

## **Appendix 1**

### **Pronunciation Test**

Bacalah kata kata dibawah ini dengan seksama :

1. Attend
2. Appreciate
3. Tight
4. Appearance
5. Manner
6. Personality
7. Appointment
8. Agenda
9. Develop
10. Complain
11. Polite
12. Pilot
13. Choose
14. Call
15. Massage
16. Conduct
17. Company
18. Come
19. Greet
20. Important

## Appendix 2

### Questionnaire of Students' Pronunciation Interest

Nama sekolah :

Nama siswa :

Kelas :

Tanggal :

Peneliti tertarik pada kemampuan siswa melafalkan kata kata Bahasa Inggris (Pronunciation). Item-item pada kuisisioner di bawah ini akan menggambarkan ketertarikan iswa terhadap 'Pronunciation'. Bacalah setiap kalimat dan tentukan apakah itu menggambarkan seseorang seperti anda ataukah berbeda dari anda. Tidak ada jawaban benar atau salah. Kami hanya ingin tahu bagaimana perasaan ada pada 'Pronunciation'. Untuk memberi jawaban anda, lingkari satu nomor sesuai dengan perasaan anda.

Lingkari:

1: sangat tidak setuju

2: tidak setuju

3: setuju

4: sangat setuju

1. Pronunciation (cara pengucapan Bahasa Inggris) merupakan hal yang penting bagi saya.	1	2	3	4
2. Saya memperhatikan cara saya mengucapkan sebuah kata dalam Bahasa Inggris.	1	2	3	4
3. Saya sangat ingin meningkatkan cara saya melafalkan atau mengucapkan suatu kata atau kalimat dalam Bahasa Inggris.	1	2	3	4

4. Saya sangat ingin mempunyai “Pronunciation seperti penutur asli (Native speaker).	1 2 3 4
5. Untuk memperbaiki ‘Pronuciation’ saya mendengarkan dan lagu berbahasa Inggris.	1 2 3 4
6. Jika saya mempunyai ‘Pronunciation’ yang baik, saya akan lebih percaya diri berbahasa Inggris.	1 2 3 4
7. Saya merasa bahwa saya terkadang mempunyai keterampilan dalam ‘Pronunciation’ yang sangat baik.	1 2 3 4
8. Saya percaya bahwa ‘Pronunciation’ guru saya dapat memberikan contoh pengucapan bahasa Inggris yang sangat baik pada saya.	1 2 3 4
9. Mempelajari ‘Pronunciation dalam aksen British ataupun American adalah sesuatu yang sangat membingungkan karena banyak aksen.	1 2 3 4
10. Saya bisa dengan cermat mengenali perbedaan antara pengucapan yang sama seperti orang luar negeri dan yang dalam negeri.	1 2 3 4

### Appendix 3

### The SPSS Output of Normality Test of Teacher and Students' Pronunciation

### Accuracy

[DataSet0]

#### Warnings

score is constant when group = teacher. It will be included in any boxplots produced but other output will be omitted.

### group

#### Case Processing Summary

Group		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
score	teacher	1	100.0%	0	.0%	1	100.0%
	students	15	100.0%	0	.0%	15	100.0%

#### Descriptives<sup>a</sup>

Group			Statistic	Std. Error
score	students	Mean	27.3333	2.83963
		95% Confidence Interval for Mean		
		Lower Bound	21.2429	
		Upper Bound	33.4237	
		5% Trimmed Mean	27.3148	
		Median	25.0000	
		Variance	120.952	
		Std. Deviation	1.09978E1	
		Minimum	5.00	
		Maximum	50.00	
		Range	45.00	

Interquartile Range	10.00	
Skewness	.237	.580
Kurtosis	1.060	1.121

a. score is constant when group = teacher. It has been omitted.

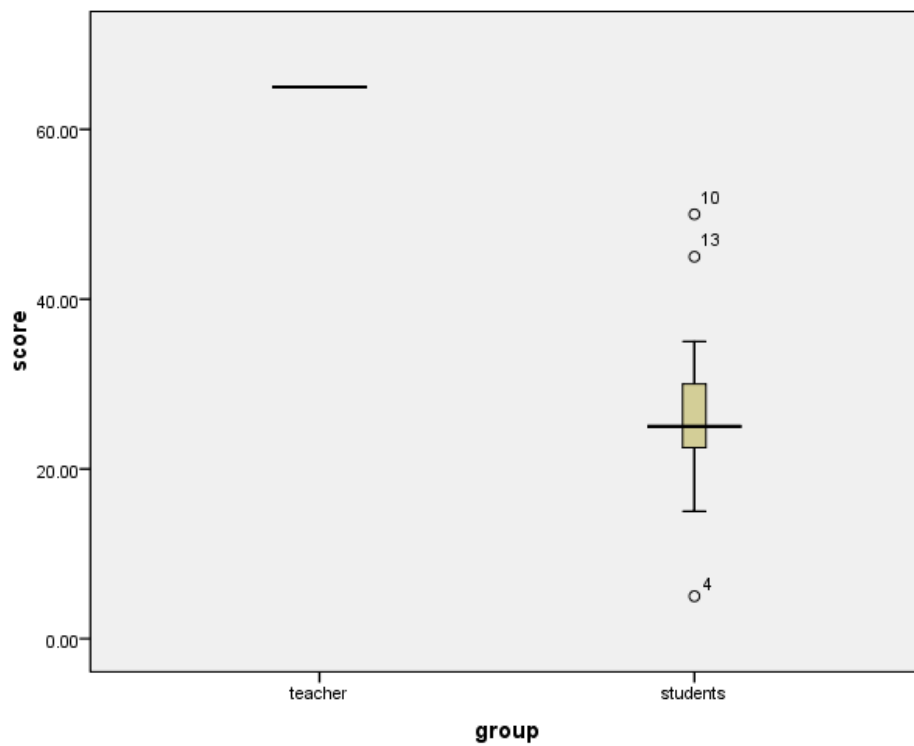
#### Tests of Normality<sup>b</sup>

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
score students	.204	15	.093	.947	15	.482

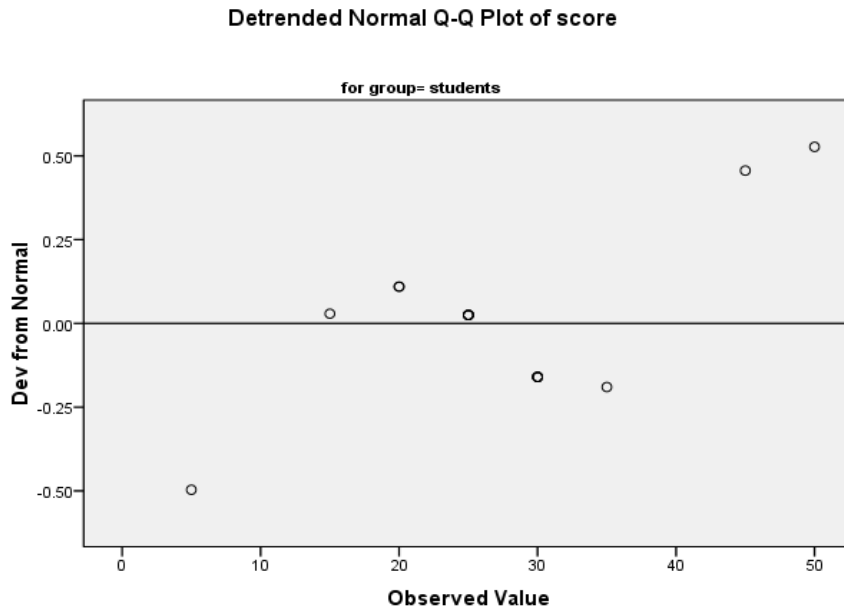
a. Lilliefors Significance Correction

b. score is constant when group = teacher. It has been omitted.

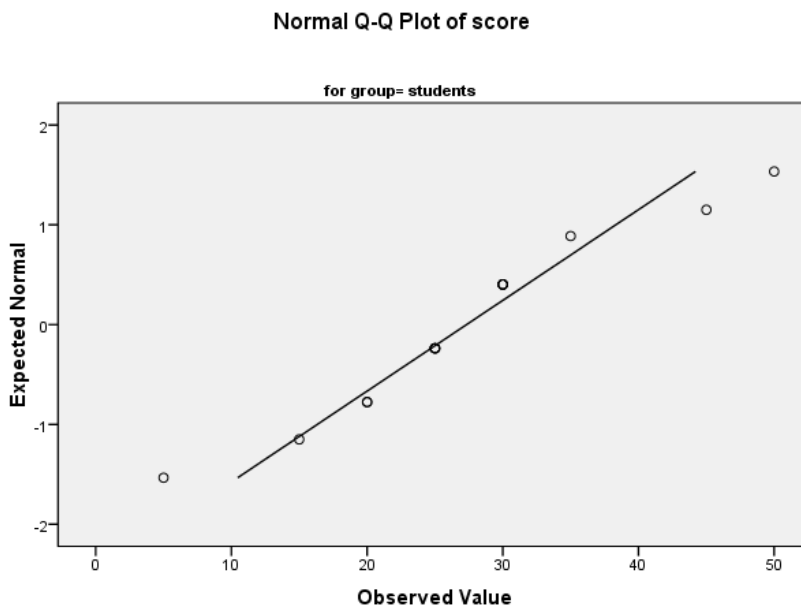
#### score



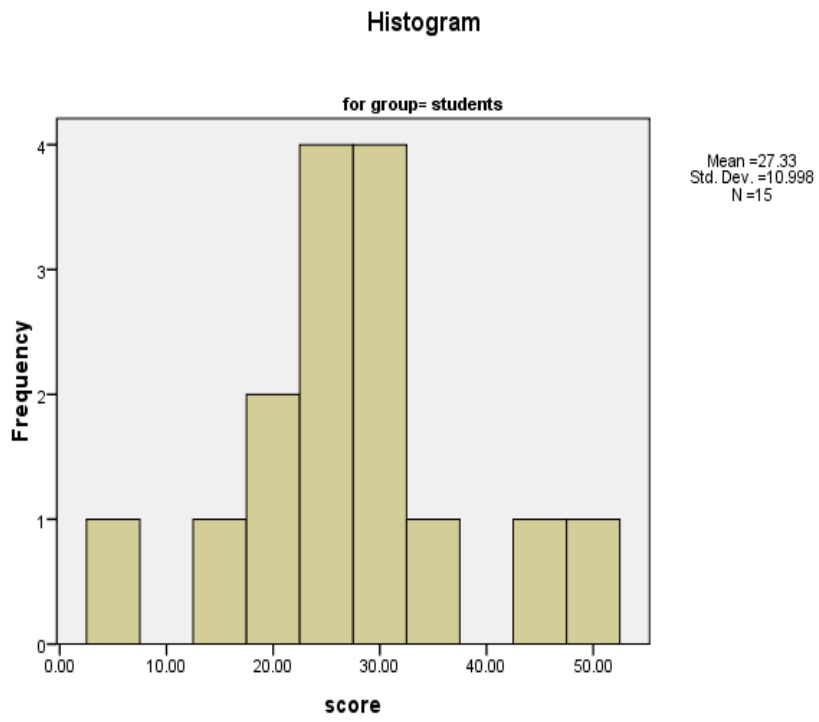
## Detrended Normal Q-Q Plots



## Normal Q-Q Plots



# Histograms



## Appendix 4

### The SPSS Output of Normality Test of Teacher Pronunciation Accuracy and Students' Pronunciation Interest

[DataSet0]

#### Warnings

score is constant when group = teacher pronunciation test. It will be included in any boxplots produced but other output will be omitted.

#### group

#### Case Processing Summary

Group		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
score	teacher pronunciation test	1	100.0%	0	.0%	1	100.0%
	students' pronunciation interest	15	100.0%	0	.0%	15	100.0%

#### Descriptives<sup>a</sup>

Group			Statistic	Std. Error
Score	students' pronunciation interest	Mean	80.8667	1.77245
		95% Confidence Interval for Mean	Lower Bound	77.0651
			Upper Bound	84.6682
		5% Trimmed Mean	80.9630	
		Median	80.0000	
		Variance	47.124	
		Std. Deviation	6.86468	
		Minimum	70.00	



Maximum	90.00	
Range	20.00	
Interquartile Range	12.00	
Skewness	-.338	.580
Kurtosis	-1.141	1.121

a. score is constant when group = teacher pronunciation test. It has been omitted.

**M-Estimators<sup>e</sup>**

Group	Huber's M-Estimator <sup>a</sup>	Tukey's Biweight <sup>b</sup>	Hampel's M-Estimator <sup>c</sup>	Andrews' Wave <sup>d</sup>
score students' pronunciation interest	81.3252	81.2029	81.1442	81.2009

a. The weighting constant is 1.339.

b. The weighting constant is 4.685.

c. The weighting constants are 1.700, 3.400, and 8.500

d. The weighting constant is  $1.340 \cdot \pi$ .

e. score is constant when group = teacher pronunciation test. It has been omitted.

**Percentiles<sup>a</sup>**

Group	Percentiles						
	5	10	25	50	75	90	95
Weighted Average(Definition 1) Score students' pronunciation interest	70.0000	70.0000	75.0000	80.0000	87.0000	90.0000	.
Tukey's Hinges Score students' pronunciation interest			76.0000	80.0000	86.0000		

a. score is constant when group = teacher pronunciation test. It has been omitted.

**Extreme Values<sup>b</sup>**

Group				Case Number	Value
score	students' pronunciation interest	Highest	1	6	90.00
			2	14	90.00
			3	5	87.00
			4	7	87.00
			5	3	85.00 <sup>a</sup>
		Lowest	1	11	70.00
			2	8	70.00
			3	15	72.00
			4	12	75.00
			5	2	77.00

a. Only a partial list of cases with the value 85.00 are shown in the table of upper extremes.

b. score is constant when group = teacher pronunciation test. It has been omitted.

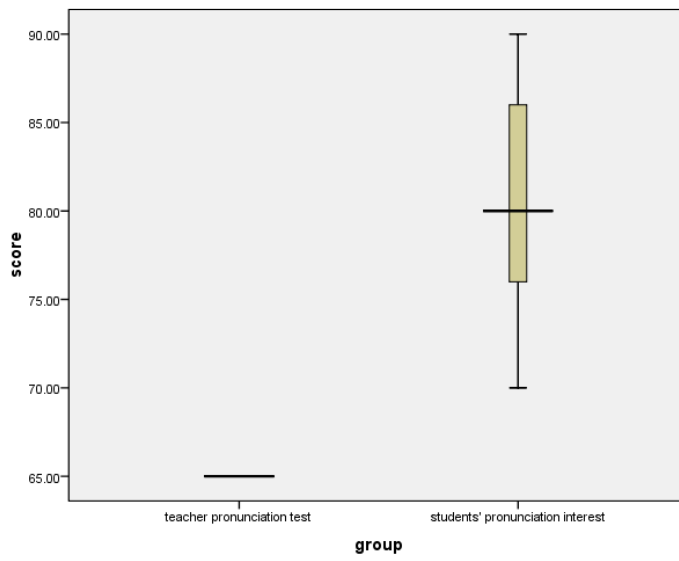
**Tests of Normality<sup>b</sup>**

Group		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
score	students' pronunciation interest	.193	15	.137	.921	15	.199

a. Lilliefors Significance Correction

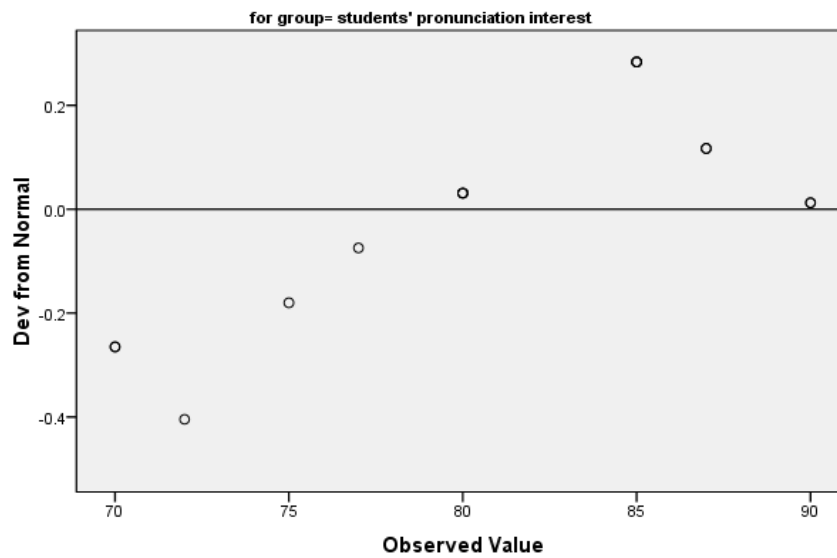
b. score is constant when group = teacher pronunciation test. It has been omitted.

## Score

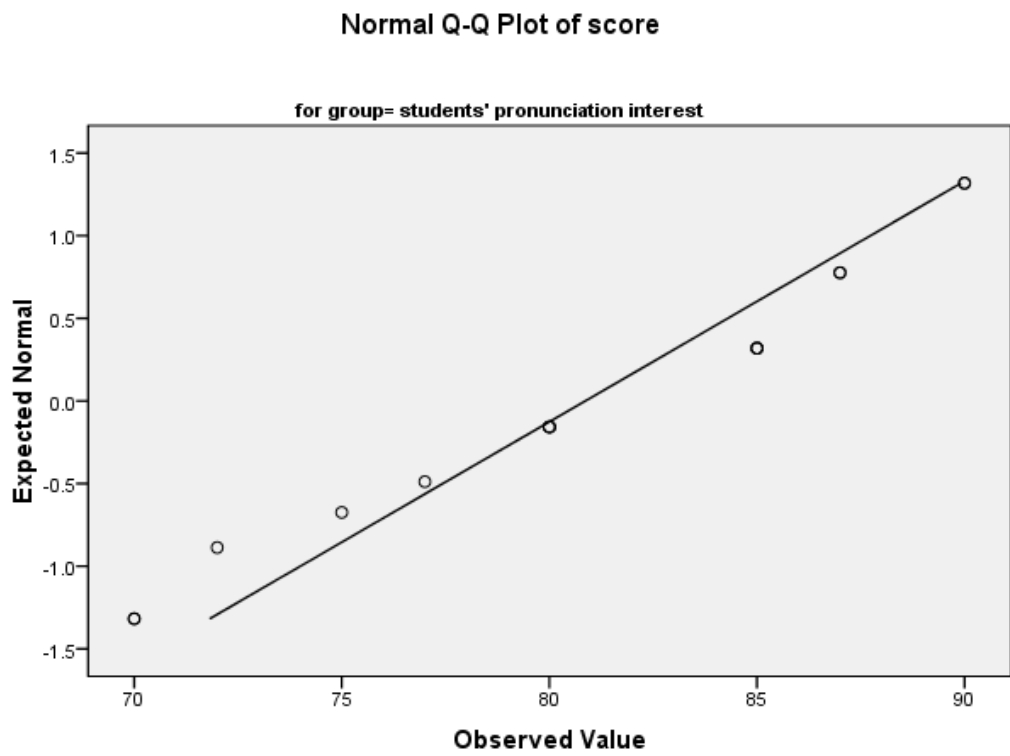


## Detrended Normal Q-Q Plots

Detrended Normal Q-Q Plot of score



## Normal Q-Q Plots



## Appendix 5

### The SPSS Output of Spearman Correlation between Teacher and Students

#### Pronunciation Accuracy

#### Nonparametric Correlations

[DataSet0]

Correlations

			score	group
Spearman's rho	Score	Correlation Coefficient	1.000	-.427
		Sig. (2-tailed)	.	.099
	N	16	16	
Group	Group	Correlation Coefficient	-.427	1.000
		Sig. (2-tailed)	.099	.
	N	16	16	

## Appendix 6

### The SPSS Output of Spearman Correlation between Teacher's Pronunciation Accuracy with Students' Interest toward Pronunciation

#### Nonparametric Correlations

[DataSet0]

			score	group
Spearman's rho	Score	Correlation Coefficient	1.000	.424
		Sig. (2-tailed)	.	.102
		N	16	16
Group	Group	Correlation Coefficient	.424	1.000
		Sig. (2-tailed)	.102	.
		N	16	16

## Appendix 7

### Transcription of Teacher's Pronunciation Test

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/ə'tend/	/ə'tend/	T	5
2.	Appreciate	/e'pre:ʃielt/	/ə'pri:ʃielt/	F	0
3.	Tight	/taIt/	/taIt/	T	5
4.	Appearance	/a'pirəns/	/ə'pɪərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:s ənæləti/	/pɜ:s ənæləti/	T	5
7.	Appointment	/ə'pɔɪntmənt/	/ə'pɔɪntmənt/	T	5
8.	Agenda	/a'dʒendə/	/ə'dʒendə/	F	0
9.	Develop	/de'veləp/	/dɪ'veləp/	F	0
10.	Complain	/kəm'pleɪn/	/kəm'pleɪn/	F	0
11.	Polite	/pə'laɪt/	/pə'laɪt/	F	0
12.	Pilot	/paɪlət/	/paɪlət/	T	5
13.	Choose	/tʃu:z/	/tʃu:z/	T	5
14.	Call	/kɔ:l/	/kɔ:l/ or /kɔ:ɪl/	T	5
15.	Massage	/meɪsɜ:ʒ:/	/mə'sɑ:ʒ/ or /'mæsɑ:ʒ:/	F	0
16.	Conduct	/'kɒn'dʌkt/	/'kɒn'dʌkt/	T	5
17.	Company	/'kʌmpəni/	/'kʌmpəni/	T	5
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grɪ:t/	/grɪ:t/	T	5
20.	Important	/ɪm'pɔ:tnt/	/ɪm'pɔ:tnt/	T	5
				<b>TOTAL</b>	<b>65</b>

## **Appendix 8**

### **Transcription of Students' Pronunciation Test**



**Student one (Evi Aprilia)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/e'tænd/	/ə'tend/	F	0
2.	Appreciate	/e'pre:ʃiət/	/ ə'pri:ʃiəIt/	F	0
3.	Tight	/taIt/	/taIt/	T	5
4.	Appearance	/e'pərəns/	/ ə'plərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:s ənæləti/	/pɜ:s ənæləti/	T	5
7.	Appointment	/a'pɔIntmənt/	/ ə'pɔIntmənt/	F	0
8.	Agenda	/agenda/	/ ə'dʒendə/	F	0
9.	Develop	/dI'fəlp/	/dI'veləp/	F	0
10.	Complain	/kɒm'pləIn/	/kəm'pleIn/	F	0
11.	Polite	/pə'laIt/	/pə'laIt/	F	0
12.	Pilot	/pallət/	/pallət/	T	5
13.	Choose	/tʃɔIs/	/tʃu:z/	F	0
14.	Call	/kəl/	/kɒ:l/ or /kɔ:l/	F	0
15.	Massage	/mɪse:ʒ:/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'kɒn'dʌkt/	/'kən'dʌkt/	F	0
17.	Company	/'kɒmpəni/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grI:t/	/grI:t/	T	5
20.	Important	/Im'pɔ:tnt/	/Im'pɔ:tnt/	T	5
				<b>TOTAL</b>	<b>35</b>

**Student two (Mentari)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/ə'teɪnd/	/ə'tend/	F	0
2.	Appreciate	/ə'pɑ:reɪt/	/ə'pri:ʃieɪt/	F	0
3.	Tight	/taɪt/	/taɪt/	F	0
4.	Appearance	/ə'pɑ:rəns/	/ə'pɪlərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:snə'lɪti/	/pɜ:s ənə'lɪti/	F	0
7.	Appointment	/ə'pɔɪntmənt/	/ə'pɔɪntmənt/	T	5
8.	Agenda	/ədʒenda/	/ə'dʒendə/	F	0
9.	Develop	/dɪ'fælɒp/	/dɪ'veləp/	F	0
10.	Complain	/kəm'pleɪn/	/kəm'pleɪn/	F	0
11.	Polite	/pə'li:t/	/pə'laɪt/	F	0
12.	Pilot	/pɪlət/	/pɪlət/	T	5
13.	Choose	/kɜ:s/	/tʃu:z/	F	0
14.	Call	/kɔ:l/	/kɔ:l/ or /kɔ:l/	T	5
15.	Massage	/mə'sɑ:ʒ/	/mə'sɑ: ʒ/ or /mæsɑ: ʒ:/	F	0
16.	Conduct	/kən'dʌkt/	/kən'dʌkt/	F	0
17.	Company	/kəm'pəni/	/kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	F	0
19.	Greet	/gri:t/	/gri:t/	T	5
20.	Important	/ɪm'pɔ:ten/	/ɪm'pɔ:ten/	F	0
				<b>TOTAL</b>	<b>25</b>

**Student Three (Nurul Hidayah)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/a'tend/	/ə'tend/	F	0
2.	Appreciate	/a'pre:cielt/	/ ə'pri:ʃielt/	F	0
3.	Tight	/taig/	/taIt/	F	0
4.	Appearance	/a'prerance/	/ ə'plərəns/	F	0
5.	Manner	/menər/	/mæn ə(r)/	T	5
6.	Personality	/persənælitɪ/	/pɜ:s ənæləti/	F	0
7.	Appointment	/a'pɔltmənt/	/ ə'pɔIntmənt/	F	0
8.	Agenda	/agenda/	/ ə'dʒendə/	F	0
9.	Develop	/de'felɒp/	/dɪ'veləp/	F	0
10.	Complain	/kɒm'plaɪn/	/kəm'pleɪn/	F	0
11.	Polite	/pə'li:t/	/pə'laɪt/	F	0
12.	Pilot	/pɪlət/	/pallət/	F	0
13.	Choose	/ku:s/	/tʃu:z/	F	0
14.	Call	/kɛl/	/kɔ:l/ or /kɑ:l/	F	0
15.	Massage	/mɪseɪdʒ/	/mə'sɑ: ʒ/ or / 'mæsɑ: ʒ:/	F	0
16.	Conduct	/'kɒn'dʌ t/	/'kɒn'dʌkt/	F	0
17.	Company	/'kɒmpəni/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	F	0
19.	Greet	/gre:t/	/grɪ:t/	F	0
20.	Important	/ɪm'pɔ:tənt/	/ɪm'pɔ:tnt/	F	0
				<b>TOTAL</b>	<b>5</b>

**Student Four (Nurul Khusnah)**

<b>No.</b>	<b>Words</b>	<b>Subject's Phonetic symbol</b>	<b>Phonetic symbol</b>	<b>Result</b>	<b>Score</b>
1.	Attend	/a'tend/	/ə'tend/	F	0
2.	Appreciate	/a'pre:c/	/ ə'pri:ʃieIt/	F	0
3.	Tight	/taig/	/taIt/	F	0
4.	Appearance	/a'prence/	/ ə'plərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:s ənæləti/	/pɜ:s ənæləti/	T	5
7.	Appointment	/a'pɔItmənt/	/ ə'pɔIntmənt/	F	0
8.	Agenda	/agenda/	/ ə'dʒendə/	F	0
9.	Develop	/de'felɒp/	/dI'veləp/	F	0
10.	Complain	/kɒm'pləIn/	/kəm'pleIn/	F	0
11.	Polite	/pɒ'li:t/	/pə'laIt/	F	0
12.	Pilot	/pɪlət/	/pallət/	F	0
13.	Choose	/tʃɔIs/	/tʃu:z/	F	0
14.	Call	/kɔ:l/ or /kɔ:ɪl/	/kɔ:l/ or /kɔ:ɪl/	T	5
15.	Massage	/meIsək/	/mə'sɑ: ʒ/ or /mæsɑ: ʒ:/	F	0
16.	Conduct	/'kɒn'dʌkt/	/'kən'dʌkt/	F	0
17.	Company	/'kɒmpəni/	/'kʌmpəni/	F	0
18.	Come	/kɒm/	/kʌm/	F	0
19.	Greet	/grI:t/	/grI:t/	T	5
20.	Important	/Im'pɔ:tnt/	/Im'pɔ:tnt/	T	5
				<b>TOTAL</b>	<b>25</b>

**Student Five (Putri Anggun)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/a'tend/	/ə'tend/	F	0
2.	Appreciate	/a'pre:cielt/	/ ə'pri:ʃielt/	F	0
3.	Tight	/taig/	/taIt/	F	0
4.	Appearance	/a'plərənce/	/ ə'plərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:sənələri/	/pɜ:s ənələri/	F	0
7.	Appointment	/ a'pɔIntmənt/	/ ə'pɔIntmənt/	F	0
8.	Agenda	/agenda/	/ ə'dʒendə/	F	0
9.	Develop	/de'felɒp/	/dI'veləp/	F	0
10.	Complain	/kɒm'plaln/	/kəm'pleIn/	F	0
11.	Polite	/pɒ'laIt/	/pə'laIt/	F	0
12.	Pilot	/pallət/	/pallət/	T	5
13.	Choose	/çɜ:s/	/tʃu:z/	F	0
14.	Call	/kɒl/	/kɒ:l/ or /kɔ:l/	T	5
15.	Massage	/mese ʒ:/	/mə'sa: ʒ/ or /'mæsə: ʒ:/	F	0
16.	Conduct	/'kɒn'dek/	/'kən'dʌkt/	F	0
17.	Company	/'kɒmpəni/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grI:t/	/grI:t/	T	5
20.	Important	/Impɔ:rtən/	/Im'pɔ:tnt/	F	0
				<b>TOTAL</b>	<b>25</b>

**Student Six (Umi)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/ə'teɪnd/	/ə'tend/	F	0
2.	Appreciate	/ə'pre: t/	/ ə'pri:ʃieɪt/	F	0
3.	Tight	/taɪg/	/taɪt/	F	0
4.	Appearance	/ ə'pan/	/ ə'plɪərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:sənæləti/	/pɜ:s ənæləti/	F	0
7.	Appointment	/ə'pɒɪntmɪnt/	/ ə'pɒɪntmənt/	F	0
8.	Agenda	/ ə'dʒendə/	/ ə'dʒendə/	F	0
9.	Develop	/feləp/	/dɪ'veləp/	F	0
10.	Complain	/kəm'pleɪn/	/kəm'pleɪn/	F	0
11.	Polite	/pə'li:t/	/pə'laɪt/	F	0
12.	Pilot	/pɪlət/	/pɪlət/	T	5
13.	Choose	/ku:s/	/tʃu:z/	F	0
14.	Call		/kɔ:l/ or /kɔ:l/	T	5
15.	Massage	/mesək/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'kɒn'dʌk t/	/'kɒn'dʌkt/	F	0
17.	Company	/'kɒmpəni/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	F	0
19.	Greet	/grɪ:t/	/grɪ:t/	T	5
20.	Important	/ɪm'pɔ:tənt/	/ɪm'pɔ:tnt/	F	0
				<b>TOTAL</b>	20

**Student Seven (Nur Hidayati)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/ə'ten/	/ə'tend/	F	0
2.	Appreciate	/ ə'pre:ʃieIt/	/ ə'pri:ʃieIt/	F	0
3.	Tight	/tai:gh/	/taIt/	F	0
4.	Appearance	/ e'pire:nce/	/ ə'plərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:sənæli/	/pɜ:s ənæli/	F	0
7.	Appointment	/ ə'pɔItmənt/	/ ə'pɔIntmənt/	F	0
8.	Agenda	/ a'gendə/	/ ə'dʒendə/	F	0
9.	Develop	/de'felɒp/	/dI'veləp/	F	0
10.	Complain	/kɒm'pləIn/	/kəm'pleIn/	F	0
11.	Polite	/pə'li/	/pə'laIt/	F	0
12.	Pilot	/pailət/	/pailət/	T	5
13.	Choose	/tʃu:s/	/tʃu:z/	F	0
14.	Call	/ka:l/	/kɒ:l/ or /kɔ:l/	F	0
15.	Massage	/mise ʒ:/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'kən'dʌkt/	/'kən'dʌkt/	F	0
17.	Company	/'k ɒmpəni/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grI:t/	/grI:t/	T	5
20.	Important	/Im'pɔ:etnt/	/Im'pɔ:tnt/	F	0
				<b>TOTAL</b>	20

**Student Eight (Nur lailatul)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/ ə 'ten/	/ə'tend/	F	0
2.	Appreciate	/ a 'pre:ʃieIt/	/ ə 'pri:ʃieIt/	F	0
3.	Tight	/taIt/	/taIt/	T	5
4.	Appearance	/ a 'pre:sens/	/ ə 'plərens/	F	0
5.	Manner		/mæn ə(r)/	F	0
6.	Personality	/pɜ:sənəlit/	/pɜ:s ənələti/	F	0
7.	Appointment	/ a 'pɔIntem/	/ ə 'pɔIntmənt/	F	0
8.	Agenda	/ a 'gendə/	/ ə 'dʒendə/	F	0
9.	Develop	/di'lefbɒp/	/dI'veləp/	F	0
10.	Complain	/kɒm'plaIn/	/kəm'pleIn/	F	0
11.	Polite	/pɒ'lit/	/pə'laIt/	F	0
12.	Pilot	/pIlɒt/	/pallət/	F	0
13.	Choose	/tʃu:z/	/tʃu:z/	T	5
14.	Call	/kɔ:l/	/kɔ:l/ or /kɑ:l/	T	5
15.	Massage	/mesek/	/mə'sɑ: ʒ/ or / 'mæsɑ: ʒ:/	F	0
16.	Conduct	/ 'kɒn' dut/	/ 'kən' dʌkt/	F	0
17.	Company	/kɒmpəni/	/ 'kʌmpəni/	F	0
18.	Come	/kɒm/	/kʌm/	F	0
19.	Greet	/gre:t/	/grI:t/	F	0
20.	Important	/Im'prɔ:tnt/	/Im'pɔ:tnt/	F	0
				<b>TOTAL</b>	<b>15</b>



**Student Nine (Vita)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/ə'tend/	/ə'tend/	T	5
2.	Appreciate	/ a'pre:ʃieIt/	/ ə'pri:ʃieIt/	F	0
3.	Tight	/taIt/	/taIt/	T	5
4.	Appearance	/ a'prie:rens/	/ ə'plərens/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:sənælit/	/pɜ:s ənæləti/	F	0
7.	Appointment	/ ə'pɔIntmənt/	/ ə'pɔIntmənt/	T	5
8.	Agenda	/ a'dʒendə/	/ ə'dʒendə/	F	0
9.	Develop	/di'filəp/	/dI'veləp/	F	0
10.	Complain	/kəm'pleIn/	/kəm'pleIn/	F	0
11.	Polite	/pə'lit/	/pə'laIt/	F	0
12.	Pilot	/pallət/	/pallət/	T	5
13.	Choose	/tʃu:z/	/tʃu:z/	T	5
14.	Call	/kɔ:l/	/kɔ:l/ or /kɑ:l/	T	5
15.	Massage	/mesig/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'kɒn'dʌkt/	/'kən'dʌkt/	F	0
17.	Company	/kəmpani/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grI:t/	/grI:t/	T	5
20.	Important	/Im'pɔ:tnt/	/Im'pɔ:tnt/	T	5
				<b>TOTAL</b>	<b>50</b>

**Student Ten (Yulia Narida)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/a'teInd/	/ə'tend/	F	0
2.	Appreciate	/ a'pre:ʃieIt/	/ ə'pri:ʃieIt/	F	0
3.	Tight	/taIt/	/taIt/	T	5
4.	Appearance	/ ə'plɪəns/	/ ə'plɪərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:sənæli/	/pɜ:s ənæləti/	F	0
7.	Appointment	/ a'pɔIntmənt/	/ ə'pɔIntmənt/	F	0
8.	Agenda	/ a'genda/	/ ə'dʒendə/	F	0
9.	Develop	/di'fɛləp/	/dI'veləp/	F	0
10.	Complain	/kɔm'pləIn/	/kəm'pleIn/	F	0
11.	Polite	/pɔ'laIt/	/pə'laIt/	F	0
12.	Pilot	/pallət/	/pallət/	T	5
13.	Choose	/ku:s/	/tʃu:z/	F	0
14.	Call	/kɔ:l/	/kɔ:l/ or /kɔ:l/	T	5
15.	Massage	/mese:ʒ:/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'kɔn'dʌkt/	/'kən'dʌkt/	F	0
17.	Company	/kɔmpəni/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grI:t/	/grI:t/	T	5
20.	Important	/Im'pɔrtnt/	/Im'pɔ:tnt/	F	0
				<b>TOTAL</b>	30

**Student Eleven (Ratih Paramitasari)**

<b>No.</b>	<b>Words</b>	<b>Subject's Phonetic symbol</b>	<b>Phonetic symbol</b>	<b>Result</b>	<b>Score</b>
1.	Attend	/e'tend/	/ə'tend/	F	0
2.	Appreciate	/ e'pre:ʃieIt/	/ ə'pri:ʃieIt/	F	0
3.	Tight	/tai:gh/	/taIt/	F	0
4.	Appearance	/ e'pe:ren/	/ ə'plərens/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:sənæli/	/pɜ:s ənæli/	F	0
7.	Appointment	/ e'pɔIntmənt/	/ ə'pɔIntmənt/	F	0
8.	Agenda	/ a'gendə/	/ ə'dʒendə/	F	0
9.	Develop	/de'veləp/	/dI'veləp/	F	0
10.	Complain	/kɔm'pleIn/	/kəm'pleIn/	F	0
11.	Polite	/pɔ'li/	/pə'laIt/	F	0
12.	Pilot	/pailət/	/pailət/	T	5
13.	Choose	/tʃu:z/	/tʃu:z/	T	5
14.	Call	/kɔ:l/	/kɔ:l/ or /kɔ:l/	T	5
15.	Massage	/misek/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'ken'd ək t/	/'kən'dəkt/	F	0
17.	Company	/'kɔmpəni/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grI:t/	/grI:t/	T	5
20.	Important	/Im'pɔ:ntnt/	/Im'pɔ:tnt/	F	0
				<b>TOTAL</b>	<b>30</b>

**Student Twelve (Ana)**

<b>No.</b>	<b>Words</b>	<b>Subject's Phonetic symbol</b>	<b>Phonetic symbol</b>	<b>Result</b>	<b>Score</b>
1.	Attend	/e'tend/	/ə'tend/	F	0
2.	Appreciate	/ e'pre:ʃieIt/	/ ə'pri:ʃieIt/	F	0
3.	Tight	/taig/	/taIt/	F	0
4.	Appearance	/ e'perəns/	/ ə'plərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:s ənælitɪ/	/pɜ:s ənæləti/	F	0
7.	Appointment	/ ə'pɔIntmənt/	/ ə'pɔIntmənt/	T	5
8.	Agenda	/ ə'genda/	/ ə'dʒendə/	F	0
9.	Develop	/dɪ'veləp/	/dɪ'veləp/	F	0
10.	Complain	/kəm'pleɪn/	/kəm'pleɪn/	F	0
11.	Polite	/pə'li:t/	/pə'laɪt/	F	0
12.	Pilot	/pallət/	/pallət/	T	5
13.	Choose	/tʃu:z/	/tʃu:z/	T	5
14.	Call	/kɔ:l/	/kɔ:l/ or /kɑ:l/	T	5
15.	Massage	/mese:ʒ:/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'kɒn'dʌk t/	/'kɒn'dʌkt/	F	0
17.	Company	/'kʌmpəni/	/'kʌmpəni/	T	5
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grɪ:t/	/grɪ:t/	T	5
20.	Important	/ɪm'pɔ:tnt/	/ɪm'pɔ:tnt/	T	5
				<b>TOTAL</b>	<b>45</b>

**Student Thirteen (Dewi)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/ə'tend/	/ə'tend/	T	5
2.	Appreciate	/ e'pre:ʃieIt/	/ ə'pri:ʃieIt/	F	0
3.	Tight	/tai:gh/	/taIt/	F	0
4.	Appearance	/ e'pi:rens/	/ ə'plərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:sənæli/	/pɜ:s ənæli/	F	0
7.	Appointment	/ ə'pɔIntmənt/	/ ə'pɔIntmənt/	T	5
8.	Agenda	/ ə'gendə/	/ ə'dʒendə/	F	0
9.	Develop	/di'vilɒp/	/dI'veləp/	F	0
10.	Complain	/kɒm'pləIn/	/kəm'pleIn/	F	0
11.	Polite	/pɒ'li/	/pə'laIt/	F	0
12.	Pilot	/pilot/	/pallət/	F	0
13.	Choose	/tʃu:z/	/tʃu:z/	T	5
14.	Call	/kəl/	/kɒ:l/ or /kɔ:l/	F	0
15.	Massage	/mɪsək/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'prɒdʌk/	/'kən'dʌkt/	F	0
17.	Company	/'kɒmpəni/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grɪ:t/	/grɪ:t/	T	5
20.	Important	/Im'pɔ:tənt/	/Im'pɔ:tnt/	F	0
				<b>TOTAL</b>	30

**Student Fourteen (Erwinda)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/ə'tend/	/ə'tend/	T	5
2.	Appreciate	/ e'pre:ʃieIt/	/ ə'pri:ʃieIt/	F	0
3.	Tight	/tai:gh/	/taIt/	F	0
4.	Appearance	/ e'pi:rens/	/ ə'plərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:sənæli/	/pɜ:s ənæli/	F	0
7.	Appointment	/ a'pɔIntmənt/	/ ə'pɔIntmənt/	F	0
8.	Agenda	/ a'gendə/	/ ə'dʒendə/	F	0
9.	Develop	/di'vilɒp/	/dI'veləp/	F	0
10.	Complain	/kɒm'pləIn/	/kəm'pleIn/	F	0
11.	Polite	/pɒ'li/	/pə'laIt/	F	0
12.	Pilot	/paIlɒt/	/pallət/	F	0
13.	Choose	/tʃu:z/	/tʃu:z/	T	5
14.	Call	/kɔ:l/	/kɔ:l/ or /kɔ:l/	T	5
15.	Massage	/mɪsək/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'kɒn'dʌkt/	/'kən'dʌkt/	F	0
17.	Company	/'kɒmpəni/	/'kʌmpəni/	F	0
18.	Come	/kʌm/	/kʌm/	T	5
19.	Greet	/grI:t/	/grI:t/	F	0
20.	Important	/Im'pɔ:tnt/	/Im'pɔ:tnt/	T	5
				<b>TOTAL</b>	30

**Student Fifteen (Fitri)**

No.	Words	Subject's Phonetic symbol	Phonetic symbol	Result	Score
1.	Attend	/ə'tən/	/ə'tend/	F	0
2.	Appreciate	/ ə'pre:ʃieIt/	/ ə'pri:ʃieIt/	F	0
3.	Tight	/tai:gh/	/taIt/	F	0
4.	Appearance	/ ə'pre:nces/	/ ə'plərəns/	F	0
5.	Manner	/mæn ə(r)/	/mæn ə(r)/	T	5
6.	Personality	/pɜ:sənæli/	/pɜ:s ənæləti/	F	0
7.	Appointment	/ ə'pɔImənt/	/ ə'pɔIntmənt/	F	0
8.	Agenda	/ a'gendə/	/ ə'dʒendə/	F	0
9.	Develop	/di'feləp/	/dI'veləp/	F	0
10.	Complain	/kəm'pləIn/	/kəm'pleIn/	F	0
11.	Polite	/pə'li/	/pə'laIt/	F	0
12.	Pilot	/paIlot/	/paIlət/	F	0
13.	Choose	/tʃu:z/	/tʃu:z/	T	5
14.	Call	/ka:l/	/kɔ:l/ or /kɔ:l/	F	0
15.	Massage	/mɪsə ʒ:/	/mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/	F	0
16.	Conduct	/'kɒn'dʌkt/	/'kən'dʌkt/	F	0
17.	Company	/'kʌmpəni/	/'kʌmpəni/	T	5
18.	Come	/kʌm/	/kʌm/	F	0
19.	Greet	/grɪ:t/	/grɪ:t/	T	5
20.	Important	/Im'pɔ:tnt/	/Im'pɔ:tnt/	T	5
				<b>TOTAL</b>	<b>25</b>

## Appendix 9

### Students' Pronunciation Test Score

No	Name	Score
1.	Evy Aprilia	35
2.	Mentari Novita Putri	25
3.	Nurul Hidayah Wati	5
4.	Nurul Kusnah	25
5.	Putri Anggun Septiarini	25
6.	Umi Choerotun Nisa'	20
7.	Nur Hidayati	20
8.	Nur Lailatul Mufidah	15
9.	Vita Hardianti	50
10.	Yulia Narida	30
11.	Ratih Paramitasari	30
12.	Ana Rusmawati	45
13.	Dewi Kusuma Wati	30
14.	Erwinda	30
15.	Fitri Setyowati	25



## Appendix 10

### Students' Pronunciation Interest Score

No	Name	Score
1.	Evy Aprilia	77,5
2.	Mentari Novita Putri	85
3.	Nurul Hidayah Wati	85
4.	Nurul Kusnah	87,5
5.	Putri Anggun Septiarini	90
6.	Umi Choerotun Nisa'	87,5
7.	Nur Hidayati	70
8.	Nur Lailatul Mufidah	85
9.	Vita Hardianti	80
10.	Yulia Narida	70
11.	Ratih Paramitasari	75
12.	Ana Rusmawati	80
13.	Dewi Kusuma Wati	90
14.	Erwinda	72,5
15.	Fitri Setyowati	80

## **Appendix 11**

### **Students' Pronunciation Test Score**

#### **Student One**

This student pronounced the word 'attend' as /e'tænd/. She pronounced single sound 'ə' incorrectly by pronounced it as 'e'. This mistake can be influence by her mother tongue of her first language. As we know in Bahasa Indonesia, most of word began with letter 'e' is pronounced as 'e' not 'ə'. Then, in the second word 'appreciate' /ə'pri:ʃieɪt/, this student again miss pronounce sound 'ə'. She still pronounced it as 'e'. The sound 'i' was pronounced as 'e' also. It shows that when read this word, the student just read it like their mother tongue usually pronouncing, the letter 'e' after 'r' directly sounded as 'e' like it was highly influenced by her first language term.

The mistake of pronouncing the sound 'ə' happened again when the student pronounced the word 'appearance' /ə'piərəns/. The first sound of this word should be sounded as 'ə' but the student still failed produced it as 'ə' sound. She still pronounced it as 'e'. By this condition, it can show that the reason why she cannot pronounced the sound 'ə' correctly because she did not know what the correct one to pronounce is, so that she used the term of her first language to pronounce the sound. Then in pronouncing the diphthong 'Iə', she pronounced it as single sound 'ə'. This mistake can be affected first because of she did not know how to pronounce the word 'appearance' because it was a complicated one. Then, when she read it, she only focused on the letter 'e' after 'p' then sounded the sound 'r'. Because she only focused on the letter 'e' after 'p' so that, her mother

tongue again influenced her pronunciation. In Indonesia term, most of word that have letter 'e' in the middle position, it will be sounded as 'ə'.

She can pronounce the word 'manner' correctly. It highly effected because she has some inputs how to pronounce it before then make this word familiar for her. However, her mother tongue seems highly influenced her when she did not know or has no input how to pronounce an English word. It was showed when she pronounced the word 'appointment' / ə'pɔɪntmənt/. She can be never hear this word before so that, she did know the correct pronunciation of this word then used her first language way of producing the sound. She pronounced the letter 'ə' as the first letter of this word just like when she read letter 'a' in Bahasa Indonesia. The same mistake also found in the word 'agenda' / ə'dʒendə/. She pronounced it as /agenda/ totally same with Indonesian term.

In the word 'develop', the influence of Indonesia term still appear when she pronounced the sound 'v' as 'f'. This mistake is effected by Indonesian term that has no differentiation on producing sound 'f' and 'v'. All words that have letter 'v' is sounded just like sound 'f'. In the sound 'ə' of this word, it pronounced as 'v' or 'o' in Indonesian term. This mistake can be because the students has no input of pronouncing the word before so that, her mother tongue always influence her English pronunciation. It was same when she pronounce 'ə' in the word 'complain' /kəm'pleɪn/ as 'v' or 'o' and diphthong 'eɪ' as 'aɪ' in Indonesian term. This kind of mistake and its reason why it happened repeated again in the word 'polite'. She pronounced 'ə' as their first language 'o' in Indonesian term. It not because her speech organ cannot pronounce 'ə' but she did not know or even has no input of pronouncing this word before so that, her first

language always influence her to pronounce English sound. She was totally fail on pronouncing the word 'choose' /tʃu:z/. She pronounced it as /tʃɔIs/. It showed that while reading this word she was not aware of the word. She read the word 'choose' as 'choice'.

She seems like knowing some of term of pronouncing English sound but she also has lack of input of some vowel and consonant in English term. Such as in the word 'call' kɔ:l/, she knew how to pronounce letter 'c' then she pronounced it correctly as 'k' sound. However, in the next sound she was fail. It again caused her lack of input so that she just used her first language term to produce sound. She pronounced 'ə' as pure 'a' of Indonesia Language. Then in the word 'massage', there is a misunderstanding here. She thought it was 'message' so that when sounded 'æ' she pronounced it as 'I' because she thought it was letter 'e' not 'a'. Then she pronounced the sound 'a' as 'e'. These mistakes showed that the common understanding of sounding English word in Indonesia also influence students on pronouncing words especially in some letter 'a', 'i', and 'e'. This common understanding was some term to read English alphabet that introduced to sound letter 'a' as 'e', 'i' as 'ai, and 'e' as 'i'. This alphabet term of sound seems influence her on producing sound 'I' and 'e' in the word 'massage'.

Mother tongue of her first language and pronunciation input influenced most. It again showed in the word 'conduct' /'kən'dʌkt/, she pronounced 'ə' as 'ɒ' or 'o' in Indonesian term. She was correct in pronouncing sounds 'n', 'd', and 'k'. It can be because it was same with Indonesian term. Then correct in the sound 'ʌ', it can be because of a chance.

## Student Two

In the first word, 'attend', this student was correct in pronouncing most of the sound but she added the sound 'I' after sound 'e'. It was because the place of letter 'e' is next to the letter 'n' so that, when she pronounced it a little bit long, it can produce the sound 'I' between 'e' and 'n'. The combination of sound 'e' and 'n' will produce sound 'I' if it is sounded long. In the second word, 'appreciate', it seems like it was a difficult word for her. Moreover, if she has no input on how to pronounce it correctly, the complexity of the diphthong in this word made her confuse. Then, added by there is no input also caused this student's sound 'ə' as 'a' just like she read 'a' in Indonesian terms. The combination of all letters in this word made her confuse because it was too complicated then she read it as what she can produce after seeing the word at a glance.

Mother tongue can significantly influence someone's pronunciation, moreover when they have no input at all. Such as this student when pronounced the third word, 'tight'. She just directly sounded the letter 'g' in this word that should be erased. It showed that she pronounced English words just like when she produced sound in Indonesian terms. In the word 'appearance' /ə'piərəns/, she pronounced it as /a'parəns/, 'ə' sounded as 'a' just like Indonesian terms because she has no input before. The combination of letter 'ea' that should be sounded as 'Iə' was sounded as 'a' because she did not focus on the detail of this word, she pronounced it as what she can sound after reading the word at a glance not because of the organ of speech that cannot produce the sound well. She can pronounce the word 'manner' correctly. It is highly affected because she has some inputs on how to pronounce it before then make this word familiar for her.

The common reasons that influence students done with the mistake were their first language term influence and pronunciation input. In the word 'personality' /pɜːs ənæləti/, she did not know how to pronounce it correctly so that, she just read it as she can read according to her first language term on pronunciation. /persənæləti/, the sound 'r' was strong it because in Indonesian term 'r' sounded clearly and strong whether in the beginning, middle, or ending of the word. It was not same with 'r' in English sound that sounded quite unclear. The sound 'ə' was sounded as 'ɒ' or 'o' in Indonesian term, of course it was because of the influence of her mother tongue of the first language.

In the word 'agenda', she did not aware that the last 'a' should be pronounced as 'ə'. It showed that the pronunciation of this word was relatively familiar for her so that, she can pronounced some sounds correctly but still she did not aware the detail of this word until the end of the word. In the word 'develop' /dɪ'veləp/, she also pronounced 'v' as 'f'. It again showed that Indonesian habit on pronouncing consonant 'v' is influenced her most. She just made it same when producing 'f' sound.

The word 'complain' should be pronounced as /kəm'pleɪn/ but this student pronounced it as /kəm'plaɪn/. Correct in 'k', 'ə', 'm', 'p', 'l' and 'n' showed that she has enough understanding of English sound in term of this word use.

However, the mother tongue influence still cannot be avoid when she pronounced 'eɪ' as 'aɪ'. Just as in the next word, 'polite', she did not know how to pronounced it correctly the she just follow her first language term on pronouncing this word as /pɒlɪt/. In the word 'massage', she was fail on pronouncing the 'ʒ' sound. It was also influence by the mother tongue that unfamiliar to produce this

sound so that she just pronounced it same like 'g' in Indonesian term. Mother tongue of her first language and pronunciation input influenced most. It again showed in the word 'conduct' /'kən'dʌkt/, she pronounced 'ə' as 'ɒ' or 'o' in Indonesian term. Then, pronounced 'ʌ' as 'u' showed that what she saw in the word was what she pronounced as she pronounced her first language. She was correct in pronouncing sounds 'n', 'd', and 'k'. It can be because it was same with Indonesian term. In the word 'company'/'kʌmpəni/ showed that she has understanding that 'c' should be pronounced as 'k'. However, unawareness still appeared when she produced sound 'ʌ' as 'ɒ' not only in the word 'company' but also in the word 'come', it showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced.

### Student Three

First language influence appeared when this student pronounced 'ə' as 'a' in the words 'attend' /ə'tend/ and 'appreciate' /ə'pri:ʃieIt/. This student read the letter 'a' in the first place of these words as pure 'a' in her Indonesia language. While, the sound 'i' in /ə'pri:ʃieIt/ also fail to be pronounced because she made it as /a'pre:cieIt/. In the third word, 'tight', she just directly sounded the letter 'g' in this word that should be erased. It showed that she pronounce English word just like when she produced sound in Indonesia term. Pronouncing the word 'appearance' as /a'prerance/, 'a' sound in the beginning showed again and again that the first language mostly influence students' pronunciation. However, the lack of pronunciation input also took high position on influencing students making strange mistake on pronunciation as pronouncing /a'prerance/ that turn far away from the right one.

The strong Indonesia language influence also can be seen when this student pronounced the word 'personality' as /persɒnæliiti/, the 'e', 'r', 'ɒ' produced because of this influence. The same mistake also found in the word 'agenda' /ə'dʒendə/. She pronounced it as /agenda/ totally same with Indonesian term. First language influence appeared again when this student pronounced 'ə' as 'a' in the word 'appointment', she pronounced it as /a'pɔɪtmənt/. Then, in the word 'develop' /dɪ'veləp/ this student seemed adopt Indonesian term to produce all sound so that it came with /de'feləp/.

It was same when she pronounce 'ə' in the word 'complain' /kəm'pleɪn/ as 'ɒ' or 'o' and diphthong 'eɪ' as 'aɪ' in Indonesian term. This kind of mistake and its reason why it happened repeated again in the word 'polite'. She pronounced 'ə'



as their first language 'o' in Indonesian term. It not because her speech organ cannot pronounce 'ə' but she did not know or even has no input of pronouncing this word before so that, her first language always influence her to pronounce English sound. The mother tongue influence still cannot be avoid when she pronounced 'eI' as 'aI'. Just as in the next word, 'polite', she did not know how to pronounced it correctly the she just follow her first language term on pronouncing this word as /pɒlIt/. Indonesia language adoption was happened clearly when she pronounce the word 'pilot' as /pilɒt/ not /paIlət/.

When some students have understanding that in English sound 'c' sometimes pronounced as 'k', but it cannot be applied in the word 'choose'. This understanding may be influence this student pronounced 'tʃ' sound as 'k'. Then for pronouncing the sound 'z', she may be influenced by the letter 's' in this word so that, she just pronounced it as what she saw. Indonesia language adoption was happened clearly once more when she pronounce 'i' as 'e' in the word 'greet' as /gre:t/ not /grI:t/.

#### **Student Four**

In the first word, 'attend', this student used 'a' to pronounce 'ə'. It of course just same as the other that influenced by their first language used. In the second word, 'appreciate', she was totally turn far away from the correct term that should be pronounced as /ə'pri:ʃieIt/. This mistake can be caused by the background of this student that may be never got input how to pronounce the word 'appreciate' correctly. Therefore, she did not know how to pronounce it then just used what she got in the first time she read this word at the glance she saw this word. It can be because the teacher never gives the example how to pronounce it.

First language can significantly influence someone pronunciation mostly when they have no input and example how to pronounce English word correctly. Such as this student when pronounced the third word, 'tight'. She just directly sounded the letter 'g' in this word that should be erased. The words 'appreciate' and 'appearance' may be the difficult and complicated one for most of the students. This student pronounced this word as /a'pre:c/ and /a'prenc/ for 'appearance'. It showed that she might be never got the input of its pronunciation. Therefore, when she got the difficult word and did not know how to pronounce it well, she just pronounced it as what they can after read these words at the glance. The strong Indonesia language influence also can be seen when this student pronounced the word 'personality' as /persənælitɪ/, the 'e', 'r', 'ɒ' produced because of this influence. The same mistake also found in the word 'agenda' /ə'dʒendə/. She pronounced it as /agenda/ totally same with Indonesian term. First language influence appeared again when this student pronounced 'ə' as 'a' in the word 'appointment', she pronounced it as /a'pɔɪtmənt/. Then, in the word

‘develop’ /dɪˈveləp/ this student seemed adopt Indonesian term to produce all sound so that it came with /deˈfeləp/. It was same when she pronounce ‘ə’ in the word ‘complain’ /kəmˈpleɪn/ as ‘ɒ’ or ‘o’ and diphthong ‘eɪ’ as ‘aɪ’ in Indonesian term. This kind of mistake and its reason why it happened repeated again in the word ‘polite’. She pronounced ‘ə’ as their first language ‘o’ in Indonesian term. It not because her speech organ cannot pronounce ‘ə’ but she did not know or even has no input of pronouncing this word before so that, her first language always influence her to pronounce English sound. The mother tongue influence still cannot be avoid when she pronounced ‘eɪ’ as ‘aɪ’. Just as in the next word, ‘polite’, she did not know how to pronounced it correctly the she just follow her first language term on pronouncing this word as /pɒlɪt/. Indonesia language adoption was happened clearly when she pronounce the word ‘pilot’ as /pɪlət/ not /pallət/. She was totally fail on pronouncing the word ‘choose’ /tʃuːz/. She pronounced it as /tʃɔɪs/. It showed that while reading this word she was not aware of the word. She read the word ‘choose’ as ‘choice’. She was correct on producing sound. When she was correct on pronouncing /kɒ:l/, it probably because this word was very familiar in Indonesian communication so that, it became the input for her then she can pronounced it correctly. In the word ‘massage’, she pronounce ‘ɑː’ as ‘e’. It showed that the way alphabet ‘a’ that commonly known read as ‘e’ was influenced her to pronounced it same as read the alphabet ‘a’.

It again showed in the word ‘conduct’ /ˈkɒnˈdʌkt/, she pronounced ‘ə’ as ‘ɒ’ or ‘o’ in Indonesian term. She was correct in pronouncing sounds ‘n’, ‘d’, and ‘k’. It can be because it was same with Indonesian term. In the word ‘company’ /ˈkʌmpəni/ showed that she has understanding that ‘c’ should be

pronounced as 'k'. However, unawareness still appeared when she produced sound 'ʌ' as 'v' not only in the word 'company' but also in the word 'come', it showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced.

### **Student Five**

To pronounce the word 'attend', this student used 'a' to pronounce 'ə'. This mistake can happen because she did not know what the right one to pronounce this word is. Therefore, she adapted her first language to pronounce this word. This mistake was repeated in the second word, when this student pronounced the first letter in this word, 'appreciate'. She used 'a' to pronounce 'ə'. Then, it was clear that this kind of mistake was influenced because she has no idea how to pronounce it then used her first language background to pronounce it. She produced the sound exactly the same as what she read in, letter by letter in the text, in this case she sounded 'j' as 'c'. It was clear that when student has no idea how to pronounce English word in the correct way, she then pronounced the word as what she saw and adapted her first language term to pronounce the word.

First language adoption happened again when this student pronounce the third word, 'tight'. She pronounced it as /taig/. The sound 'g' was clear pronounced. When she has no background that can give her input to get correct pronunciation, then she will produce the sound exactly the same as what she read in, letter by letter in the text, just like this word.

The influence of speaker's first language still happened in the next word, 'appearance'. She pronounced the first letter 'a' of this word as 'a' not 'ə'. The she pronounced the sound 'c' clearly. This was because she just produced the sound same as what she read in the text.

Indonesian term always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o' in Indonesia term in the word 'personality', which should be pronounced as 'e'. The influence of speaker's first

language still happened in the next word, 'appointment'. She pronounced the first letter 'a' of this word as 'a' not 'ə'.

The strong Indonesia language influence also can be seen when this student pronounced the word 'agenda' / ə'dʒendə/. She pronounced it as /agenda/ totally same with Indonesian term. It showed that she adopted her first language term to pronounce English word.

In the word 'develop', the influence of Indonesia term still appear when she pronounced the sound 'v' as 'f'. This mistake is effected by Indonesian term that has no differentiation on producing sound 'f' and 'v'. All words that have letter 'v' is sounded just like sound 'f'. In the sound 'ə' of this word, it pronounced as 'v' or 'o' in Indonesian term and pronounced 'I' as 'e'. This mistake can be because the student has no input of pronouncing the word before so that, her mother tongue always influence her English pronunciation.

It was same when she pronounce 'ə' in the word 'complain' /kəm'pleɪn/ as 'v' or 'o' and diphthong 'eɪ' as 'aɪ' in Indonesian term. This kind of mistake and its reason why it happened repeated again in the word 'polite'. She pronounced 'ə' as their first language 'o' in Indonesian term. It not because her speech organ cannot pronounce 'ə' but she did not know or even has no input of pronouncing this word before so that, her first language always influence her to pronounce English sound. When she pronounced the word 'choose', it showed that she has no idea at all how to pronounce it correctly so that, she pronounced it as /çɔ:s/ not /tʃu:z/. She was correct in pronouncing the word 'call'. It can be because has strong background and input how to pronounce it because this word can be

familiar word that often heard. Therefore, it was easy for her to pronounce this word.

In alphabet sound term, it was popular in EFL learners that for letter 'a', it sounded 'e' in Indonesian way. This background may be influenced this student when she pronounced the word 'massage' as /mese ʒ:/. It showed that she pronounced the 'a' letter as 'e'. However, this student somehow pronounced the word without any consideration because she did not know how to pronounce the word so that, she just pronounced it as what she can produced directly after reading the word in the text. This case appeared in the word 'conduct', she pronounced it as 'kɒn'dek/.

. In the word 'company'/'kʌmpəni/ showed that she has understanding that 'c' should be pronounced as 'k'. However, unawareness still appeared when she produced sound 'ʌ' as 'ɒ' in the word 'company'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced. She was correct in pronouncing the words 'come' and 'greet'. It can be because has strong background and input how to pronounce it because this word can be familiar word that often heard. Therefore, it was easy for her to pronounce these words. Then, in Indonesian term, the 'r' sound always sounded clearly. This term may be influenced this student when she produced the sound 'r' in the word 'important. She pronounced it as /Impɔrten/. It showed that she produced 'r' sound clearly. She also used pure 'o' in Indonesian term to pronounce 'ɔ'

## Student Six

In the first word, 'attend', this student was correct in pronouncing most of the sound but she added the sound 'I' after sound 'e'. It was because the place of letter 'e' is next to the letter 'n' so that, when she pronounced it a little bit long, it can produce the sound 'I' between 'e' and 'n'. The combination of sound 'e' and 'n' will produce sound 'I' if it is sounded long. When she pronounced the words 'appreciate' and 'appearance', it showed that she has no idea at all how to pronounce it correctly so that, she pronounced it as /a'pre: t/ not / ə'pri:ʃieIt/ and /ə'pan/ not / ə'pIərəns/. Therefore, she pronounced these words without any consideration because she did not know how to pronounce the words so that, she just pronounced it as what she can produce directly after reading the words in the text.

First language adoption happened again when this student pronounced the third word, 'tight'. She pronounced it as /taig/. The sound 'g' was clearly pronounced. When she has no background that can give her input to get correct pronunciation, then she will produce the sound exactly the same as what she read in, letter by letter in the text, just like this word. Indonesian terms always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o' in Indonesian terms in the words 'personality', which should be pronounced as 'e'.

Indonesian habit of sounding clear 'o' repeated again in the word 'appointment'. In this word, she also pronounced the first letter 'a' of this word as 'a' not 'ə'. It showed that the influence of speaker's first language still happened. This case was the same when she pronounced the first letter of the word 'agenda'.



She pronounced / a'dʒenda/ not / ə'dʒendə/. The student has no input of pronouncing the word before so that, her mother tongue always influence her English pronunciation. It happened when she pronounce diphthong 'eI' as 'aI' in the word 'complain' /kəm'pleɪn/.

When she pronounced the word 'polite', it showed that she has no idea at all how to pronounce it correctly so that, she pronounced it as /pɒ'lt/ not /pə'laɪt/. Therefore, she pronounced these words without any consideration because she did not know how to pronounce it so that, she just pronounced it as what she can produced directly after reading the words in the text. It was same when she pronounced the word 'choose' as /ku:s/ not /tʃu:z/.

In alphabet sound term, it was well known that for letter 'a', it sounded 'e' in Indonesian way. This background may be influenced this student when she pronounced the word 'massage' as /mesak/. It showed that she pronounced the 'a' letter as 'e'.

Mother tongue of her first language and pronunciation input influenced most. It again showed in the word 'conduct' /'kɒn'dʌkt/, she pronounced 'ə' as 'ɒ' or 'o' in Indonesian term. She was correct in pronouncing sounds 'n', 'd', and 'k'. It can be because it was same with Indonesian term.

In the word 'company'/'kʌmpəni/ showed that she has understanding that 'c' should be pronounced as 'k'. However, unawareness still appeared when she produced sound 'ʌ' as 'ɒ' not only in the word 'company' but also in the word 'come', it showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced. Then, in Indonesian term, the 'r' sound always sounded clearly. This term may be

influenced this student when she produced the sound 'r' in the word 'important'. She pronounced it as /Imprɔːten/. It showed that she produced 'r' sound clearly. She also used pure 'o' in Indonesian term to pronounce 'ɔ'.

## Student Seven

In pronouncing the word 'appreciate' /ə'pri:ʃieɪt/, this student used 'e' to pronounced 'i' , /ə'pre:ʃieɪt/. It showed that the influence of first language background still happened in this student. In the case of the word 'tight', this student knew the use of diphthong 'ai' to pronounce the letter 'i'. It may be because this student already understands the concept of the way alphabet read that alphabet 'I' should be sounded as 'ai'. Then, she used this input to pronounce 'i' in the word 'tight' as 'ai' sound. However, the influenced of Indonesian term still repeated here, when she still clearly sounded the letter 'g'. Another alphabet concept that influenced by this student is when she pronounced the first letter in the word 'appearance' /ə'piərəns/as /e'pire:nce/. It show that she considered to sound letter 'a' as 'e' sound and letter 'e' as 'i' sound.

Indonesian term always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o', /pɜ:sənæli/, in Indonesia term in the words 'personality' /pɜ:s ənæli/, which should be pronounced as 'e'. The strong Indonesia language influence again can be seen when this student pronounced the word 'agenda' /ə'dʒendə/. She pronounced it as /agenda/ same with Indonesian term. It showed that she adopted her first language term to pronounce English word.

In the word 'develop', the influence of Indonesia term still appear when she pronounced the sound 'v' as 'f'. This mistake is effected by Indonesian term that has no differentiation on producing sound 'f' and 'v'. All words that have letter 'v' is sounded just like sound 'f'. In the sound 'ə' of this word, it pronounced as 'o' or 'o' in Indonesian term. She also pronounced 'I' as 'e'. This

mistake can be because the student has no input of pronouncing the word before so that, her mother tongue always influence her English pronunciation.

In the word 'complain' /kəm'pleɪn/ showed that she has understanding that 'c' should be pronounced as 'k'. However, unawareness still appeared when she produced diphthong 'eɪ' sound as 'ai' sound. It was the same sound pattern according to Indonesian way. It showed that her first language still influenced her on pronouncing this word.

In the word 'polite' /pə'laɪt/, she pronounced 'ə' as their first language 'o' in Indonesian term. It not because her speech organ cannot pronounce 'ə' but she did not know or even has no input of pronouncing this word before so that, her first language always influence her to pronounce English sound. As we know that in Indonesian term, the letter 'o' always sounded clearly.

In the word 'complain' /kəm'pleɪn/ showed again that she has understanding that 'c' should be pronounced as 'k'. However, unawareness influenced by first language background still appeared when she produced 'a', /ka:l/, that should be pronounced as /kɒ:l/ or /kɔ:l/.

This student again considered alphabet concept to pronounce the letter 'a' as sound 'e'. It showed when she pronounced the word 'massage' as /mɪsɜ:/. In pronouncing the word 'company' /kʌmpəni/ showed that she has understanding that 'c' should be pronounced as 'k'. She produced sound 'ʌ' as 'ɒ' in the word 'company'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'ɒ' in this word also. She was correct in pronouncing the words

'come' and 'greet'. It can be because has strong background and input how to pronounce it because this word can be familiar word that often heard. Therefore, it was easy for her to pronounce these words.

## Student Eight

First language influence appeared when this student pronounced 'ə' as 'a' in the word 'appreciate' / ə'pri:ʃieIt/. This student read the letter 'a' in the first place of these words as pure 'a' in her Indonesia language. While, the sound 'i' in / ə'pri:ʃieIt/ also fail to be pronounced because she made it as / a'pre:ʃieIt.

When she pronounced the word 'appearance', it showed that she has no idea at all how to pronounce it correctly so that, she pronounced it as / a'pre:sens/ not / ə'plərəns/. Therefore, she pronounced this word without any consideration because she did not know how to pronounce it so that, she just pronounced it as what she can produced directly after reading the words in the text.

Indonesian term always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o' in Indonesia term in the word 'personality', which should be pronounced as 'e'. The influence of speaker's first language still happened in the next word, 'appointment'. She pronounced the first letter 'a' of this word as 'a' not 'ə'. The strong Indonesia language influence also can be seen when this student pronounced the word 'agenda' / ə'dʒendə/. She pronounced it as /agenda/ totally same with Indonesian term. It showed that she adopted her first language term to pronounce English word.

In pronouncing the word 'develop', this student was confused with the word. It showed when she pronounced it as /di'leɪfɒp/. She has no idea at all how to pronounce it correctly so that, she pronounced it in the strange way. In the word 'complain' /kəm'pleɪn/, it showed that she has understanding that 'c' should be pronounced as 'k'. However, unawareness still appeared when she produced diphthong 'eɪ' sound as 'ai' sound. It was the same sound pattern according to

Indonesian way. It showed that her first language still influenced her on pronouncing this word. In the word 'polite' /pə'laIt/, she pronounced 'ə' as their first language 'o' in Indonesian term. It not because her speech organ cannot pronounce 'ə' but she did not know or even has no input of pronouncing this word before so that, her first language always influence her to pronounce English sound. As we know that in Indonesian term, the letter 'o' always sounded clearly.

The strong Indonesia language influence also can be seen when this student pronounced the word 'pilot' /paIlət/She pronounced it as //pIlot/ totally same with Indonesian term. It showed that she adopted her first language term to pronounce English word. She was correct in pronouncing the words 'choose' and 'call'. It can be because has strong background and input how to pronounce it because this word can be familiar word that often heard. Therefore, it was easy for her to pronounce these words. Mother tongue of her first language and pronunciation input influenced most. It again showed in the word 'conduct' /'kən'dʌkt/, she pronounced 'ə' as 'ɒ' or 'o' in Indonesian term. Then, she was lost the idea continuing this word when she just pronounced it as /'kɒn'dut/.

Even she has understanding of sounded letter 'c' as 'sound 'k', but in the word 'company' the Indonesian term still appeared strongly. She pronounced it as /kɒmpani/. It show that she used 'ɒ', 'a', and 'i'. These sounds showed that it was the adoption from her first language. It repeated again in the next word 'come'. She used 'ɒ'.in the word 'greet', she used 'e' not 'i'. It showed that the first language influenced strongly.

### Student Nine

First language influence appeared when this student pronounced 'ə' as 'a' in the word 'appreciate' / ə'pri:ʃieIt/. This student read the letter 'a' in the first place of these words as pure 'a' in her Indonesia language. While, the sound 'i' in / ə'pri:ʃieIt/ also fail to be pronounced because she made it as / a'pre:ʃieIt. When she pronounced the word 'appearance', it showed that she has no idea at all how to pronounce it correctly so that, she pronounced it as / a'prie:rens/not /ə'plərəns/. Therefore, she pronounced this word without any consideration because she did not know how to pronounce it so that, she just pronounced it as what she can produced directly after reading the words in the text.

Indonesian term always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o' in Indonesia term in the word 'personality', which should be pronounced as 'e'. First language influence appeared again when this student pronounced 'ə' as 'a' in the word 'agenda' /a'dʒendə/. This student read the letter 'a' in the first place of these words as pure 'a' in her Indonesia language.

Alphabet concept influenced in the word 'develop', /dI'veləp/, when she sounded the letter 'e' in this word as 'i' sound, /di'filəp/. The use of sound 'f' showed that Indonesian term again influenced this student. When there is no differentiation of sounding 'f' and 'v' in Indonesian term. Then, the use of 'v' in some words such as 'complain' /kɒm'pleɪn/ and 'polite' /pɒ'li:t/ showed that first language influenced still exist.

She was correct in pronouncing the words 'choose' and 'call'. It can be because has strong background and input how to pronounce it because this word



can be familiar word that often heard. Therefore, it was easy for her to pronounce these words.

She pronounced the word 'conduct' /'kən'dʌkt/as /'kɒn'dʌkt/. It showed that she has understanding that 'c' should be pronounced as 'k'. However, she produced sound 'ʌ' as 'ɒ'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'ɒ' in this word also. In pronouncing the word 'company'/'kʌmpəni/ showed that she again has understanding that 'c' should be pronounced as 'k'. She produced sound 'ʌ' as 'ɒ' in the word 'company'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'ɒ' in this word also. She was correct in pronouncing the words 'come', 'greet' and 'important'. It can be because has strong background and input how to pronounce it because this word can be familiar word that often heard. Therefore, it was easy for her to pronounce these words.

## Student Ten

In the first word, 'attend', this student used 'a' sound to pronounced letter 'a' in this word. It was the influence of first language adaptation. She added the sound 'I' after sound 'e'. it was because the place of letter 'e' is next to the letter 'n' so that, when she pronounced it little bit long, it can produce the sound 'I' between 'e' and 'n'. The combination of sound 'e' and 'n' will produce sound 'I' if it is sounded long. The First language influence appeared again when this student pronounced 'ə' as 'a' in the word 'appreciate' / ə'pri:ʃieIt/. This student read the letter 'a' in the first place of these words as pure 'a' in her Indonesia language. While, the sound 'i' in / ə'pri:ʃieIt/ also fail to be pronounced because she made it as / a'pre:ʃieIt.

This student pronounced the word 'appearance' as / ə'pIrens/. In pronouncing the diphthong 'Iə', she pronounced it as single sound 'I'. This mistake can be affected first because of she did not know how to pronounce the word 'appearance' because it was a complicated one. Then, when she read it, she only focused on the letter 'I' after 'p' and missed the letter 'a' that should be sounded as 'ə'. Indonesian term always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o' in Indonesia term in the word 'personality', which should be pronounced as 'e'. The First language influence appeared again when this student pronounced 'ə' as 'a' in the word 'appointment', / a'pəIntmənt/ not / ə'pəIntmənt/. First language influence appeared again when this student pronounced 'ə' as 'a' in the word 'agenda' /a'dʒendə/. This student read the letter 'a' in the first place of these words as pure 'a' in her Indonesia language.

She pronounced the word 'develop' as /di'fələp/. When she used sound 'f' to sound 'v', it showed that again Indonesian term influenced her. Then, the use of 'p' in some words such as 'complain' //kəm'plaIn/ and 'polite' /pə'laIt/ showed that first language influenced still exist.

When she pronounced the word 'choose', it showed that she has no idea at all how to pronounce it correctly so that, she pronounced it as /ku:s/ not //tʃu:z/. Therefore, she pronounced these words without any consideration because she did not know how to pronounce it so that, she just pronounced it as what she can produced directly after reading the words in the text. She was correct in pronouncing the word 'call'. It can be because has strong background and input how to pronounce it because this word can be familiar word that often heard. Therefore, it was easy for her to pronounce this word. This student also considered alphabet concept to pronounce the letter 'a' as sound 'e'. It showed when she pronounced the word 'massage' as /mese:ʒ:/

She pronounced the word 'conduct' /'kən'dʌkt/as /'kən'dʌkt/. It showed that she has understanding that 'c' should be pronounced as 'k'. However, she produced sound 'ʌ' as 'p'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'p' in this word also.

In pronouncing the word 'company'/'kʌmpəni/ showed that again she has understanding that 'c' should be pronounced as 'k'. She produced sound 'ʌ' as 'p' in the word 'company', /kəmpəni/. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language

usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'o' in this word also. She was correct in pronouncing the words 'come' and 'greet'. It can be because has strong background and input how to pronounce it because this word can be familiar word that often heard. Therefore, it was easy for her to pronounce these words.

Then, in Indonesian term, the 'r' sound always sounded clearly. This term may be influenced this student when she produced the sound 'r' in the word 'important. She pronounced it as /Im'pɔrtnt/. It showed that she produced 'r' sound clearly. She also used pure 'o' in Indonesian term to pronounce 'o'.

### **Student Eleven**

This student pronounced the word 'attend' as /e'tend/. She pronounced single sound 'ə' incorrectly by pronounced it as 'e'. This mistake can be influence by her mother tongue of her first language. As we know in Bahasa Indonesia, most of word began with letter 'e' is pronounced as 'e' not 'ə'. Then, in the second word 'appreciate' / ə'pri:ʃieIt/, this student again miss pronounce sound 'ə'. She still pronounced it as 'e'. The sound 'i' was pronounced as 'e' also, /e'pre:ʃieIt/. It shows that when read this word, the student just read it like their mother tongue usually pronouncing, the letter 'e' after 'r' directly sounded as 'e' like it was highly influenced by her first language term.

In the case of the word 'tight' /taIt/, this student pronounced it as /tai:gh/. It showed that she knew the use of diphthong 'ai' to pronounce the letter 'i'. It may be because this student already understands the concept of the way alphabet read that alphabet 'I' should be sounded as 'ai'. Then, she used this input to pronounce 'i' in the word 'tight' as 'ai' sound. However, the influenced of Indonesian term still repeated here, when she still clearly sounded the letter 'g'.

When she pronounced the word 'appearance', it showed that she has no idea at all how to pronounce it correctly so that, she pronounced it as /e'pe:ren/ not /ə'pIərəns/. Therefore, she pronounced this word without any consideration because she did not know how to pronounce it so that, she just pronounced it as what she can produced directly after reading the words in the text.

Indonesian term always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o' in Indonesia term in the word 'personality' /pɜ:sənæləti/, which should be pronounced as 'ə'. The First language

influence appeared again when this student pronounced 'ə' as 'e' in the word 'appointment', / e'pɔIntmənt/not / ə'pɔIntmənt/. First language influence appeared again when this student pronounced 'ə' as 'a' in the word 'agenda' /a'dʒendə/. This student read the letter 'a' in the first place of these words as pure 'a' in her Indonesia language.

In the word 'develop', first language influence still happened when this student pronounce 'I' as 'e' and 'v' as 'ə', /de'veləp/ not /dI'veləp/. She pronounce 'ə' in the word 'complain' /kəm'pleIn/ as 'v' or 'o' in Indonesian term. This mistake can be because the student has no input of pronouncing the word before so that, her mother tongue always influence her English pronunciation. This kind of mistake and its reason why it happened repeated again in the word 'polite'. She pronounced 'ə' as their first language 'o' in Indonesian term. It not because her speech organ cannot pronounce 'ə' but she did not know or even has no input of pronouncing this word before so that, her first language always influence her to pronounce English sound. She was correct in pronouncing the words 'choose' and 'call'. It can be because has strong background and input how to pronounce it because these words can be familiar word that often heard.

When pronouncing the word 'massage', she pronounced it as /mɪsek/ not /mə'sɑ: ʒ/ or /'mæsɑ: ʒ:/. It can be influenced by the input of the student, which is very low. Then she just pronounced the word directly based on what she saw at the glane after reading the word in the text. It was same when she pronounce the word 'conduct' as /'ken'd ək t/ not /'kən'dʌkt/.

. In pronouncing the word 'company'/'kʌmpəni/ showed that she has understanding that 'c' should be pronounced as 'k'. She produced sound 'ʌ' as 'v'

in the word 'company'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'o' in this word also. She was correct in pronouncing the words 'come' and 'greet'. It can be because has strong background and input how to pronounce it because this word can be familiar word that often heard. Therefore, it was easy for her to pronounce these words.

## Student Twelve

This student pronounced the word 'attend' as /e'tənd/. She pronounced single sound 'ə' incorrectly by pronounced it as 'e'. This mistake can be influence by her mother tongue of her first language. As we know in Bahasa Indonesia, most of word began with letter 'e' is pronounced as 'e' not 'ə'. Then, in the second word 'appreciate' /ə'pri:ʃieIt/, this student again miss pronounce sound 'ə'. She still pronounced it as 'e'. The sound 'i' was pronounced as 'e' also. It shows that when read this word, the student just read it like their mother tongue usually pronouncing, the letter 'e' after 'r' directly sounded as 'e' like it was highly influenced by her first language term.

The mistake of pronouncing the sound 'ə' happened again when the student pronounced the word 'appearance' /ə'piərəns/. The first sound of this word should be sounded as 'ə' but the student still failed produced it as 'ə' sound. She still pronounced it as 'e'. By this condition, it can show that the reason why she cannot pronounced the sound 'ə' correctly because she did not know what the correct one to pronounce is, so that she used the term of her first language to pronounce the sound.

When they have no input at all, mother tongue can significantly influence someone pronunciation. Such as this student when pronounced the third word, 'tight'. She just directly sounded the letter 'g' in this word that should be erased. It showed that she pronounce English word just like when she produced sound in Indonesia term, /taig/. In the word 'develop', first language influence still happened when this student pronounce 'I' as 'e' and 'v' as 'ə', /de'velɒp/ not /dI'velɒp/. In the word 'develop', first language influence still happened when this



student pronounce 'I' as 'e' and 'v' as 'ə', /de'velɒp/ not /dI'velɒp/. This student also considered alphabet concept to pronounce the letter 'a' as sound 'e'. It showed when she pronounced the word 'massage' as /mese:ʒ:/.

She pronounced the word 'conduct' /'kən'dʌkt/as /'kɒn'dʌkt/. It showed that she has understanding that 'c' should be pronounced as 'k'. However, she produced sound 'ʌ' as 'v'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'v' in this word also. She was correct in pronouncing the words 'company', 'come', 'greet' and 'important'. It can be because has strong background and input how to pronounce it because these words can be familiar word that often heard. Therefore, it was easy for her to pronounce these words.

### **Student Thirteen**

As we know in Bahasa Indonesia, most of word began with letter 'e' is pronounced as 'e' not 'ə'. Then, in the word 'appreciate' / ə'pri:ʃieIt/, this student miss pronounce sound 'ə'. This mistake can be influence by her mother tongue of her first language. She still pronounced it as 'e'. The sound 'i' was pronounced as 'e' also. It shows that when read this word, the student just read it like their mother tongue usually pronouncing, the letter 'e' after 'r' directly sounded as 'e' like it was highly influenced by her first language term.

The mistake of pronouncing the sound 'ə' happened again when the student pronounced the word 'appearance' /ə'piərəns/. The first sound of this word should be sounded as 'ə' but the student still failed produced it as 'ə' sound. She still pronounced it as 'e'. By this condition, it can show that the reason why she cannot pronounced the sound 'ə' correctly because she did not know what the correct one to pronounce is, so that she used the term of her first language to pronounce the sound.

When they have no input at all, mother tongue can significantly influence someone pronunciation. Such as this student when pronounced the third word, 'tight'. She just directly sounded the letter 'g' in this word that should be erased. It showed that she pronounce English word just like when she produced sound in Indonesia term, /tai:gh/.

Indonesian term always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o' in Indonesia term in the word 'personality', which should be pronounced as 'e'. Alphabet concept influenced in the word 'develop', /dI'veləp/, when she sounded the letter 'e' in this word as 'i'

sound, /di'vilɒp/. Then, the use of 'v' in some words such as 'complain' /kəm'pleɪn/ and 'polite' /pə'li:t/ showed that first language influenced still exist.

. In the word 'call' /kɔ:l/ or /kɑ:l/ showed that she has understanding that 'c' should be pronounced as 'k'. However, the alphabet concept influenced this student to pronounce letter 'a' as 'e' sound so that she pronounced this word as /kel/. When she pronounced the word 'conduct', it showed that she has no idea at all how to pronounce it correctly so that, she pronounced it as /'prɒdɒk/ not /'kən'dʌkt/. Therefore, she pronounced this word without any consideration because she did not know how to pronounce it so that, she just pronounced it as what she can produced directly after reading the words in the text.

In pronouncing the word 'company' /'kʌmpəni/ showed that she has understanding that 'c' should be pronounced as 'k'. She produced sound 'ʌ' as 'v' in the word 'company'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'v' in this word also. She was correct in pronouncing the words 'come' and 'greet'. It can be because has strong background and input how to pronounce it because these words can be familiar word that often heard. Therefore, it was easy for her to pronounce these words. In pronouncing the word 'important', the alphabet influenced still happened when she pronounced letter 'a' as 'e' sound, /ɪm'pɔ:tnt/ not /ɪm'pɒ:tnt/

### **Student Fourteen**

As we know in Bahasa Indonesia, most of word began with letter 'e' is pronounced as 'e' not 'ə'. Then, in the word 'appreciate' / ə'pri:ʃieIt/, this student miss pronounce sound 'ə'. This mistake can be influence by her mother tongue of her first language. She still pronounced it as 'e'. The sound 'i' was pronounced as 'e' also. It shows that when read this word, the student just read it like their mother tongue usually pronouncing, the letter 'e' after 'r' directly sounded as 'e' like it was highly influenced by her first language term. The mistake of pronouncing the sound 'ə' happened again when the student pronounced the word 'appearance' / ə'piərəns/. The first sound of this word should be sounded as 'ə' but the student still failed produced it as 'ə' sound. She still pronounced it as 'e'. By this condition, it can show that the reason why she cannot pronounced the sound 'ə' correctly because she did not know what the correct one to pronounce is, so that she used the term of her first language to pronounce the sound.

Indonesian term always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o' in Indonesia term in the word 'personality', which should be pronounced as 'e'. The influence of speaker's first language still happened in the next word, 'appointment'. She pronounced the first letter 'a' of this word as 'a' not 'ə'.

The strong Indonesia language influence also can be seen when this student pronounced the word 'agenda' / ə'dʒendə/. She pronounced it as /agenda/ same with Indonesian term. It showed that she adopted her first language term to pronounce English word such as used 'a' to pronounced letter 'a', / a'gendə/.

Alphabet concept influenced in the word ‘develop’, /dɪˈveləp/, when she sounded the letter ‘e’ in this word as ‘i’ sound, /diˈvilɒp/. In the word ‘complain’/kəmˈpleɪn/showed that she has understanding that ‘c’ should be pronounced as ‘k’. However, unawareness still appeared when she produced diphthong ‘eɪ’ sound as ‘ai’ sound. It was the same sound pattern according to Indonesian way. It showed that her first language still influenced her on pronouncing this word.

In the word ‘polite’/pəˈlaɪt/, she pronounced ‘ə’ as their first language ‘o’ in Indonesian term. It not because her speech organ cannot pronounce ‘ə’ but she did not know or even has no input of pronouncing this word before so that, her first language always influence her to pronounce English sound. As we know that in Indonesian term, the letter ‘o’ always sounded clearly. In alphabet concept, there is introduction that letter ‘i’ should be read as ‘aɪ’ sound. It may be influenced this student when she pronounced the word ‘pilot’ as /pallot/. However, she still miss to pronounce ‘ə’ sound because she still influenced by her first language strong background.

She was correct in pronouncing the words ‘choose’ and ‘call’. It can be because has strong background and input how to pronounce it because these words can be familiar word that often heard. She pronounced the word ‘conduct’ /ˈkənˈdʌkt/as /ˈkɒnˈdʌkt/. It showed that she has understanding that ‘c’ should be pronounced as ‘k’. However, she produced sound ‘ʌ’ as ‘ɒ’. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear ‘o’ sound may influenced this student on pronouncing ‘ɒ’ in this word also.

In pronouncing the word 'company'/'kʌmpəni/ showed that she has understanding that 'c' should be pronounced as 'k'. She produced sound 'ʌ' as 'ɒ' in the word 'company'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'ɒ' in this word also. She again was correct in pronouncing the word 'come'. It can be because has strong background and input how to pronounce it because this word can be familiar word that often heard.

### **Student Fifteen**

When they have no input at all, mother tongue can significantly influence someone pronunciation. Such as this student when pronounced the third word, 'tight'. She just directly sounded the letter 'g' in this word that should be erased. It showed that she pronounce English word just like when she produced sound in Indonesia term, /tai:gh/. When she pronounced the word 'appearance', it showed that she has no idea at all how to pronounce it correctly so that, she pronounced it as /ə'pre:nces/ not /ə'pIərəns/. Therefore, she pronounced this word without any consideration because she did not know how to pronounce it so that, she just pronounced it as what she can produced directly after reading the words in the text. Indonesian term always produce sound 'o' clearly. This habit may be influenced the student when pronounced 'o' or 'o' in Indonesia term in the word 'personality', which should be pronounced as 'e'. The influence of speaker's first language still happened in the next word, 'appointment'. She pronounced the first letter 'a' of this word as 'a' not 'ə'.

When she miss the sound 'n' and 't' in the word 'appointment', it can be because she did not focus on what she pronounced. She just used her first saw while reading and pronouncing this word. Therefore, she did not focus on the detail of this word. First language influence appeared again when this student pronounced 'ə' as 'a' in the word 'agenda' /a'dʒendə/. This student read the letter 'a' in the first place of these words as pure 'a' in her Indonesia language.

She pronounced the word 'develop' as /di'fələp/. When she used sound 'f' to sound 'v', it showed that again Indonesian term influenced her. Then, the use of 'o' in some words such as 'complain' //kəm'plaIn/ and 'polite' /pə'laIt/ showed

that first language influenced still exist. It was same when she pronounced the word 'pilot' as /pallot/ not /pallət/.

In the word 'call' showed that, she has understanding that 'c' should be pronounced as 'k'. However, unawareness influenced by first language background still appeared when she produced 'a', /ka:l/, that should be pronounced as /kɔ:l/ or /kɔ:l/.

She pronounced the word 'conduct' /'kən'dʌkt/as /'kɔn'dʌkt/. It showed that she has understanding that 'c' should be pronounced as 'k'. However, she produced sound 'ʌ' as 'ɒ'. It showed that she has no information how to pronounce it correctly then she just pronounced it the same as the first language usually produced, Indonesian habit of sounding clear 'o' sound may influenced this student on pronouncing 'ɒ' in this word also. This kind of mistake repeated again when she pronounced the word 'come' as /kɔm/ not /kʌm/.



**Appendix 12**  
**The Comparison between Teacher's and Students' Answer of Pronunciation Test**

Number of Items	Number of Students															Correct Answer	Teacher's Answer
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1 (Attend)	F	F	F	F	F	F	F	F	T	F	F	F	T	T	F	3	T
2 (Appreciate)	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	0	F
3 (Tight)	T	F	F	F	F	F	F	T	T	T	F	F	F	F	F	4	T
4 (Appearance)	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	0	F
5 (Manner)	T	T	F	T	F	T	T	F	T	F	T	T	T	T	T	11	T
6 (Personality)	T	F	T	T	F	F	F	F	F	F	F	F	F	F	F	3	T
7 (Appointment)	F	T	F	F	F	F	F	F	T	F	F	T	T	F	F	4	T
8 (Agenda)	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	0	F
9 (Develop)	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	0	F
10 (Complain)	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	0	F
11 (Polite)	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	0	F
12 (Pilot)	T	T	F	F	T	T	T	F	T	T	T	T	F	F	F	11	T
13 (Choose)	F	F	F	F	F	F	F	T	T	F	T	T	T	T	T	7	T
14 (Call)	F	F	F	T	T	T	F	T	T	T	T	T	F	T	F	9	T

15 (Message)	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	0	F
16 (Conduct)	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	0	T
17 (Company)	F	F	F	F	F	F	F	F	F	F	F	T	F	F	T	2	T	
18 (Come)	T	F	F	F	T	F	T	F	T	T	T	T	T	T	F	9	T	
19 (Greet)	T	T	F	T	T	T	T	F	T	T	T	T	T	F	T	12	T	
20 (Important)	T	T	F	T	F	F	F	F	T	F	F	T	F	T	T	7	T	
Score	35	25	5	25	25	20	20	15	50	30	30	45	30	30	25		65	

Note:

\* The green Table shows the most similar words pronounce by teacher and students.

**Appendix 13**  
**School Approval**



## Appendix 14

### PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Imakhustichosari Setyowati

NIM : 08 431 012

Jurusan/Program Studi : Bahasa Inggris

Fakultas/Program : Ilmu Pendidikan/S-1

Menyatakan dengan sebenarnya bahwa skripsi ini benar-benar merupakan hasil karya sendiri, bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Gresik, 15 Agustus 2012

Yang membuat pernyataan,

Imakhustichosari Setyowati