the correct way of pronunciation, minimize the error in pronouncing the words, and their speaking ability will be automatically in excellent level.

The last, for other people who wanted to study further on this field of research, this is the thing they can pursue. They might do the research to analyze another vowel sounds by using the same research design approach especially descriptive content analysis, or they can develop novel theory about the findings on this research.

The rule-patterns that the researcher has made can be said simple and understandable. Automatically, the concept of the rule-patterns is easily applicable in daily-life-conversation. What the people need to do is understand well to master the rule-patterns that have been made, and apply the rule-patterns when they pronounce some words containing letter <i>. The people also need to notice about the counter examples in each rule-pattern if it is available. The consequence of the spelling chaos in English is that English requires far more memorization than other languages. There is no way around it – if people want to speak English well, they have to put a lot of word pronunciations in their head. It is probably best to assume that they have to learn the pronunciation of every word that they are going to use in speech.

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