

**PHONOLOGICAL PERFORMANCE DIFFERENCES
BETWEEN BANYUMAS AND SEMARANG EFL
LEARNERS IN PRONUNCIATION OF ENGLISH
CONSONANTS**

**(A Study at 2nd Grade Students of English Education Department of
Walisongo State Islamic University in the Academic Year of
2016/2017)**

A THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Education Department



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is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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Wassalamu 'alaikum wr.wb

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DEDICATION

This thesis dedicated to:

1. My beloved parents, Dawud and Mujilah.
2. My lovely brothers, Edi Agus Wahyono and Fitri Yulianto.
3. My lovely close friends, Ifatun Khoirunnisa, S.Pd., Nuria Dhotul Jannah, S.Pd., Umuntiatu Sholechah, S.Pd., Nicmatul Azizah, S.Pd., and Dwi Fifi Feranti, S.H..
4. My beloved friends, all English Language Department Students of 2013.
5. All who has helped me to finish my thesis.

ABSTRACT

Tria Nufitaayuni (133411014) “*PHONOLOGICAL PERFORMANCE DIFFERENCES BETWEEN BANYUMAS AND SEMARANG EFL LEARNERS IN PRONUNCIATION OF ENGLISH CONSONANTS*”(A Study at 2nd Grade Students of English Department of Walisongo State Islamic University in the Academic Year of 2016/2017). A final project, Semarang: Bachelor Program of English Language Education of Islamic Education and Teacher Training Faculty, Walisongo State Islamic University Semarang, 2017.

The aim of the research is to find out the difference of phonological performance between Banyumas and Semarang EFL learners in pronunciation of English consonants. This study uses qualitative descriptive method. It is carried out in March until April. The samples for this research were 30 students of English Education Department of Walisongo State Islamic University by using purposive sampling technique. The instruments for collecting the data were test. The test that is used by the researcher is pronunciation test. The material test consists of two texts and two groups of English vocabulary which contain English consonants. The technique which is used to analyze the data was Contrastive analysis (CA). According to the result of the study, it is found that (1)some sounds in English resemble with the dialects, (2)some English sounds are absent in Banyumas and Semarang dialect, (3)special characteristics in Banyumas and Semarang dialect, (4)the characteristic of Banyumas and Semarang learners pronounced the words as spelled, (5)the sounds which are pronounced correctly by Banyumas and Semarang learners. This research can be used in pedagogical aim.

Key Words : *phonological performance, pronunciation, consonants, dialect*

PREFACE

Thank onto Allah SWT for every blessing, kindness, and inspiration in lending me to accomplish this final project. My beloved prophet Mohammad Saw who has inspired me to do and be better. This research entitle “**Phonological Performance Differences between Banyumas and Semarang EFL Learners in Pronunciation of English Consonants (A Study at 2nd Degree of English Education Department of Walisongo State Islamic University in the Academic Year of 2016/2017)**” is submitted to fulfill one of the requirements for achieving the graduate degree at the Department of English of Faculty of Tarbiyah and Teaching Training UIN WALISONGO Semarang, 2017.

I realize that I couldn't complete this final project without help from others. Many people had helped me during writing this final project and it would be impossible to mention all of them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr. H. Raharjo, M.Ed., St., the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dr. Ikhrom, M.Ag., the Head of English Language Education and Teacher Training Faculty of UIN Walisongo Semarang.

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4. All lecturers and classmates in English Department of Education and Teacher Training Faculty for valuable knowledges, advises and supports during the years of my study.
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6. All of my friends who hepled and motivated me.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the readers' suggestions and criticisms to make it perfect is needed. The researcher hopes this thesis can be useful for the improvement of English teaching learning, especially for the researcher and for the readers in general.

Semarang, 12 Juli 2017

Tria Nufitaayuni
133411014

MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣١﴾

O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another. Verily, the most honorable of you with Allah is that (believer) who has At-Taqwa. Verily, Allah is All-Knowing, All-Aware.

Hai manusia, Sesungguhnya kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal-mengenal. Sesungguhnya orang yang paling mulia diantara kamu disisi Allah ialah orang yang paling taqwa diantara kamu. Sesungguhnya Allah Maha Mengetahui lagi Maha Mengenal.

“Love the first language is an obligation. But mastery much language, is a greatness.”

(Tria)

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CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, question of the research, objectives of the research and significance of the research.

A. Background of the Research

Language is an important thing that should be learnt by people. Language is a tool to make a communication happen. It is impossible to communicate with other people without using language. Every nation has its own language, and the characteristic of one language is different from others. There are so many languages in this world, and every language is unique. Rasulullah saw. said:

عَنْ خَارِجَةَ بْنِ زَيْدِ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ -صلى الله عليه وسلم- أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ كِتَابِ يَهُودَ. قَالَ: إِنِّي وَاللَّهِ مَا آمَنْتُ يَهُودَ عَلَى كِتَابٍ «. قَالَ فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيَّ قَرَأْتُ لَهُ كِتَابَهُمْ. قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ

From Kharijah bin Zaid bin Tsabit, from his father; Zaid bin Tsabit, he said: “Rasulullah Shalallahu alaihi wa sallam asks me to learn (for him) words (language) from Jew’s book (letter), he said: “By Allah, I don’t feel secure of (treason) Jews of my letter.” So, not as far as a half

of month I can master their language. When I have mastered it, then if he writes a letter to Jew I am who wrote the letter. And when they write a letter to him, I read it for him.” Abu Isa said that this hadits is hasan sahih. [HR.At Tarmidzi no. 2933]

This hadits explains that one of the importances of learning other language is to avoid the trickery of enemy. It also means that we must know and learn language to avoid miscommunication so that something bad would not happen. While, learning is also a command from Allah SWT and one of them is researching language.

English is an international language and it is used as foreign language in Indonesia. English must be taught as early as possible because it is a compulsory subject from kindergarten until the university. For the university students of English department, English is very important to be learnt. Especially with pronunciation, the students are expected to be able to master in listening, speaking, reading, and writing. But, most of students think that pronunciation is difficult. While, they also understood that the basic knowledge of phonetics and pronunciation would be very important for them. If they didn't know how to pronounce each word or sentence correctly, it can make a failure of communication.

Jenkins (2000: 83) pronunciation is possibly the greatest single barrier to success communication.¹ Communication is the most important thing that human needs to stay connect to other people in the world. Communication is an event which takes place between two agents: the speaker and the listener.² Communication is the purposeful activity of information exchange between two or more participants in order to convey or receive the intended meanings through a shared system of signs and semiotic rules.³ While, there are many factors influencing pronunciation such as age, gender, dialect, phonetic ability, motivation, and others. As we know, Indonesia is rich of culture included language. Each region has different dialect. Furthermore the researcher wants to analyze the different influence of dialects particularly in Java. Those are “Banyumas” and “Semarang” dialects in Central Java. There were 2 phonetics that are difficult to be lost by Java students that are /d/ and /ð/.⁴ Thus, the researcher wants to focus on the consonant sounds pronunciation.

¹Pamela Rogerson- Revell, *English Phonology and Pronunciation Teaching*, (British: Continuum, 2011), page 5.

² Joseph C. Mukalel, *Psychology of Language Learning*, (Delhi: ARORA OFFSET PRESS, 2003), page 29.

³<https://books.google.co.id/books?id=URL4CwAAQBAJ&pg=PA370&lpg=PA370&dq> accessed at 8 PM on December 22, 2015.

⁴ M. Arif Rahman Hakim, *An Analysis of Phonetics b, d, j, ð into English Pronunciation for Java Students (A Study on Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012)*, International Journal of Humanities and Social Science, (Vol. 2 No. 20[Special Issue-October 2012]), page 244.

B. Question of the Research

What are the differences of Phonological Performance between Banyumas and Semarang EFL Learners in Pronunciation of English Consonants at 2nd Grade University Students of English Department of Walisongo State Islamic University in the Academic Year of 2016/2017?

C. Objectives of the Research

Based on the research questions, the objective of the research is to find out the difference of the Phonological Performance between Banyumas and Semarang EFL Learners in Pronunciation of English Consonants at 2nd Grade University Students of English Department of Walisongo State Islamic University in the Academic Year of 2016/2017.

D. Significances of the Research

This research is important for some reasons to know the significances of the research. It gives benefits as follow:

1. For the Lecturer

This research can help lecturer developing their teaching technique. Hopefully, it can give inspiration to the lecturer to make some treatments to their students in teaching English especially in pronunciation.

2. For the Student

Hopefully, it can motivate the students to solve their problem in learning English pronunciation.

3. For the Researcher

This research can help the researcher to answer the research question. The researcher will know what the difference of phonological performance between Banyumas and Semarang EFL learners in pronunciation of English consonants at 2nd grade university students of English Department of Walisongo State Islamic University in the academic year of 2016/2017 is.

CHAPTER II

DIALECT IN PRONUNCIATION OF ENGLISH CONSONANTS

This chapter discusses about previous researches, review of related literature and research hypothesis.

A. Previous Researches

Before conducting the research, some researches related to this research had been looked for. *First*, the research of Hakim, is tried to analyze how to pronounce phonetics *b, d, g, j, dʒ* and *ð* into English pronunciation. The object of the research was all of Javanese students in English Study Program of STAIN Bengkulu in the academic year of 2011/2012. The result of the research was the students still did stressing in phonetics that researched as follow: /b/: 26,67%, /d/: 80%, /g/: 16,67%, /j/: 6,67%, /dʒ/: 13,34%, /ð/: 83,34%. The similarity of the research and this research is about pronunciation. The method used in the research is also the same, that is descriptive qualitative. The difference was the previous research analyzed only some of consonant sounds and this research analyzed all of consonant sounds pronunciation.¹

¹ M. Arif Rahman Hakim, *An Analysis of Phonetics b, d, j, ð into English Pronunciation for Java Students (A Study on Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012)*, International Journal of Humanities and Social Science, (Vol. 2 No. 20[Special Issue-October 2012]), page 244.

Second, the research of Mirzaei, is conducted to compare the phonological performance of two dialects (Kurdish and Persian) in pronunciation of English vowel. The object of the research was 120 students from elementary and advanced levels of Kurdish and Persian EFL learners. The result of the research was there are significant differences at the elementary level between the two groups of speakers, though this was not attested at advanced level. The similarity of the research and this research is about comparing the pronunciation of two dialects. The method used in the research was also the same, that is descriptive qualitative. The other similarity was that the research and this research use Contrastive Analysis (CA) in doing the research. The difference was that the previous research used two levels of students (elementary and advance levels) as the respondents while this research used only one level as the respondents (fifth grade students of university).²

Third, the research of Rosyanawati, is conducted to find out the differences of sound system between Banyumas Dialect of Javanese (BDJ) and English and to describe how BDJ influence students' English pronunciation. The object of the research was 39 students of SMA Negeri 1 Cilacap. The result of the research were there are differences between BDJ and English sound system and those differences brought influence towards

² Khadijeh Mirzaei, *Comparing the Phonological Performance of Kurdish and Persian EFL Learners in Pronunciation of English Vowel*, (Iran: Elsevier Ltd, 2015), page 1.

students' English pronunciation. The similarity of the previous research and this research was about dialect and pronunciation. The difference between the previous research and this research was that the research only analyzed a dialect (Banyumas) while this research analyzes two dialects (Banyumas and Semarang).³

B. Review of Related Literature

On the related literature, what will be discussed is about phonology, pronunciation, consonant, dialect, and Contrastive Analysis (CA).

1. Phonological Performance

Sociolinguistic is concern with language in social and cultural context especially how people with different social identity (e.g. gender, age, race, ethnicity, class) speak and how their speak changes in different situation. It is related to their phonological performance, how their phonology works in their speaking is. 'Speech community' also has influence in linguistic to identify a language or a dialect. People's dialect is differentiated into two kinds, regional dialect (where the dialect is based on the geography) and social dialect (where the dialect is used according to the social

³ Fajar Rosyanawati, K.2209029, *An Analysis of Banyumas Dialect of Javanese Influence on Students' English Pronunciation (A Descriptive Research on the Students' English Pronunciation in Language Program of SMA Negeri 1 Cilacap in the Academic Year of 2013/2014)*, thesis (Surakarta: English Department of Teacher Training and Education Faculty of Sebelas Maret University, 2010), page 41.

class).⁴ It can be known that geography and social class influenced people's speaking in community. Then it formed different phonological in their speaking especially in different region and situation.

2. Phonology

Phonology deals with the speakers' knowledge of the sound system of a language or speech sounds. Phonology is identical with phonetic and phonemic. Phonetic is a study of speech sounds as sound without considering their function in the system of a language. Phonetic is the research of speech sound without regard to their function as signaling units of language. Phonetic transcription can be used as the reliable guide to have control of the spoken language.

Phonemic is a study of speech sounds considers their function to distinguish the meaning of utterances. There are units of sounds whose function is to distinguish meaning called phoneme.⁵ Phonemic can be divided into two branches:

- a. Segmental phoneme is meant phonemes which can be segmented out of an utterance such as consonants and vowels. It is also based on the segmentation of language into individual speech sounds provided by phonetics.

⁴ Mursid Saleh, *Sociolinguistic*, (Semarang: 2012), pages 39-43.

⁵ Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), pages 71-76.

b. Suprasegmental phoneme also called prosody, is concerned with those features of pronunciation that cannot be segmented include stress, rhythm, and intonation (also called pitch contour or pitch movement).⁶

3. Pronunciation

Pronunciation is how words are pronounced.⁷ Pronunciation has the main features that are phonemes (consists of consonants and vowels) and suprasegmental features (consist of intonation and stress).⁸ Pronunciation is also familiar with phonetic, that is the research of speech sound without regard to their function as signaling units of language.⁹ Learning problem in pronunciation faced by the foreign language is especially caused by differences found between the students' language and the target language.

The range of techniques and activities in pronunciation is multifarious from highly focused techniques, such as drilling, to more broad-reaching activities such as getting students to notice (look out for) particular pronunciation features within listening texts.

⁶ Paul Skandera, *A Manual of English Phonetics and Phonology*, (German: CompArt, 2005), page 5.

⁷ Elizabeth Walter, *Cambridge Advanced Learners' Dictionary Third Edition* (Cambridge: Cambridge University Press, 2008).

⁸ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2000), page 1.

⁹ Ramelan, *English Phonetic*, (Semarang: UNNES PRESS, 2003), page 1.

Furthermore, there are two sides of pronunciation teaching—namely, the teaching of productive skills and the teaching of receptive skills. In terms of reception, students need to learn the differences between phonemes.¹⁰

4. Consonant

Consonant is sounds which are not vowels. The way of producing a consonant is characterized mainly by some obstruction above the larynx, especially in the mouth cavity.

Consonant sounds are determined by:

- a. the position of the tongue, lips and teeth
- b. by the way air is released
- c. the use of or the absence of voice.

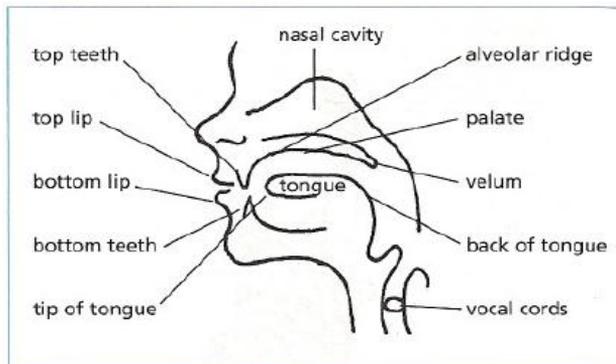


Figure 2.1 The Organ of Speech

Based on where the outgoing air is obstructed, consonants are distinguished as follow:

¹⁰ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2000), page 15.

a. Bilabial consonants

It is indicated that the two lips are used to obstruct the air.

The sounds which are bilabial consonant are sounds /p, b, m, w/.

b. Labio-dental consonants

The air is obstructed by the lower lip against the upper teeth. e.g. /f, v/

c. Apico-dental consonants

The air is obstructed by the tip or apex of the tongue and the upper teeth. e.g. /θ, ð/¹¹

d. Alveolar consonants

The air is obstructed by some parts of the tongue- either the tip and or blade of the tongue against the teeth ridge or gum: e.g. /t, d, n, l/ -and the blade of the tongue against the teeth ridge: e.g. /s, z, ʃ, ʒ, r/

e. Palatal-consonant

The air is obstructed by raising the front of the tongue in the direction of the hard palate e.g. /y/

f. Velar-consonants

The air is obstructed by rising the back or dorsum of the tongue against the soft palate or velum e.g. /k, g, ŋ/

g. Glottal consonants

¹¹ Ramelan, *English Phonetics*, (Semarang: UNNES PRESS, 2003), page 99.

The air is obstructed at the glottis by putting the two vocal cords in close contact or by separating them e.g. /dʒ, h/ ¹²

Table 2.1 The Examples of Consonant Phonetics Symbol

CONSONANTS	
p pen, copy, happen	s soon, cease, sister
b back, baby, job	z zero, music, roses, buzz
t tea, tight, button	l light, valley, feel
d day, ladder, odd	r right, wrong, sorry
k key, clock, school	m more, hammer, sum
g get, good, ghost	n nice, know, funny, sun
	ŋ ring, anger, sung
f fat, coffee, photo	θ thing, author, path
v view, heavy, move	ð this, other, smooth
tʃ church, match, nature	h hot, whole, ahead
dʒ judge, age, soldier	
ʃ ship, sure, n <u>a</u> tional	y yet, use, beauty
ʒ ple <u>a</u> s <u>u</u> re, v <u>i</u> s <u>i</u> on	w wet, one, when,

¹² Ramelan, *English Phonetics*, (Semarang: UNNES PRESS, 2003), pages 100.

5. Dialect

The term *dialect* refers, strictly speaking, to differentiate between kinds of language which are different of vocabulary and grammar as well as pronunciation. From the research question, here are the difference between Banyumas dialect and Semarang dialect:

a. Banyumas Dialect

The use of Banyumas dialect including Banyumas residency, Pekalongan residency and a half of west of Kedu where the southwest is bordered by Cilacap regency, the northwest is bordered by Tegal regency, the northeast is bordered by Pekalongan regency and the southeast is bordered by Kebumen regency. The special consonant phonemic characteristics of Banyumas dialect is seen on the phonemes /b, d, g, k/, and /?/.

/g/	<i>endhog</i>	[ənd ^h og]	= 'telur'
/b/	<i>ababe</i>	[ab ^h ab ^h e]	= 'bau mulut'
/d/	<i>babat</i>	[b ^h ab ^h ad]	= '(daging) babat'
/k/	<i>bapak</i>	[b ^h apak]	= 'ayah'
/?/	<i>ora</i>	[ora?]	= 'tidak'

b. Semarang Dialect

The East Java dialect is used by almost the entire East Java province district and the north region rather turned to the Middle Java, included Semarang. The special consonant phonemic characteristics of Semarang

dialect is seen on the elimination of phoneme /w/ such as *weruh* ‘lihat’ become [əɾɔ(h)] and *wutuh* ‘utuh’ become [utU(h)] and the correspondence of sounds [ɔh] with [ih] such as *abuh* ‘bengkak’ become [abɔh].¹³

6. Contrastive Analysis (CA)

Contrastive Analysis (CA) is the systematic comparison of two or more languages, with the aim of describing their similarities and differences. The background for CA, as applied to language teaching, is the assumption that the native language plays a role in learning a second language. Mother tongue influence is sometimes very obvious, e.g. in the case of foreign accent.¹⁴

C. Research Hypothesis

Hypothesis is an assumption about something that made to explain something that often demands to do investigation. The researcher assumes that the phonological performance of Banyumas and Semarang EFL learners in pronunciation of English consonants is different because dialect influenced people’s speaking.

¹³ Wedhawati, *Tata Bahasa Jawa Mutakhir*, (Yogyakarta: Kanisius, 2006), pages 17- 22.

¹⁴ E-book: Stig Johansson, *Contrastive Analysis and Learner Language: A corpus-based Approach*, (Oslo: University of Oslo, 2008), pages 9-10.

CHAPTER III

RESEARCH METHODS

This chapter consists of research method, research setting, subjects and data of the research. This chapter also contains cycle of the research, data collection and analysis techniques.

A. Research Method

Based on the process of the research, this research is qualitative research as what John has explained that the process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the data meaning.¹

In doing this research, the researcher uses Contrastive Analysis. Contrastive analysis (CA) is the systematic comparison of two or more languages, with the aim of describing their similarities and differences. Contrastive Analysis is appropriate because the aim of this research is to compare two languages those are Banyumas and Semarang.

B. Research Place and Time

1. Research Place

This research was conducted in UIN Walisongo Semarang. It is located on Prof. Dr. Hamka Street, Ngaliyan.

¹ Cresswell Jhon W, *Research Design Qualitative, Quantitative, Qualitative And Mixed Methods Approaches Third Edition*, (USA: Sage, 2009), page 4

This is the only one State Islamic University in Semarang and Central Java. The reason of choosing this university as the place of this research was because its location. As the university where the researcher was studied, it facilitates the researcher in doing the research. Not only saving the time but also the account.

2. Research Time

This research was conducted in a month, from the 13th of March 2017 until the 10th of April 2017. During the research time, the 1st, 2nd and 3rd weeks were used to interview the Banyumas and Semarang students then the 4th week was used to analyze the data and make a research report.

C. Research Object

Population is generalization area consist of object/subject that have certain quality and characteristic established by the researcher to be studied and then the conclusion is taken.² The population of this research was all the students of English Department of Walisongo State Islamic University in the academic year of 2016/2017. Sample is part of the quantity and the characteristic which the population had. Sampling is used to get information as much as possible from various sources which aim to resume the specialty from the unique context. The second aim is to get information that will be the foundation from the plan

² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: ALFABETA, 2008), page 80.

and the theory that arise.³ In this research the researcher took sample by using purposive sampling. Purposive sampling is handpicking supposedly typical cases. Therefore, the samples were taken based on definite criteria. In this research, the definite criteria were the English department students who used Banyumas and Semarang dialect.

The objects of this research were the students in the 2nd grade of Walisongo State Islamic University of Semarang. The reason of choosing the 2nd graders to be the object of this research was because the students in this degree are still beginner. For the Banyumas students, the researcher thought that their language has not been influenced by Semarang yet because they are still new in Semarang. It means that their dialect is still visible and influenced their pronunciation. To authenticate the opinion, the researcher chose the Semarang students who have different dialect as the comparison.

The other reason was because the university students come from various different regions particularly in Central Java. From the condition, it helps the researcher comparing the pronunciation of the students with different dialect in their language particularly Banyumas dialect and Semarang dialect.

D. Data Collection Techniques

To collect the data, the researcher used:

³ Lexy .J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2015), page 224.

1. Interview

The researcher used interview to collect the data and to know the respondents' ability in pronunciation and to compare the different pronunciation. The interview used two texts from AramcoWorld Magazine. The reasons for choosing the Magazine were because it included Islamic studies and histories and also those texts consisted of all the consonants inside.

2. Documentation

How they pronounce was recorded by the researcher then the result was analyzed.

E. Data Analysis Technique

Data analysis is the process of arranging data sequence, organizing into a system, categorizing and setting of the breakdown of base. In this research, the researcher analyzed the data descriptively by using CA by the following steps:

1. Making the phonetics transcription from the respondents' pronunciation.
2. Separating the sounds based on the vocabularies.
3. Analyzing the different respondents' pronunciation (Banyumas and Semarang) especially the consonants.
4. Concluding the result analysis based on the data.

CHAPTER IV
PHONOLOGICAL PERFORMANCE DIFFERENCES
BETWEEN BANYUMAS AND SEMARANG EFL
LEARNERS

This chapter discusses the finding and the discussion of the research. The aim of this research is to find out the different of phonological performance of Banyumas and Semarang EFL learners in pronunciation of English Consonants. According to Gerald Kelly, based on where the outgoing air is obstructed, consonants are distinguished as follow: Bilabial consonants, Labio-dental consonants, Apico-dental consonants, Alveolar consonants, Palatal-consonants, Velar-consonants and Glottal consonant.

A. Finding

Based on the analysis of the test, it can be described as follow:

1. The phonological performance of Banyumas EFL Learners

a. Text

From the text analysis, the students' pronunciation was described as follow:

Table 4.1 The Analysis Result of Banyumas EFL Learners Pronunciation in Texts

Sound	Recorded	Subject	Banyumas Dialect Influence
/p/	/p/	1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15	The students pronounced the sound correctly.

	/ph/	2, 6	/p/ in the beginning position was pronounced as /ph/.
	/b/	1, 2, 4, 6, 9, 11, 13, 14	Students pronounced the sound correctly.
	/bh/	3, 5, 7, 8, 10, 12, 15	Some students made some mistakes by pronouncing sound /b/ as /bh/.
	/s/	All	All students pronounced the sound correctly.
	x (lost)	All	But all students also make some mistakes by deleting suffix /s/.
	/z/	2, 8, 10, 11, 12, 15	Students pronounced the sound correctly.
	/s/	1, 3, 4, 5, 6, 7, 9, 13, 14	/z/ was pronounced as /s/.
	/t/	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14,	Students pronounced the sound correctly
	x (lost)	8, 13, 15	/t/ at the final position was lost.
	/d/	1, 4, 5, 6, 7, 11, 13, 15	Students pronounced the sound correctly.
	/dh/	2, 3, 8, 12	/d/ in the middle was pronounced as /dh/.

	x (lost)	9,10, 14	/d/ in the final was lost.
/k/	/k/	All	All students pronounced the sound correctly.
/g/	/g/	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	Students pronounced the sound correctly.
	/gh/	5	/g/ in the beginning was pronounced as /gh/.
/l/	/l/	All	The students pronounced the sound correctly.
/r/	/r/	1, 3, 6, 7, 8, 9, 10, 11	The students able to pronounce the sound correctly but the sound /r/ was clearly pronounced.
	/wr/	2, 4, 5, 12, 13, 14, 15	/r/ in the beginning position was pronounced as /wr/. They add the sound /w/ before the /r/ especially in the word “written”.
/m/	/m/	All	All students pronounced the sound correctly.
/n/	/n/	All	All students pronounced the sound correctly.
/ŋ/	/ŋ/	All	All students pronounced the

			sound correctly.
/f/	/f/	2, 4, 5, 6, 8, 9, 13, 14	Students pronounced the sound correctly.
	/p/	1, 3, 7, 10, 11, 12, 15	/f/ in the middle was pronounced as /p/.
/v/	/v/	1, 3, 4, 8, 9, 10, 11, 12, 14	Students pronounced the sound correctly.
	/f/	2, 5, 6, 7, 13, 15	/v/ in the final was pronounced as /f/.
/θ/	/t/	All	All students made mistake by pronouncing /θ/ as /t/.
/ð/	/ð/	6, 7, 8, 11, 14	The students pronounced the sound correctly.
	/d/	5	/ð/ in the beginning was pronounced as /nd/. The sound /d/ is similar with the sound /d/ in the word 'dadi'(become) and 'dalan' (street) in Javanese.
	/dh/	4	/ð/ middle position was pronounced as /dh/ similar with the /dh/ in the word 'dhadha' (chest).
	/nð/	1, 2, 3, 15	/ð/ in the beginning position was pronounced as /d/.

	/t/	9, 10, 12, 13,	/ð/ in the final position was pronounced as /t/.
/tʃ/	/tʃ/	7, 11, 13, 14,	Student pronounced the sound correctly.
	/c/	1, 4, 9,	/tʃ/ in the final was pronounced as /c/.
	/k/	3, 5, 6, 10, 15 12,	/tʃ/ in the beginning was pronounced as /k/.
	/s/	2, 8,	/tʃ/ in the beginning was pronounced as /s/.
/dʒ/	/dʒ/	1, 10, 14	Students pronounced the sound correctly.
	/j/	2, 3, 5, 6, 8, 9, 11, 13, 15	/dʒ/ was pronounced as /j/. In English it was made on the blade of tongue but students pronounced it by the obstruction in the center of the tongue and hard palate.
	/jh/	4, 7, 12	/dʒ/ in the beginning of the word was pronounced as /jh/. They added the sound /h/ after the sound /j/.
/h/	/h/	1, 2, 6, 8	Students pronounced the sound correctly.

	/wh/	4, 5, 7, 10, 12, 13, 15	/h/ in the word “whose” was pronounced as /wh/.
	/w/	3, 9, 11, 14,	/h/ in the word “whose” was pronounced as /w/.
/f/	/f/	4, 6, 10, 13, 14, 15	Students pronounced the sound correctly.
	/s/	1, 2, 3, 5, 7, 8, 9, 11, 12	/f/ in the beginning and the final position was pronounced as /s/.
/ʒ/	/ʒ/	4, 10	Students pronounced the sound correctly.
	/f/	3, 5, 6, 8, 9, 11, 13, 15	/ʒ/ was pronounced as /f/.
	/s/	2, 7, 12, 14	/ʒ/ was pronounced as /s/.
/j/	/j/	1, 2, 3, 4, 5, 6, 9, 10, 13, 14	Students pronounced the sound correctly.
	x (lost)	7, 8, 11, 12, 15	/j/ in the middle position was lost in the word “million” or “museum”.
/w/	/w/	1, 5, 6, 9, 11, 13, 14	Students pronounced the sound correctly.
	/wh/		/w/ was pronounced as /wh/.

		2, 3, 4, 7, 8, 10, 12, 15	Students added the sound /h/ after the /w/.
/ʔ/	-	All	All students used /ʔ/ in the final of the word which ended by vowel.

From the table above, it can be known that the influence of each sound is different.

b. Vocabulary

From the vocabulary analysis, the students' pronunciation was described as follow:

Table 4.2 The Analysis Result of Banyumas EFL Learners Pronunciation in Vocabulary

Sound	Recorded	Subject	Banyumas Dialect Influence
/p/	/p/	1, 2, 5, 10, 11	The students pronounced the sound correctly.
	/ph/	3, 4, 6, 7, 8, 9, 12, 13, 15	/p/ in the beginning of the word was pronounced as /ph/. Students added sound /h/ as after /p/.
/b/	/b/	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13,	The students pronounced the sound correctly.
	/bh/	8, 13	/b/ in the beginning was pronounced as /bh/. Students added the sound /h/ after the sound /p/.

	/s/	3, 4, 6, 7, 8, 9, 10, 11, 14	The students pronounced the sound correctly.
/s/	x (lost)	1, 2, 5, 12, 13, 15	/s/ in the final position (suffix) was lost.
/z/	/s/	All	/z/ was pronounced as /s/.
/t/	/t/	6, 7, 9, 12	The students pronounced the sound correctly.
	/d/	1, 2, 3, 4, 5, 10, 11	/t/ in the final position was pronounced as /d/.
	x (lost)	8, 13, 15	/t/ in the final position was lost.
/d/	/d/	1, 6, 7, 9, 11, 12, 13, 14, 15	The students pronounced the sound correctly.
	/dh/	2, 8,	/d/ in the beginning and the final position was pronounced as /dh/. The students added sound /h/ after the sound /d/.
	x (lost)	3, 4, 5, 10,	/d/ in the middle and the final position was lost.
/k/	/k/	All	The students pronounced the sound correctly.
/g/	/g/	3, 5, 6, 8	The students pronounced the

	/gh/	1, 2, 7, 10	sound correctly. /g/in the beginning was pronounced as /gh/. The students added the sound /h/ after /g/.
	/k/	4, 9, 11, 12, 13, 15	/g/ in the middle position was pronounced as /k/ o the word “examples”
/l/	/l/	All	The students pronounced the sound correctly.
/r/	/r/	1, 6,	The students pronounced the sound correctly.
	/wr/	2, 3, 4, 5, 7, 8, 12, 13, 14, 15	/r/ in the beginning is pronounced as /wr/ in the word “written”.
/m/	/m/	1, 2, 3, 4, 8, 9, 10, 11, 12	The students pronounced the sound correctly.
	/mh/	5, 6, 7, 13,15	/m/ was pronounced as /mh/. The students added the sound /h/ after /m/.
/n/	/n/	All	The students pronounced the sound correctly.
/ŋ/	/ŋ/	All	The students pronounced the sound correctly.

/f/	/f/	1, 4, 6, 8, 9, 10	The students pronounced the sound correctly.
	/p/	3, 5, 12, 13, 14, 15	/f/ in the middle was pronounced as /p/ in the word “calligraphy”
	/v/	2, 7, 10, 11	/f/ in the middle was pronounced as /v/.
/v/	/v/	1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13	The students pronounced the sound correctly.
	/f/	2, 9, 14, 15	/v/ was pronounced as /z/.
/θ/	/θ/	7	The student pronounced the sound correctly.
	/t/	1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15	/θ/ was pronounced as /t/.
	/ð/	3	/θ/ in beginning position was pronounced as /ð/.
/ð/	/ð/	12	The students pronounced the sound correctly.
	/d/	1, 2, 8, 11, 14	/ð/ in the beginning was pronounced as /nd/. The sound /d/ was similar with the sound /d/ in the word ‘dadi’(become) and ‘dalan’

	/dh/	5, 7	(street) in Javanese. /ð/ in the beginning position was pronounced as /dh/ as in the words 'dhadha' (chest).
	/nd/	3, 9, 10	/ð/ beginning position was pronounced as /nd/. They added sound /n/ before the /d/.
	/t/	6, 13, 15	/ð/ in the final position was pronounced as /t/.
	/θ/	4	/ð/ in the final position was pronounced as /θ/.
/tʃ/	/tʃ/	1, 2, 6, 7, 9, 11, 14	The students pronounced the sound correctly.
	/c/	4, 5, 15	/tʃ/ in the final position was pronounced as /c/. In English it was made on the blade of tongue but students pronounce it by the obstruction in the center of the tongue and hard palate.
	/k/	3, 10, 12	/tʃ/ in the beginning position was pronounced as /k/.
	/s/	8, 13	/tʃ/ in the beginning position was pronounced as /s/.

/dʒ/	/dʒ/	6, 11, 13, 14	The students pronounced the sound correctly.
	/j/	1, 2, 3, 4, 9, 15	/dʒ/ in the beginning was pronounced as /j/. In English it was made on the blade of tongue but students pronounce it by the obstruction in the center of the tongue and hard palate.
	/jh/	8, 12	/dʒ/ in the beginning was pronounced as /jh/. The students added the sound /h/ after the sound /j/.
	/g/	5, 7, 10	/dʒ/ in the beginning was pronounced as /g/.
/h/	/h/	1, 2, 8	The students pronounced the sound correctly.
	/wh/	3, 4, 5, 6, 7, 10, 12, 13, 15	/h/ in the beginning position was pronounced as /wh/. They added the sound /w/ especially in the word “written” because they read the word as spelled.
	/w/	9, 11, 14	/h/ in the beginning position was pronounced as /w/ especially in the word

			“whose” because they read the word as spelled.
/ʃ/	/ʃ/ /s/	4, 6, 10, 13, 14, 15 1, 2, 3, 5, 7, 8, 9, 11, 12	The students pronounced the sound correctly. /ʃ/ was pronounced as /s/.
/ʒ/	/ʒ/ /ʃ/ /s/	10 1, 4, 6, 9, 12, 13, 14 2, 3, 5, 7, 8, 11, 15	The student pronounced the sound correctly. /ʒ/ was pronounced as /ʃ/. /ʒ/ was pronounced as /s/.
/j/	/j/ x (lost)	1, 2, 3, 4, 5, 10, 13, 14, 15 6, 7, 8, 9, 11, 12	The students pronounced the sound correctly. /j/ in the middle position was lost.
/w/	/w/ /wh/	3, 4, 5, 7, 8, 10, 11, 12, 13, 14 1, 2, 6, 9, 15	The students pronounced the sound correctly. /w/ was pronounced as /wh/. The students added the sound /h/ after the sound /w/.
/ʔ/	/ʔ/	All	All students used /ʔ/ in the final of the word which

			ended by vowel.
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From the table above, it can be known that each sound has different influence in the students' pronunciation.

2. The phonological performance of Semarang EFL Learners

a. Text

From the text analysis, the students' pronunciation was described as follow:

Table 4.3 The Analysis Result of Semarang EFL Learners Pronunciation in Texts

Sound	Recorded	Subject	Semarang Dialect Influence
/p/	/p/	All	The students pronounced the sound correctly.
/b/	/b/	All	The students pronounced the sound correctly.
/s/	/s/	7, 9, 13, 14	The students pronounced the sound correctly.
	x (lost)	1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 15	/s/ in the final position (suffix) was lost.
/z/	/z/	2, 3	The students pronounce the sound correctly.
	/s/	1, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15	/z/ was pronounced as /s/.
/t/	/t/	4, 8, 10, 12, 13, 14 15	The students pronounced the sound correctly.

	/g/	7, 9, 11,	/t/ in the final position was pronounced as /g/ in the word “sought”.
	x (lost)	1, 2, 3, 5, 6,	/t/ in the final position was lost.
/d/	/d/	2, 4, 7, 8, 11, 12, 13, 14	The students pronounced the sound correctly.
	x (lost)	1, 3, 5, 6, 9,10, 15	/d/ in the final position was lost.
/k/	/k/	All	The students pronounced the sound correctly.
/g/	/g/	All	The students pronounced the sound correctly.
	/k/	All	In the middle position, the students also pronounced the sound /g/ as /k/ especially in the word “example”.
/l/	/l/	All	The students pronounced the sound correctly.
/r/	/r/	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14,	The students pronounced the sound correctly.
	/wr/	9	/r/ in the beginning position was pronounced as /wr/. The

			students added the sound /w/ before /r/ especially in the wor “written”.
/m/	/m/	All	The students pronounced the sound correctly.
/n/	/n/	All	The students pronounced the sound correctly.
/ŋ/	/ŋ/	All	The students pronounced the sound correctly.
/f/	/f/	1, 2, 3, 4, 6, 8, 9, 11, 12, 14, 15	The students pronounced the sound correctly.
	/v/	5, 7, 10, 13	/f/ in the middle position was pronounced as /v/.
/v/	/v/	1, 2, 3, 4, 6, 7, 9,	The students pronounced the sound correctly.
	/f/	5, 8, 11, 12, 13, 14, 15	/v/ in the middle and the final position was pronounced as /f/.
/θ/	/t/	All	All students pronounced the sound /θ/ as /t/.
/ð/	/ð/	2, 7, 8, 13	The students pronounced the sound correctly.
	/nd/	4, 5, 9, 10, 11, 12	/ð/ in the beginning was

			pronounced as /nd/. The students added sound /n/ before /d/. The sound /d/ was similar with the sound /d/ in general “
	/d/	6, 9, 14, 15	/ð/ middle position was pronounced as /d/.
	/t/	1, 3	/ð/ in the final position was pronounced as /t/.
/tʃ/	/tʃ/	2, 4, 6, 8,	The students pronounced the sound correctly.
	/c/	7, 13, 14, 15	/tʃ/ in beginning and the final position was pronounced as /c/. In English it was made on the blade of tongue but students pronounced it by the obstruction in the center of the tongue and hard palate.
	/k/	1, 3, 11, 12,	/tʃ/ in the beginning position was pronounced as /k/.
	/t/	5	/tʃ/ in the middle position was pronounced as /t/.
	/s/	9	/tʃ/ in the beginning position was pronounced as /s/.
/dʒ/	/dʒ/	5, 6, 7, 9	The students pronounced the

	/j/	1, 2, 3, 8, 10, 11, 13, 14,	sound correctly. /dʒ/ was pronounced as /j/. In English it was made on the blade of tongue but students pronounced it by the obstruction in the center of the tongue and hard palate.
	/ŋ/	4, 15	/dʒ/ in the final position was pronounced as /ŋ/.
	/g/	12	/dʒ/ in the beginning position is pronounced as /g/.
/h/	/h/	13, 14, 15	The students pronounced the sound correctly.
	/w/	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Some students made some mistakes by pronouncing the sound /h/ as /w/ in the beginning position especially in the word “whose”.
/ʃ/	/ʃ/	7, 9, 10, 11, 12, 13, 14, 15	The students pronounced the sound correctly.
	/s/	1, 2, 3, 4, 5, 6, 8	/ʃ/ was pronounced as /s/.
/ʒ/	/ʒ/	1	The students pronounced the sound correctly.
	/ʃ/	7, 8, 11, 14	/ʒ/ was pronounced as /ʃ/.

	/s/	2, 3, 4, 5, 7, 9, 10, 12, 13, 15	/ʒ/ was pronounced as /s/.
/j/	/j/ x (lost)	1, 3, 5, 7, 8, 9, 10, 12, 13, 14, 15 2, 4, 6, 11	The students pronounced the sound correctly. /j/ in the middle position was lost.
/w/	/w/	All	The students pronounced the sound correctly.

From the table above, it can be known that each sound has different influence in the students' pronunciation.

b. Vocabulary

From the vocabulary analysis, the students' pronunciation was described as follow:

Table 4.4 The Analysis Result of Semarang EFL Learners Pronunciation in Vocabulary

Sound	Recorded	Subject	Semarang Dialect Influence
/p/	/p/	All	The students pronounced the sound correctly.
/b/	/b/	1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15	The students pronounced the sound correctly.
	/bi/	6	/b/ in the final position was pronounced as /bi/.

	x (lost)	1, 8	/b/ in the final position was lost.
/s/	/s/	4, 7, 8, 9, 10, 13, 14	The students pronounced the sound correctly.
	/k/	1, 3	Some students pronounced the sound /s/ as /k/.
	x (los)	2, 5, 6, 11, 12, 15	/s/ in the final position (suffix) was lost.
/z/	/z/	2, 3, 6, 7, 14	The students pronounced the sound correctly.
	/s/	1, 4, 5, 8, 9, 10, 11, 12, 13, 15	/z/ was pronounced as /s/.
/t/	/t/	4, 7, 9, 11	The students pronounced the sound correctly.
	/d/	13, 15	/t/ in the final position was pronounced as /d/.
	/g/	10, 12	/t/ in the final position was pronounced as /g/ in the word “sought”.
	x (ost)	1, 2, 3, 5, 6, 8	/t/ in the final position was lost.
/d/	/d/	3, 5, 6, 7, 9, 10, 13	The students pronounced the sound correctly.

	/t/ x (lost)	2, 11, 14 1, 4, 8, 12, 15	/d/ in the final pronounced as /t/. /d/ in the final position was lost.
/k/	/k/	All	The students pronounced the sound correctly.
/g/	/g/ /k/	1, 7, 10, 13 2, 3, 4, 5, 6, 8, 9, 11, 12, 14, 15	The students pronounced the sound correctly. In the middle position, the students also pronounced the sound /g/ as /k/ especially in the word “example”.
/l/	/l/	All	The students pronounced the sound correctly.
/r/	/r/ /wr/ /w/	1, 2, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15 3 5	The students pronounced the sound correctly. /r/ in the beginning position was pronounced as /wr/. The students added the sound /w/ before /r/ especially in the word “written”. /r/ in the beginning position was pronounced as /w/ especially in the word

			“written”.
/m/	/m/	All	The students pronounced the sound correctly.
/n/	/n/	All	The students pronounced the sound correctly.
/ŋ/	/ŋ/	All	The students pronounced the sound correctly.
/f/	/f/	1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 14, 15	The students pronounced the sound correctly.
	/v/	7, 10, 13	/f/ in the middle position was pronounced as /v/.
/v/	/v/	2, 3, 4, 5, 6, 7, 9, 10	The students pronounced the sound correctly.
	/f/	1, 8, 11, 12, 13, 14, 15	/v/ in the middle and the final position was pronounced as /f/.
/θ/	/t/	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	All students pronounced the sound /θ/ as /t/.
	/ð/	1	/θ/ was pronounced as /ð/.
/ð/	/ð/	2, 13	The students pronounced the sound correctly.
	/nd/	4, 5, 10, 11, 12	/ð/ in the beginning was pronounced as /nd/.

	/d/	6, 9, 14	/ð/ middle position was pronounced as /d/.
	/t/	1, 3, 15	/ð/ in the final position was pronounced as /t/.
	/θ/	7, 8	/ð/ in the final position was pronounced as /θ/.
/tʃ/	/tʃ/	6, 7, 13	The students pronounced the sound correctly.
	/c/	8, 10, 14	/tʃ/ in beginning and the final position was pronounced as /c/. In English it was made on the blade of tongue but students pronounced it by the obstruction in the center of the tongue and hard palate.
	/k/	3, 4, 11, 12, 15	/tʃ/ in the beginning position was pronounced as /k/.
	/t/	1, 9	/tʃ/ in the middle position was pronounced as /t/.
	/s/	2, 5	/tʃ/ in the beginning position was pronounced as /s/.
/dʒ/	/dʒ/	5, 6, 9	The students pronounced the sound correctly.

	/j/	1, 2, 3, 8, 10, 13, 14,	/dʒ/ was pronounced as /j/. In English it was made on the blade of tongue but students pronounced it by the obstruction in the center of the tongue and hard palate.
	/ŋ/	4, 7	/dʒ/ in the final position was pronounced as /ŋ/.
	/g/	11, 12, 15	/dʒ/ in the beginning position was pronounced as /g/.
/h/	/h/	13, 14, 15	The students pronounced the sound correctly.
	/w/	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Some students made some mistakes by pronouncing the sound /h/ as /w/ in the beginning position especially in the word “whose”.
/ʃ/	/ʃ/	7, 9, 10, 11, 12, 13, 14, 15	The students pronounced the sound correctly.
	/s/	1, 2, 3, 4, 5, 6, 8	/ʃ/ was pronounced as /s/.
/ʒ/	/ʒ/	1, 3	The students pronounced the sound correctly.
	/ʃ/	2, 4, 5, 6, 7, 9, 10, 12	/ʒ/ was pronounced as /ʃ/.

	/s/	8, 11, 13, 14, 15	/ʒ/ is pronounced as /s/.
/j/	/j/	2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	The students pronounced the sound correctly.
	x (lost)	1, 3, 4	/j/ in the middle position was lost.
/w/	/w/	All	The students pronounced the sound correctly.

From the table above, it can be known that each sound has different influence in the students' pronunciation.

B. Discussion

From the research result, it can be learnt that Banyumas and Semarang EFL Learners have different influences in pronunciation of English consonants. The problem of English pronunciation from Banyumas EFL learners are (1) some sounds in English resemble with Banyumas EFL learners pronunciation, (2) some English sounds are lost in Banyumas EFL learners' pronunciation, (3) special characteristics in Banyumas Dialect influence students' English pronunciation, (4) the characteristic of Banyumas students pronounce the English words spelled the way they are, (5) the sound which are correctly pronounced.

1. Some sounds in English resembling Banyumas EFL learners' pronunciation

a. Sound [dʒ]

In English sound [dʒ] is made by the blade of the tongue. However, most of Banyumas students pronounced this sound as [j], this sound was pronounced with the obstruction in the center of the tongue and hard palate. In Banyumas, [j] sound was used in the words 'jeruk' (*orange*), 'ijo' (*green*) and 'jam' (*clock*). The students pronounced [dʒ] sound in the word 'gently', 'originally', 'mayor' and 'massage' as [j].

b. Sound [tʃ]

The nearest sound of [tʃ] is [c]. Some students pronounced the sound [tʃ] in the words 'each', 'much' and 'pouch' as [c]. In English, sound [tʃ] was made by the blade of the tongue touching hard palate, while sound [c] was made by the obstruction in the center of the tongue and hard palate.

c. Sound [ð]

This sound exists in the words 'the', 'this', 'their' and 'these'. Most of students pronounced the sound [ð] as [d]. However, the sound [d] in Banyumas Dialect was similar with the sound [d] which is used in the word 'dadi' (*become*), 'idu' (*saliva*), and 'dalan' (*street*). The sound [ð] was made by tongue is placed between the teeth while

sound [d] in Banyumas was made by involving the tip of the tongue and hard palate.

d. Sound [θ]

Sound [θ] was resembled sound [t]. In the pronunciation of the word 'southeast' almost all of the students pronounced as [t] sound. The students replaced the sound [θ] as the nearest sound [t].

e. Sound [ʃ]

The sound [ʃ] resembled the sound [s]. In pronouncing the word 'lavish', 'workshop', 'sure' 'share' and others, most of students replaced the sound [ʃ] as [s]. Sound [ʃ] was produced by the blade of the tongue touches the hard palate while sound [s] was produced by involving the tip of the tongue and the tooth ridge (alveolar).

f. Sound [ʒ]

The sound [ʒ] was produced by the blade of the tongue and the hard palate. This sound resembled sound [s] and [z]. Sound [s] was produced by involving the tip of the tongue and the tooth ridge. The sound [ʒ] in the text was consisted in the word 'Asia', 'erasure' and 'treasure'. Almost all the students pronounced the sound [ʒ] as sounds [s] and [z].

g. Sound [z]

The sound [z] resembled the sound [s]. Both are produced by the obstruction of the blade of the tongue

against the teeth ridge. Most of the students pronounced the sound [z] as [s] in the words ‘this’, ‘these’, ‘was’, ‘using’, ‘because’ and others.

h. Sound /v/

The sound /v/ resembled the sound [f]. It was happened when the students pronounced the words ‘of’, ‘given’, ‘lavish’, ‘even’, ‘over’, and others. Both of the sounds were obstructed by the lower lip against the upper teeth and made the student wrong in their pronunciation easily.

2. Some English sounds are lost in Banyumas EFL learners’ pronunciation

a. Sound [s]

Sound [s] was often forgotten and being lost when it was a suffix. It influences the Banyumas learner in pronouncing the word ‘skills’, ‘brushes’, ‘workshops’, and others.

b. Sound [t]

The sound usually lost when the position was in the final of the word. The students made some mistakes by pronouncing the word ‘left’, ‘southeast’, ‘against’ and others without sound [t] in the final.

c. Sound [d]

Sound [d] was an exist sound. However, the students made some mistakes by pronouncing the word ‘and’, ‘hand’, ‘bound’ and ‘landmark’ without [d] sound.

d. Sound [j]

Sound [j] was usually lost in the students’ pronunciation. The way they read the word was similar with how the word was spelled. The students make some mistakes in the word ‘million’ and ‘museum’.

3. Special characteristics in Banyumas Dialect influence students’ English pronunciation

According to Wedhawati (2006) there are special characteristics of consonants sound that Banyumas language has. These sounds influenced students in their English Pronunciation. The sounds are [g], [b], [d], [k] and [ʔ]. However, in this research, the researcher found the other sounds that pronounced differently, that are sound [p], [f], and [w].

a. Sound [g]

Sound [g] in the beginning of the word was usually pronounced as [gh]. Banyumas students added the sound [h] after the sound [g]. It is happened in the word ‘given’.

b. Sound [b]

Sound [b] in the beginning was pronounced as [bh]. The students added the sound [h] after the sound [b]

clearly. It was found in the word ‘by’, while in the final position, the students pronounced the sound [b] without followed by the outgoing of the air. Therefore the pronunciation was stopped with the closed lip.

c. Sound [d]

Sound [d] in the beginning was sometimes pronounced as [dh] like in the word ‘display’. In the final position, the students pronounced the sound [d] without followed by the outgoing of the air and sometimes they also pronounced the sound [d] as [t] in the word ‘illuminated’.

d. Sound [k]

Sound [k] is pronounced correctly by the Banyumas students. However, in the final position, the students pronounced the sound without followed by the outgoing of the air.

e. Sound [ʔ]

This sound was one of the special characteristics of Banyumas dialect. In Banyumas, the words that used sound [ʔ] (Glottal stop) were the words which ended by vowel. For example the word ‘ora’ /oraʔ/ (no). In the text, the students pronounced the sound [ʔ] after the words ‘originally’, ‘gently’, ‘the’, ‘India’, ‘highly’, ‘onto’ and ‘Asia’.

f. Sound [p]

This sound is one of bilabial consonant where it is indicated that the two lips are used to obstruct the air. The students made mistake by pronouncing the sound [p] as [ph]. They added sound [h] after the sound [p] especially in the word ‘pigments’.

g. Sound [f]

The sound [f] is one of labio-dental consonants. It is produced the air is obstructed by the lower lip against the upper teeth. Some students produced the sound in the word especially ‘calligraphy’. They changed the sound [f] as [p]

h. Sound [w]

This sound is one of bilabial consonants where it is indicated that the two lips are used to obstruct the air. Sometimes the students pronounced the sound [w] as [wh]. They added the sound [h] after [w] in the words ‘wall’, ‘work’, ‘world’ and others.

4. The characteristic of Banyumas students read the English words spelled the way they are.

Table 4.5 The Analysis Result of Sounds [r] and [h] by Banyumas EFL Learners

Text		Vocabulary	
Written	7	Written	10
Whose	7	Whose	9

The word 'written' in English was pronounced [ˈrɪt.ɪn] while the students pronounced as [ˈwɪt.ɪn] where there was sound [w] there. The amount of the students who made mistake in pronouncing the word 'written' in the text is only 7 students and in the vocabulary was 8 students. The other word was 'whose'. In English was pronounced as /hu:z/ while the students pronounced as /whu:s/. The students pronounced the word by following the spelling. There are 9 students who made mistake in pronouncing the word in the text and 12 students in the vocabulary. The students who pronounced the text wrongly was more than who pronounced the vocabulary.

5. The sound which are correctly pronounced without any mistake.

The sounds are as follow:

a. Sound [l]

Sound [l] is produced by the obstruction of the tongue- either the tip of the tongue against the teeth ridge. This sound is categorized in alveolar consonant. The students pronounced the sound [l] is in the word 'million', 'wall', 'lavish', 'glaze' and others.

b. Sound [m]

Sound [m] is produced by the obstruction of two lips. This sound is included in bilabial consonant. The students pronounced the sound [m] in the words 'million', 'from', 'pigments' and others.

c. Sound [n]

This sound is produced by the obstruction of the tongue- either the tip of the tongue against the teeth ridge. It is included in alveolar consonant. The students pronounced the sound [n] in the words ‘event’, ‘India’, ‘north’ and others.

d. Sound [ŋ]

The sound is produced by rising the back or dorsum of the tongue against the soft palate or velum. This sound is included in velar consonant. While the sound was pronounced in the words ‘long’, ‘drawing’, and ‘using’.

The problem of English pronunciation from Semarang EFL learners are (1) some sounds in English resemble with Semarang EFL learners pronunciation, (2) some English sounds were lost in Semarang EFL learners’ pronunciation, (3) special characteristics in Semarang Dialect influence students’ English pronunciation, (4) the characteristic of Semarang students read the English words spelled the way they are.

1. Some sounds in English resemble with Semarang EFL learners pronunciation

a. Sound [dʒ]

In English sound [dʒ] is made by the blade of the tongue. However, most of Semarang students pronounce this sound as [j], this sound is pronounced with the obstruction in the center of the tongue and hard palate. In Semarang, [j]

sound I used in the word ‘jeruk’ (*orange*), ‘ijo’ (*green*) and ‘jam’ (*clock*). The students pronounced [dʒ] sound in the word ‘gently’, ‘originally’, ‘mayor’ and ‘massage’ as [j].

b. Sound [tʃ]

The nearest sound of [tʃ] is [c]. Some students pronounced the sound [tʃ] in the words ‘each’, ‘much’ and ‘pouch’ as [c]. In English, sound [tʃ] is made by the blade of the tongue touching hard palate, while sound [c] is made by the obstruction in the center of the tongue and hard palate.

c. Sound [ð]

This sound exists in the words ‘the’, ‘this’, ‘their’ and ‘these’. Most of students pronounced the sound [ð] as [d]. However, the sound [d] in Semarang Dialect was added by sound [n] before the sound [d] which was usually used in the word ‘nDemak’ (*name of city*), ‘ndemek’ (*touch*), and ‘ndelok’ (looking at). The sound [ð] is made by tongue is placed between the teeth while sound [d] in Banyumas is made by involving the tip and blade of the tongue against the teeth ridge.

d. Sound [θ]

Sound [θ] resembled sound [t]. In the pronunciation of the word ‘southeast’ almost all of the students pronounced as [t] sound. The students replaced the sound [θ] as the nearest sound [t].

e. Sound [ʃ]

The sound [ʃ] resembled the sound [s]. In pronouncing the word 'lavish', 'workshop', 'sure' 'share' and others, most of students replaced the sound [ʃ] as [s]. Sound [ʃ] is produced by the blade of the tongue touches the hard palate while sound [s] is produced by involving the tip of the tongue and the tooth ridge (alveolar).

f. Sound [ʒ]

The sound [ʒ] is produced by the blade of the tongue and the hard palate. This sound resemble with sound [s] and [z]. Sound [s] is produced by involving the tip of the tongue and the tooth ridge. The sound [ʒ] in the text is consisted in the word 'Asia', 'erasure' and 'treasure'. Almost all the students pronounced the sound [ʒ] as sound [s] and [z].

g. Sound [z]

The sound [z] resembled the sound [s]. Both were produced by the obstruction of the blade of the tongue against the teeth ridge. Most of the students pronounce the sound [z] as [s] in the words 'this', 'these', 'was', 'using', 'because' and others.

h. Sound /v/

The sound /v/ resembled the sound [f]. It was happened when the students pronounced the words 'of', 'given', 'lavish', 'even', 'over', and others. Both of the

sounds are obstructed by the lower lip against the upper teeth and make the student wrong in their pronunciation easily.

i. Sound [g]

Sound [g] in the middle of the word was usually pronounced as [k]. The students change the sound [g] as [k] in the word ‘example’. Both the sounds are obstructed by rising the back or dorsum of the tongue against the soft palate or velum. Furthermore, it made the students pronounced the word wrongly.

j. Sound [f]

The sound [f] is one of labio-dental consonants. It is produced when the air is obstructed by the lower lip against the upper teeth. Some students produced the sound especially in the word ‘offered’. They change the sound [f] as [v].

2. Some English sounds were lost in Semarang EFL learners’ pronunciation

Table 4.6 The Analysis Result of Sounds which are Lost by Semarang EFL Learners Pronunciation

Text		Vocabulary	
/s/	11	/s/	6
-	-	/b/	2
/t/	5	/t/	6
/d/	7	/d/	5
/j/	4	/j/	3

a. Sound [s]

Sound [s] was often being forgotten and being lost when it is a suffix. It influences the Semarang learners in pronouncing the word 'skills', 'brushes', 'workshops', and others. However, the amount of the students who made mistake in pronouncing the sound [s] in the texts is more than in the vocabulary. There are 11 students who made mistake in pronouncing the text while there are only 6 students who made mistake in pronouncing the vocabulary.

b. Sound [b]

Sound [b] was n't pronounced when the sound is in the final position. There were only two students who make a mistake in pronouncing the word 'superb' without sound [b] in the final.

c. Sound [t]

The sound was usually lost when the position was in the final of the word. The students made some mistakes by pronouncing the word 'left', 'southeast', 'against' and others without sound [t] in the final. The amount of the students who made mistake in pronouncing the sound [t] is 5 students while in pronouncing the vocabulary is 6 students.

d. Sound [d]

Sound [d] is an exist sound. However, the students made some mistakes by pronouncing the word ‘and’, ‘hand’, ‘bound’ and ‘landmark’ without sound [d]. There were only 7 students who made mistake in pronouncing the texts while only 5 students who made mistake in pronouncing the vocabularies.

e. Sound [j]

Sound [j] was usually lost in the students’ pronunciation. The way they pronounced the word was similar with how the word was spelled. The students made some mistakes in the word ‘million’ and ‘museum’. There were only 4 students who made mistake in pronouncing the texts while only 3 students who made mistake in pronouncing the vocabularies.

3. Special characteristics in Semarang Dialect influence students’ English pronunciation

According to Wedhawati (2006) the special consonant characteristic of Semarang dialect is seen on the elimination of phoneme /w/ in Javanese. While, in English the students pronounced the word correctly. They pronounced the sound [w] properly in the words ‘with’, ‘world’, ‘were’, and others.

4. The characteristic of Semarang students read the English words spelled the way they are.

Table 4.7 The Analysis Result of Sounds [r] and [h] by Semarang EFL Learners Pronunciation

Text		Vocabulary	
Written /r/	1	Written /r/	1
Whose /h/	3	Whose /h/	12

The word 'written' in English was pronounced [ˈrɪt. ə n] while the students pronounced as [ˈwɪt. ə n] where there was sound [w] there. The amount of the students who made mistake in pronouncing the word 'written' in the text is only 1 student and in the vocabulary was 1 student. The other word was 'whose'. In English it pronounced as /huːz/ while the students pronounced as /wuːs/. The students pronounced the word by following the spelling. There were 3 students who made mistake in pronouncing the word in the text and 12 students in the vocabulary. The students who pronounced the vocabulary wrongly is more than who pronounced the text.

5. The sound which are correctly pronounced without any mistake.

a. Sound [l]

Sound [l] is produced by the obstruction of the tongue- either the tip of the tongue against the teeth ridge. This sound is categorized in alveolar consonant. The

students pronounced the sound [l] is in the word ‘million’, ‘wall’, ‘lavish’, ‘glaze’ and others.

b. Sound [m]

Sound [m] is produced by the obstruction of two lips. This sound is included in bilabial consonant. The students pronounced the sound [m] in the words ‘million’, ‘from’, ‘pigments’ and others.

c. Sound [n]

This sound is produced by the obstruction of the tongue- either the tip of the tongue against the teeth ridge. It is included in alveolar consonant. The students pronounced the sound [n] in the words ‘event’, ‘India’, ‘north’ and others.

d. Sound [ŋ]

The sound is produced by rising the back or dorsum of the tongue against the soft palate or velum. This sound is included in velar consonant. While the sound was pronounced in the words ‘long’, ‘drawing’, and ‘using’.

e. Sound [k]

Sound [k] is a velar consonant. The air is obstructed by rising the back or dorsum of the tongue against the soft palate or velum. The words which were pronounced such as ‘kind’, ‘book’, ‘could’, ‘contours’ and others.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter the researcher presents conclusion about the result of the research. Related to the problem, the differences between Banyumas and Semarang EFL learners in pronunciation of English consonants are classified into (1) some sounds in English resembling the dialects, (2) some English sounds that are lost in Banyumas and Semarang dialect, (3) special characteristics in Banyumas and Semarang dialect, (4) the characteristic of Banyumas and Semarang learners pronouncing the words as spelled, (5) the sounds which are pronounced correctly by Banyumas and Semarang learners.

Table 5.1 The Different Phonological Performance of Banyumas and Semarang EFL Learners

No.	Category	Banyumas	Semarang
1.	English sounds resembling the dialect	[dʒ], [tʃ], [ð], [θ], [ʃ], [ʒ], [z], [v]	[dʒ], [tʃ], [ð], [θ], [ʃ], [ʒ], [z], [v], [f], [g]
2.	English sounds that are lost	[s], [t], [d], [j], [w],	[s], [b], [t], [d], [j]
3.	Special characteristic sound	[g], [b], [d], [k], [ʔ], [p], [f]	[w]
4.	the characteristic of the	[r] and [h]	[r] and [h]

	learners pronouncing the words as spelled		
5.	the sounds which are pronounced correctly	[l], [m], [n], [ŋ]	[p], [l], [m], [n], [ŋ], [k]

B. Suggestion

Based on the conclusion above, here are some suggestions to the teachers, students and next researchers:

1. For the Teachers
 - a. As professional, the teachers might choose the proper methods in their teaching. Choosing the right methods might support the learning atmosphere and attract more attention from the students. It could also help the teachers to manage teaching learning process well, from the preparation until assessment stage.
 - b. The portion of oral language and written language should be equal. It could increase students' ability not only in understanding English text but also in using English as a mean of communication.
 - c. In teaching English, especially in speaking and pronunciation, the teacher must arrange the material from simple to complex. Hopefully, the students will find it easier in learning language. The teacher should give the clear comparison about the differences of L1 (First Language) and L2 (Second Language). After that, the teacher explains the differences between L1 and L2

sounds. The teacher can facilitate the students by giving examples of the correct pronunciation then the students imitate what the teacher said.

2. For the students
 - a. After knowing the pronunciation problem, keeping spirit in studying English is needed because nowadays English is very important. The ability in mastering and using it to communicate is a must.
 - b. In studying English, especially in speaking and pronunciation, the students must increase and enrich the pronunciation knowledge. It will make their speaking better and minimize misunderstanding between English' speakers.
3. For the Next Researchers
 - a. This research was limited by English consonant. For the complete research, it will be better if the next research is about English vowel. Furthermore, the finding will be much more.
 - b. This research used descriptive qualitative to analyze the data, the next research should use quantitative to analyze the data.

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<https://books.google.co.id/books?id=URL4CwAAQBAJ&pg=PA370&lpg=PA370&dq> retrived: December 22, 2015.

Appendix 1

List of Banyumas Respondents

NO.	NAME	STUDENT'S NUMBER	HOME TOWN
1.	Aisy Puspa Livia	1603046113	Tegal
2.	Erlistiana	1603046034	Pemalang
3.	Fika Elisa	1603046055	Tegal
4.	M. Fikri Alfi Traseptian	1603046067	Tegal
5.	Isnaeni Azi S	1603046120	Brebes
6.	Laras Atika Nur	1603046023	Banjarnegara
7.	Ahmad Nafi'ul Umam	1603046096	Brebes
8.	Nur Kholis	1603046094	Cirebon
9.	Nurul Hakimah	1603046020	Kebumen
10.	Nuzulia Rohmah	1603046048	Banyumas
11.	Puput Noor	1603046128	Pemalang
12.	Rima Dian Pramesti	1603046090	Tegal
13.	Rizka Alifah	1603046081	Kebumen
14.	Siti Sa'adah	1603046025	Banjarnegara
15.	Wildan Azizi	1603046101	Brebes

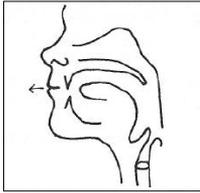
List of Semarang Respondents

NO.	NAME	STUDENT'S NUMBER	HOME TOWN
1.	Amalia Nabilah	1603046113	Semarang
2.	Amiratus Sholikhah	1603046061	Demak
3.	Dina Salma	1603046055	Demak
4.	Dinda Candra Murti	1603046086	Semarang
5.	Eka Sri Mundhafi	1603046120	Demak
6.	Farikha Kurnia R.	1603046039	Semarang
7.	Fitria Rachim	1603046038	Demak
8.	Hana Tsamira Yunia	1603046062	Semarang
9.	Heni Patmawati	1603046017	Demak

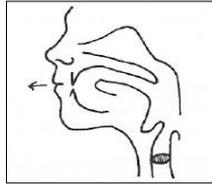
10.	I' anatul Izzah	1603046049	Rembang
11.	Khrisna Erlangga	1603046128	Ambarawa
12.	M. Faqih el Hakim	1603046090	Semarang
13.	Nafisah Mardiana	1603046056	Demak
14.	Nurul Afrida Izzah	1603046014	Demak
15.	Yudhistia Ayuningtyas W.	1603046066	Semarang

Appendix 2

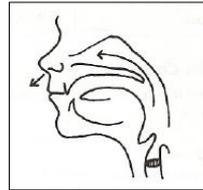
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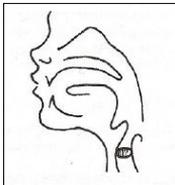
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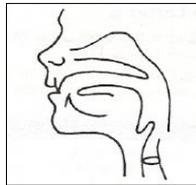
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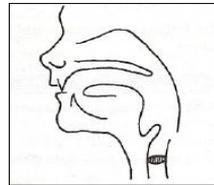
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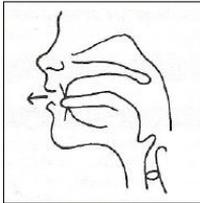
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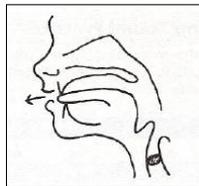
The sound /f/



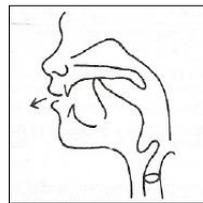
The sound /v/



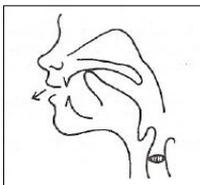
The sound /θ/



The sound /ð/



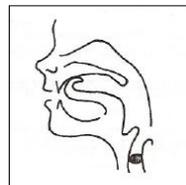
The sound /t/



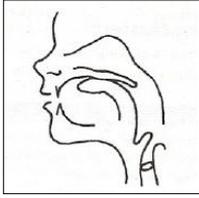
The sound /d/



The sound /n/



The sound /l/



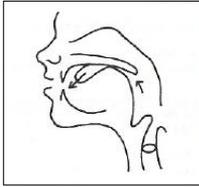
The sound /s/



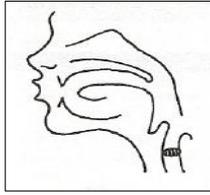
The sound /z/



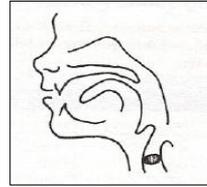
The sound /ʃ/



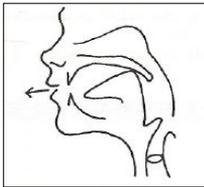
The sound /ʒ/



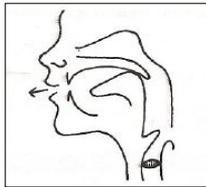
The sound /r/



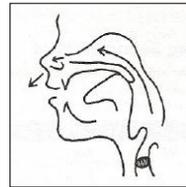
The sound /y/



The sound /k/



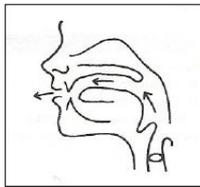
The sound /g/



The sound /ŋ/



The sound /dʒ/



The sound /h/

Appendix 3

Read the texts and pronounce the vocabularies correctly!

Text 1

From Baghdad to Amsterdam

...

The output of the workshops was prodigious, and wall tiles accounted for a major share of it. These were exported far and wide, even to India, Southeast Asia and the North American colonies. Each of the millions of wall tiles produced over 200 years was hand-painted. This required much skill and a sure hand, because the pigments were applied on a wet surface of tin glaze. No erasures were possible. For speed and efficiency, the outlines were transferred onto the tile using a stencil made from a sheet of paper with a drawing whose contours were pierced with lines of pinholes. When a sponge or a pouch with powdered charcoal was gently pressed against it, charcoal marks were left on the tile, and decorators could use these lines as guides for their fine brushes.

...

(Source: AramcoWorld Magazine, November/December 2016 Edition, page 33)

Text 2

THE ART OF THE QUR'AN: Treasures from the Museum of Turkish and Islamic Art

Celebrated for their superb calligraphy and lavish illumination, the manuscripts in this landmark exhibition span almost 1,000 years- from eighth-century Damascus to 17th-century Istanbul. Many of works, on view outside of Turkey for the first time, are critical to the history and appreciation of the Art of the Book. The exhibition tells the stories of some of these extraordinary manuscripts, their markers and their owners. Visitors learn how the Qur'an was transformed from an orally transmitted message to a written, illuminated and bound text produced by highly accomplished artists. Many of the Qur'ans on display were originally created for some of the most powerful rulers of the Islamic world. As the finest examples of their kind, long after their completion the manuscripts were sought out and cherished as prized possessions by the Ottoman ruling elite, whose power once extended from southeast Europe to Northern Africa and the Middle East. They were offered as gifts to cement political and military relationships or to recognize special arts, and they were also given to public and religious institutions to express personal piety, political power and prestige. Donations of Qur'ans to libraries and public institutions by royal women, too, expressed commitment to contemporary religious and social life.

(Source: AramcoWorld Magazine, November/December 2016 Edition, page 40)

Vocabulary of Text 1

From	Far	Applied	Contours
Baghdad	Wide	On	Pierced
To	Even	Wet	Lines
Amsterdam	India,	Surface	Pinholes
The output	Southeast	Tin	When
Of	Asia	Glaze.	Sponge
The	North	No	Or
workshops	American	Erasures	Pouch
Was	Colonies	Possible	Powdered
	Each	Speed	Charcoal
Prodigious,	Millions	Efficiency	Gently
And	Produced	Outlines	Pressed
Wall	Over	Transferred	Against
Tiles	Years	Onto	Marks
Accounted	Hand	Tile	Left
For	Painted	Using	Decorators
A	This	Stencil	Could
Major	Required	Made	Use
Share	Much	Sheet	As
It	Skill	Paper	Guides
These	Sure	With	Their
Were	Because	Drawing	Fine
Exported	Pigments	Whose	Brushes

(Source: AramcoWorld Magazine, November/December 2016 Edition, page 33)

Vocabulary of Text 2

The	Century	How	Kind	Military
Art	Damascus	Was	Long	Relationships
Of	To	Transformed	After	Or
The	17 th -	An	Completion	Recognize
Qur'an	Istanbul.	Orally	Sought	Special
Treasures	Many	Transmitted	Out	Arts,
From	Works	Massage	Cherished	Also
Museum	On	Written	Prized	Given
Turkish	View	Illuminated	Possessions	Public
And	Outside	Bound	Ottoman	Religious
Islamic	Turkey	Text	Ruling	Institutions
Celebrated	First	Produced	Elite	Express
For	Time,	By	Whose	Personal
Their	Are	Highly	Power	Piety
Superb	Critical	Accomplished	Once	Prestige
Calligraphy	History	Artists	Extended	Donations
Lavish	Appreciation	Display	Southeast	Libraries
Illumination	Book	Were	Europe	Royal
Manuscripts	Tells	Originally	Northern	Women
In	Stories	Created	Africa	Too
This	Some	Most	Middle	Expressed
Landmark	These	Powerful	East	Commitment
Exhibition	Extraordinary	Rulers	They	Contemporary
Span	Markers	World	Offered	Social
Almost	Owners	As	Gifts	Life
Years	Visitors	Finest	Cement	
Eighth	Learn	Examples	Political	

(Source: AramcoWorld Magazine, November/December 2016 Edition, page 40)

Appendix 4

The Banyumas EFL Learners Transcription

Name : M. Fikri Afitra S

NIM :

Dialect: Banyumas

Pronounce these words correctly!

TEXT 1

Sound	Words	Correct Pronunciation	Student's Pronunciation	
			Text	Vocabulary
/p/	Output	/ˈaot.pot/	/ˈpout.pot/	/ˈoot.pot/
	Workshops	/ˈwɜ:k.ʃɒps/	/ˈwɒk.ʃɒps/	/ˈwɒʔ.ʃɒps/
	Prodigious	/prəˈdɪdʒ.əs/	/proˈdɪg.ius/	/proˈdɪdʒ.ius/
	Produced	/prəˈdju:st/	/prod.u:s/	/prod.u:s/
	Pigments	/ˈpɪg.mənts/	/ˈpɪg.men/	/phɪg.mhen/
	Possible	/ˈpɒs.ə.bl/	/ˈpɒs.i.bl/	/ˈpɒs.i.bl/
	Paper	/ˈpeɪ.pə r /	/ˈpæ.pə r /	/ˈpeɪ.phə r /
/b/	Because	/brɪˈkæz/	/brɪˈkɒz/	/beˈkɒus/
	Possible	/ˈpɒs.ə.bl/	/ˈpɒs.i.bl/	/ˈpɒs.i.bl/
	Brushes	/brʌʃəs/	/brʌʃes/	/bru:ʃes/
/s/	Workshops	/ˈwɜ:k.ʃɒps/	/ˈwɒk.ʃɒps/	/ˈwɒʔ.ʃɒps/
	Tiles	/taɪls/	/taɪls/	/taɪls/
	Southeast	/ˌsaʊθˈi:st/	/souts/	/soʊti:s/
	Millions	/ˈmɪl.jəns/	/ˈmɪl.iəns/	/ˈmɪl.jən/
	Skills	/skɪls/	/skɪl/	/skɪl/
	Surface	/ˈsɜ:.fɪs/	/ˈsər.fes/	/ˈsər.fes/
	Pinholes	/ˈpɪn.həʊls/	/ˈpɪn.hols/	/ˈpɪn.hols/
	Brushes	/brʌʃəs/	/brʌʃes/	/bru:ʃes/

/z/	Was	/wɒz/	wəs	/wəs/
	These	/ði:z/	/ði:s/	/ðes/
	This	/ðɪz/	/ðɪs/	/ðɪs/
	Because	/bi'kəz/	/bi'kɒz/	/be'kəus/
	Glaze	/gleɪz/	/glæz/	/gleɪz/
	Using	/ju:z ɪŋ /	/ju:z ɪŋ /	/ju:s ɪŋ /
	Whose	/hu:z/	/whu:z/	/whu:z/
	As	/əz/	/əz/	/es/
/t/	To	/tu:/	/tʊʔ/	/tʊʔ/
	Output	/'aʊt.pʊt/	/ʊt.pʊt/	/out.pʊt/
	Tiles	/taɪls/	/taɪls/	/taɪls/
	Southeast	/,saʊθ'i:st/	/souts/	/souti:s/
	Tin	/tɪn/	/tɪn/	/tɪn/
	Onto	/'ɒn.tu/	/'ɒn.tu/	/'ɒn.tu/
	Stencil	/'stent.səl/	/sten.sɪl/	/sten.sɪl/
	Against	/ə'ɡentst/	/ə'gens/	/ə'ɡemst/
	Left	/left/	/left/	/left/
/d/	And	/ænd/	/æn/	/ænd/
	Wide	/waɪd/	/waɪd/	/waɪd/
	India	/'ɪn.di.ə/	/'ɪn.diaʔ/	/'ɪn.diaʔ/
	Produced	/prə'dju:st/	/prod.u:s/	/prod.u:s/
	Hand	/hænd/	/hæn/	/hæn/
	Speed	/spi:d/	/spi:d/	/spi:d/
	Made	/meɪd/	/meɪd/	/meɪd/
	Could	/kʊd/	/kʊldʔ/	/kʊldʔ/
	Guides	/ɡaɪds/	/ɡaɪds/	/ɡaɪds/
/k/	Workshop	/'wɜ:k.ʃɒps/	/'wɒk.ʃɒps/	/'wɒʔ.ʃɒps/
	Colonies	/'kɒl.ə.nɪs/	/'kɒl.ɒ.nɪs/	/'kɒl.ɒ.nɪs/
	Skills	/skɪls/	/skɪl/	/skɪl/
	Because	/bi'kəz/	/bi'kɒs/	/be'kəus/
	Contours	/'kɒn.tə:ʔs/	/'kɒn.tə:ʔs/	/'kən.təʊr/
	Charcoal	/'tʃɑ:.kəʊl/	/kar.kəʊl/	/kər.koal/

	Marks	/mɑ:kz/	/mɑ:rks/	/mɑ:rks/
	Decorators	/'dek.ə r.ei.təʳ s/	/'dek.o re.tɔ:rs/	/'dek.o re.tɔ:rs/
	Could	/kʊd/	/kʊld/	/kʊld/
/g/	Pigments	/'pɪg.mənts/	/'pɪg.men/	/phɪg.mhen/
	Glaze	/gleɪz/	/glæz/	/gleɪz/
	Guides	/gɑ:ds/	/gʊɑ:ds/	/gɑ:ds/
/l/	Wall	/wɔ:l/	/whɔ:l/	/wɔ:l/
	Colonies	/'kɒl.ə.nɪs/	/'kɒl.ɒ.nɪs/	/'kɒl.ɒ.nɪs/
	Millions	/'mɪl.jəns/	/'mɪl.iəns/	/'mɪl.jən/
	Tiles	/taɪls/	/taɪls/	/taɪls/
	Skills	/skɪls/	/skɪl/	/skɪl/
	Glaze	/gleɪz/	/glæz/	/gleɪz/
	Left	/left/	/lef	/left/
/r/	From	/frɒm/	/frɒm/	/frɒm/
	Prodigious	/prə'dɪdʒ.əs/	/pro'dɪg.i.ʊs/	/pro'dɪdʒ.i.ʊs/
	Major	/'meɪ.dʒə r /	/'meɪ.jə r /	/'meɪ.jə r /
	Were	/wɜ: r /	/wɜ: r /	/wɜ: r /
	Surface	/'sɜ:.fɪs/	/'sə:r.fes/	/'sə:r.fes/
	Erasures	/'reɪ.ʒəʳs/	/e'ra.fu:rs/	/'reɪ.jə r/
	Contours	/'kɒn.tə:ʳs/	/'kɒn.tə:ʳs/	/'kan.təur/
	Decorators	/'dek.ə r.ei.təʳ s/	/'dek.o re.tɔ:rs/	/'dek.o re.tɔ:rs/
/m/	From	/frɒm/	/frɒm/	/frɒm/
	Major	/'meɪ.dʒə r /	/'meɪ.jə r /	/'meɪ.jə r /
	Millions	/'mɪl.jəns/	/'mɪl.iəns/	/'mɪl.jən/
	Much	/mʌtʃ/	/mʌtʃ/	/mʌtʃ/
	Pigments	/'pɪg.mənts/	/pɪg.men/	/phɪg.mhen/
	Made	/meɪd/	/meɪd/	/meɪd/
	Marks	/mɑ:kz/	/mɑ:rks/	/mɑ:rks/
/n/	Even	/'i:v ə n/	/'i:v ə n/	/'i:v ə n/
	India	/'m.di.ə/	/'m.di.aʔ/	/'m.di.aʔ/
	Colonies	/'kɒl.ə.nɪs/	/'kɒl.ɒ.nɪs/	/'kɒl.ɒ.nɪs/
	Millions	/'mɪl.jəns/	/'mɪl.iəns/	/'mɪl.jən/

	North	/nɔ:θ/	/nɔ:rt/	/nɔ:rth/
	Onto	/'ɒn.tu/	/ɒn.tu/	/ɒn.tu/
	Lines	/laɪns/	/laɪns/	/laɪns/
	Pinholes	/'pɪn.həʊls/	/'pɪn.hɒls/	/'pɪn.hɒls/
	Stencil	/'sten t .s ^ə l/	/stencil/	/stencil/
/ɪŋ/	Drawing	/'drɔ:.ɪŋ/	/'dr ɔ:wɪŋ/	/'dr ɔ:wɪŋ/
	Using	/ju:z ɪŋ /	/ju:z ɪŋ /	/ju:s ɪŋ /
/f/	Far	/fɑ:ˈr/	/fɑ:ˈr/	/fɑ:ˈr/
	Efficiency	/'ɪfɪ.ənsi/	/'eɪfɪ.ʃi.ən.sɪ/	/'eɪfɪ.ʃi.ən.sɪ/
	From	/frɒm/	/frɒm/	/frɒm/
	Left	/left/	/left/	/left/
	For	/fɔ:ˈr/	/fɔ:ˈr/	/fɔ:ˈr/
	Surface	/'sɜ:.fis/	/'sær.fes/	/'sær.fes/
/v/	Of	/əv/	/ɔ:f/	/ɔ:f/
	Even	/'i:v ə n/	/'i:v ə n/	/'i:v ə n/
	Over	/'əʊ.vəˈr/	/'oʊ.vəˈr/	/'oʊ.vəˈr/
/θ/	Southeast	/'saʊθ'i:st/	/souts/	/soʊti:s/
	North	/nɔ:θ/	/nɔ:rt/	/nɔ:rth/
/ð/	The	/ði:/ or /ðə/	/ðə/	/ðə/
	These	/ði:z/	/ði:s/	/ðes/
	This	/ðɪz/	/ðɪs/	/ðɪs/
	With	/wɪð/	/wɪt/	/wɪt/
	Their	/ðeəˈr/	/ðeɪˈr/	/ðeɪˈr/
/tʃ/	Pouch	/paʊtʃ/	/poutʃ/	/paʊtʃ/
	Each	/i:tʃ/	/i:tʃ/	/i:tʃ/
	Much	/mʌtʃ/	/mʌtʃ/	/mʌtʃ/
	Charcoal	/'tʃɑ:.kəʊl/	/kar.kəʊl/	/kær.koal/
/dʒ/	Sponge	/spʌndʒ/	/spɒŋ/	/spɒndʒ/
	Prodigious	/prə'dɪdʒ.əs/	/pro'dɪg.i.əs/	/pro'dɪdʒ.i.əs/
	Major	/'meɪ.dʒəˈr/	/'meɪ.jəˈr/	/'meɪ.jəˈr/
	Gently	/'dʒent.li/	/'dʒen.tli/	/'dʒen.tli/
/h/	Hand	/hænd/	/hæn/	/hæn/
	Whose	/hu:z/	/whu:z/	/whu:z/

	Pinholes	/ˈpɪn.həʊls/	/ˈpɪn.hɒls/	/ˈpɪn.hɒls/
/ʃ/	Workshop	/ˈwɜːk.ʃɒps/	/ˈwɜk.ʃɒps/	/ˈwɜʔ.ʃɒps/
	Share	/ʃeəˈ/	/ʃeəˈ/	/ʃeəˈ/
	Sure	/ʃʊːr/	/ʃʊəˈ/	/ʃʊə/
	Efficiency	/ɪˈfɪ.ʃənt.si/	/eˈfɪ.ʃiən.si/	/eˈfɪ.ʃiən.si/
	Sheet	/ʃi:t/	/ʃi:t/	/si:t/
	Brushes	/brʌʃəs/	/brʌʃes/	/bru:ʃes/
/ʒ/	Asia	/ˈeɪ.ʒə/	/aʒɪə/	/esiaˈ/
	Erasures	/ɪˈreɪ.ʒəˈs/	/eˈra.fu:rs/	/ɪˈreɪ.ʃəˈr/
/y/	Use	/ju:z/	/ju:z/	/ju:se/
	Millions	/ˈmɪl.jənz/	/ˈmɪl.iənz/	/ˈmɪl.jən/
/w/	Workshop	/ˈwɜːk.ʃɒps/	/ˈwɜk.ʃɒps/	/ˈwɜʔ.ʃɒps/
	Was	/wɒz/	/wəs/	/wəs/
	Wall	/wɔ:l/	/whɔ:l/	/wɔ:l/
	Were	/wɜːˈ/	/wɜːˈ/	/wɜːˈ/
	Wet	/wet/	/wet/	/wet/
	Wide	/waɪd/	/waɪd/	/waɪd/
	With	/wɪð/	/whɪt/	/wɪt/

TEXT 2

Sound	Words	Correct Pronunciation	Student's Pronunciation	
			Text	Vocabulary
/p/	Superb	/suːˈpɜːb/	/suːˈpɜrb/	/suːˈpɜrb/
	Appreciation	/əˌpriː.ʃiˈeɪ.ʃən/	/əˌpre.sie.ʃən/	/əˌpre.ʃiˈeɪ.ʃən/
	Produced	/prəˈdjuːst/	/proˈdu:s/	/proˈdʒiu:s/
	Display	/dɪˈspleɪ/	/dɪs.pleɪ/	/dɪs.pleɪ/
	Powerful	/ˈpaʊə.fʊl/	/ˈpʊʊər.fʊl/	/ˈpʊʊər.fʊl/
	Europe	/ˈjʊə.rəp/	/ˈju:.rɒp/	/ˈju:.rɒp/
	Public	/ˈpʌb.lɪk/	/ˈpʌb.lɪk/	/ˈpʌb.lɪk ^h /

/b/	Exhibition	/, ek.sɪ' bɪʃ.ən/	/, ek.sɪ' hɪ.bɪʃ.ən/	/, ek.sɪ' bɪʃ.ən/
	Superb	/su: 'pɜ:b/	/su: 'pɜrb/	/su: 'pɜrb/
	Book	/bʊk/	/bʊk/	/bʊk ^h /
	Bound	/baʊnd/	/bɒnd/	/bɒnd/
	By	/baɪ/	/baɪ/	/baɪ/
	Public	/'pʌb.lɪk/	/'pʌb.lɪk/	/'pʌb.lɪk ^h /
/s/	Exhibition	/, ek.sɪ' bɪʃ.ən/	/, ek.sɪ' hɪ.bɪʃ.ən/	/, ek.sɪ' bɪʃ.ən/
	Span	/spæn/	/span/	/span/
	Works	/wɜ:ks/	/wɔ:ks/	/wɔ:ks/
	Century	/'sen. tʃ.ər.i/	/'sen. tur.i/	/'sen. tər.i/
	Outside	/, aʊt' saɪd/	/, ɒt' saɪd/	/, əʊt' saɪd/
	Manuscripts	/'mæn.jʊ.skɪpts/	/manʊskɪp/	/manʊskɪps/
	Southeast	/, saʊθ' i:st/	/soʊti:s/	/sɒti:s/
	East	/i:st/	/i:s/	/i:st/
	Cement	/sɪ' ment/	/kɔ' men/	/sə' men/
	Social	/'səʊ.ʃ.əl/	/'so:ʃiəl/	/'so:ʃiəl/
/z/	Museum	/mju: 'zi:.əm/	/mu:zi.əm/	/mu:zi.əm/
	Islamic	/ɪz' læm.ɪk/	/ɪslamɪk/	/ɪslamɪk/
	This	/ðɪz/	/ðɪs/	/ðɪs/
	These	/ði:z/	/ði:s/	/ðes/
	Was	/wɒz/	/wəz/	/wəz/
	As	/æz/	/æs/	/es/
	Prized	/praɪzd/	/praɪs/	/praɪzd/
	Possession	/pə' zef. ə n/	/pə' seʃən/	/pə' feʃən/
	Whose	/hu:z/	/whu:z/	/whu:z/
	Recognize	/'rek.əg.naɪz/	/'rɪk. əg .naɪs/	/'rɪk. əg .naɪs/
/t/	Treasures	/'treʒ.ərs/	/'treʒ.ərs/	/'treʃ.ərs/
	Turkish	/'tɜ:.kɪʃ/	/'tur.kɪs/	/'tur.kɪs/
	Stories	/'sto: .rɪs/	/'sto: .rɪs/	/'sto: .rɪs/
	Accomplished	/ə' kɔm.plɪʃt/	/ə' kɔm.plɪʃd/	/ə' kɔm.plɪʃd/
	Most	/məʊst/	/mɒst/	/mɒst/

	Finest	/'faɪ.nɪst/	/'faɪnəs/	/'faɪnəs/
	Sought	/sɔ:t/	/so:ut/	/sout/
/d/	And	/ænd/	/æn/	/æn/
	Landmark	/'lænd.mɑ:k/	/'læn.mɑ:k/	/'læn.mɑ:k/
	Outside	/,aot'saɪd/	/,pɒt'saɪd/	/,əot'saɪd/
	Extraordinary	/ɪk'strɔ:.dɪn.ər.i/	/ek'stra.ɔrdɪn.əri/	/ek'stra.ɔrdɪn.əri/
	Illuminated	/'ɪlu:.mɪ.neɪ.tɪd/	/'ɪlu.mɪ.nets/	/'ɪlu.mɪ.nets/
	Bound	/baʊnd/	/bʰɒn/	/bɒnd/
	Produced	/prə'dju:st/	/produ:s/	/prɒdʒju:s/
	Display	/di'spleɪ/	/dɪs.pleɪ/	/dɪs.pleɪ/
	Kind	/kaɪnd/	/kaɪn/	/kaɪn/
/k/	Turkish	/'tɜ:.kɪʃ/	/'tʉr.kɪs/	/'tʉr.kɪs/
	Islamic	/ɪz'læm.ɪk/	/ɪslamɪk/	/ɪslamɪk/
	Calligraphy	/kə'ɪg.rə.fi/	/kælɪ.gra.fi/	/kelɪ.gra.fi/
	Landmark	/'lænd.mɑ:k/	/'læn.mɑ:k/	/'læn.mɑ:k/
	Exhibition	/,ɪk.sɪ'brɪʃ.ən/	/,ɪk.sɪ'hɪ.brɪʃ.ən/	/,ɪk.sɪ'brɪʃ.ən/
	Works	/wɜ:ks/	/wɔ:ks/	/wɔ:ks/
	Book	/bʊk/	/bʊk/	/bʊk/
	Kind	/kaɪnd/	/kaɪn/	/kaɪn/
/g/	Calligraphy	/kə'ɪg.rə.fi/	/kælɪ.gra.fi/	/kelɪ.gra.fi/
	Examples	/ɪg'zɑ:m.pls/	/æk'sem.pl/	/æ'sem.pl/
	Recognize	/'rek.əg.naɪz/	/'rɪk.əg.naɪs/	/'rɪk.əg.naɪs/
	Gifts	/gɪfts/	/gɪf/	/gɪfts/
	Given	/'gɪv.ən/	/'gɪv.ən/	/'gɪv.ən/
/l/	Islamic	/ɪz'læm.ɪk/	/ɪslamɪk/	/ɪslamɪk/
	Calligraphy	/kə'ɪg.rə.fi/	/kælɪ.gra.fi/	/kelɪ.gra.fi/
	Lavish	/'læv.ɪʃ/	/'lav.ɪʃ/	/'læv.ɪʃ/
	Landmark	/'lænd.mɑ:k/	/'læn.mɑ:k/	/'læn.mɑ:k/
	Orally	/'ɔ:.rə.li/	/'ɔ:.rɑ.li/	/'ɔ:.rɑ.li/
	Elite	/'ɪli:t/	/əlaɪt/	/el ^h aɪt/
/r/	Treasures	/'treʒ.ərs/	/'treʒ.ərs/	/'treʃ.ərs/
	Calligraphy	/kə'ɪg.rə.fi/	/kælɪ.gra.fi/	/kelɪ.gra.fi/

	Written	/ˈrɪt. ə n/	/ˈwɪrɪt. ə n/	/ˈwɪrɪt. ə n/
	Religious	/rɪˈlɪdʒ. ə s/	/reˈlɪdʒ. ɪ ə s/	/reˈlɪdʒ. ɪ ə s/
/m/	Museum	/mjuːˈziː. ə m/	/muːzɪ. ə m/	/muːzɪ. ə m/
	Islamic	/ɪzˈlæm. ɪ k/	/ɪsləˈmɪk/	/ɪsləˈmɪk/
	Landmark	/ˈlænd.mɑːk/	/ˈlæn.mɑːk/	/ˈlæn.mɑːk/
/n/	Many	/ˈmen.i/	/ˈmen.i/	/ˈmen.i/
	Most	/məʊst/	/mɒst/	/mɒst/
	And	/ænd/	/æn/	/æn/
	Exhibition	/ ˌ ek.sɪˈbɪʃ. ə n/	/ ˌ ek.sɪˈhɪ.bɪʃ. ə n/	/ ˌ ek.sɪˈbɪʃ. ə n/
	Many	/ˈmen.i/	/ˈmen.i/	/ˈmen.i/
/ŋ/	Long	/lɒŋ/	/lɒŋ/	/lɒŋ/
	Ruling	/ˈruː.lɪŋ/	/ˈrʊ.lɪŋ/	/ˈrʊ.lɪŋ/
/f/	Calligraphy	/kəˈlɪɡ.rə.fi/	/kəlɪˈɡrɑːfi/	/kəlɪˈɡrɑːfi/
	After	/ˈɑːf.tə r /	/ˈɑːf.tə r /	/ˈɑːf.tə r /
	Offered	/ˈɒf.ə r d/	/ˈɒf.ə r /	/ˈɒf.ə r d/
/v/	Of	/əv/	/əv/	/ əv/
	Lavish	/ˈlæv.ɪʃ/	/ˈlav.ɪʃ/	/ˈlæv.ɪʃ/
	View	/vjuː/	/vjuː/	/vjuː/
/θ/	Southeast	/ ˌ saʊθˈiːst/	/soʊtiːs/	/səʊtiːs/
/ð/	The	/ðiː/ or /ðə/	/ðə/	/ðiː/
	Their	/ðeə r /	/ðeɪ r /	/ðeɪ r /
	This	/ðɪs/	/ðɪs/	/ðɪs/
	These	/ðiːz/	/ðes/	/ðes/
	Northern	/ˈnɔː.ðən/	/ˈnɔː.dən/	/ˈnɔː.θən/
/tʃ/	Century	/ˈsen. tʃ ə r.i/	/ˈsen. tʃ ə r.i/	/ˈsen. tʃ ə r.i/
	Cherished	/ˈtʃer.ɪʃd/	/ˈtʃer.ɪs/	/ˈtʃer.ɪʃ/
/dʒ/	Religious	/rɪˈlɪdʒ. ə s/	/reˈlɪdʒ. ɪ ə s/	/reˈlɪdʒ. ɪ ə s/
	Massage	/ˈmæs.ɑː dʒ/	/ˈmæs.edʒ/	/ˈmæs.edʒ/
	Originally	/əˈrɪdʒ.ɪ.nə.li/	/əˈrɪdʒ.ɪ.ne.li/	/əˈrɪdʒ.ɪ.nə.li/
	Prestige	/presˈtiː dʒ/	/presˈtaɪɡ/	/presˈtɑː dʒ/
/h/	History	/ˈhɪs.t ə r.i/	/ˈhɪs.t ə r.i/	/ˈhɪs.t ə r.i/
	How	/haʊ/	/haʊ/	/haʊ/

	Highly	/'haɪ.li/	/'haɪk.li/	/'haɪg.li/
	Whose	/huːz/	/whuːz/	/whuːz/
/ʃ/	Turkish	/'tɜː.kɪʃ/	/'tʊr.kɪs/	/'tʊr.kɪs/
	Lavish	/'læv.ɪʃ/	/'lav.ɪʃ/	/'læv.ɪʃ/
	Exhibition	/,ek.sɪ'brɪʃ.ʔn/	/,ek.sɪ'hɪ.brɪʃ.ʔn/	/,ek.sɪ'brɪʃ.ʔn/
	Appreciation	/ə.priː'ʃi'eɪ.ʃən/	/ə.pre.sɪe.ʃən/	/ə.pre.ʃi'eɪ.ʃən/
	Social	/'səʊ.ʃ ^ə l/	/'so.sɪəl/	/'so.ʃɪəl/
/ʒ/	Treasures	/'treʒ.ərs/	/'treʒ.ərs/	/'treʃ.ərs/
/y/	Museum	/mjuː'ziː.əm/	/muːzɪ.əm/	/muːzɪ.əm/
	Europe	/'jʊə.rəp/	/'juː.rɒp/	/'juː.rɒp/
	View	/vjuː/	/vjuː/	/vjuː/
/w/	Works	/wɜːks/	/wɔːks/	/wɔːks/
	Was	/wɒz/	/wəz/	/wəz/
	Were	/wɜː ^r /	/wə ^r /	/wə ^r /
	World	/wɜːld/	/wɜːld/	/wɔːl/
	Once	/wʌn ts/	/wʌn ts/	/wɒn.tʃ/

Appendix 5

The Semarang EFL Learners Transcription

Name : Dinda Candra Murti

NIM : 1603046086

Dialect: Semarang

Pronounce these words correctly!

TEXT 1

Sound	Words	Correct Pronunciation	Student's Pronunciation	
			Text	Vocabulary
/p/	Output	/ˈaot.pot/	/ɒt.pot/	/pɒt.pot/
	Workshops	/ˈwɜ:k.ʃɒps/	/ˈwɜ:k.sɒp/	/ˈwɜ:k.ʃɒps/
	Prodigious	/prəˈdɪdʒ.əs/	/prɒˈdɪdʒ.iəs/	/prɒˈdɪdʒ.iəz/
	Produced	/prəˈdju:st/	/prɒ.du:s/	/prɒ.dju:s/
	Pigments	/ˈpɪg.mənts/	/ˈpaɪg.mən/	/ˈpɪg.ments/
	Possible	/ˈpɒs.ə.bl/	/ˈpɒs.i.bl/	/ˈpɒs.i.bl/
	Paper	/ˈpeɪ.pə r /	/ˈpe.pə r /	/ˈpe.pə r /
/b/	Because	/brɪˈkæz/	/brɪˈkɒs/	/brɪˈkaʊs/
	Possible	/ˈpɒs.ə.bl/	/ˈpɒs.i.bl/	/ˈpɒs.i.bl/
	Brushes	/brʌʃəs/	/bruses/	/brusəs/
/s/	Workshops	/ˈwɜ:k.ʃɒps/	/ˈwɜ:k.sɒp/	/ˈwɜ:k.ʃɒps/
	Tiles	/taɪls/	/taɪls/	/taɪl/
	Southeast	/ˌsaʊθˈi:st/	/sɒt.i:s/	/sɒt.i:s/
	Millions	/ˈmɪl.jəns/	/ˈmɪl.iəns/	/ˈmɪl.iəns/
	Skills	/skɪls/	/skɪl/	/skɪl/
	Surface	/ˈsɜ:.fɪs/	/ˈsɜ:r.fes/	/ˈsɜ:r.fes/
	Pinholes	/ˈpɪn.həʊls/	/ˈpɪn.hɒls/	/ˈpɪn.hɒls/
	Brushes	/brʌʃəs/	/bruses/	/brusəs/

/z/	Was	/wɒz/	/wəs/	/wəz/
	These	/ði:z/	/ndɪs/	/ndes/
	This	/ðɪz/	/ndɪs/	/ndes/
	Because	/br'kəz/	/br'kɒs/	/br'kaus/
	Glaze	/gleɪz/	/gleɪz/	/gleɪz/
	Using	/ju:z ɪŋ /	/ju:s ɪŋ /	/ju:s ɪŋ /
	Whose	/hu:z/	/wu:s/	/hu:z/
	As	/əz/	/əz/	/æs/
/t/	To	/tu:/	/tu:/	/tu:/
	Output	/'aʊt.pʊt/	/ɒt.pʊt/	/ɒt.pʊt/
	Tiles	/taɪls/	/taɪls/	/taɪl/
	Southeast	/,saʊθ'i:st/	/sʊt.i:s/	/sʊt.i:s/
	Tin	/tɪn/	/tɪn/	/tɪn/
	Onto	/'ɒn.tu/	/'ɒn.to/	/'ɒn.to/
	Stencil	/'stent.sɪl/	/stent.sɪl/	/stent.sɪl/
	Against	/ə'ɡentst/	/ə'ɡentst/	/ə'ɡentst/
	Left	/left/	/lef/	/lef/
/d/	And	/ænd/	/æn/	/æn/
	Wide	/waɪd/	/waɪd/	/waɪd/
	India	/'ɪn.di.ə/	/'ɪn.dia/	/'ɪn.dia/
	Produced	/prə'dju:st/	/prɒ.du:s/	/prɒ.dju:s/
	Hand	/hænd/	/hæn/	/hæn/
	Speed	/spi:d/	/spi:d/	/spi:d/
	Made	/meɪd/	/meɪd/	/meɪd/
	Could	/kʊd/	/kɒld/	/ku:ld/
	Guides	/gaɪds/	/gaɪds/	/gaɪds/
/k/	Workshop	/'wɜ:k.ʃɒps/	/'wɔ:k.sɒp/	/'wɔ:k.ʃɒps/
	Colonies	/'kɒl.ə.nɪs/	/kɒlɒnɪs/	/kɒlɒnɪs/
	Skills	/skɪls/	/skɪl/	/skɪl/
	Because	/br'kəz/	/br'kɒs/	/br'kaus/
	Contours	/'kɒn.tə:ʃs/	/'kɒn.tɔrs/	/'kɒn.tɔrs/
	Charcoal	/'tʃɑ:.kəʊl/	/'kar.kol/	/'ker.kol/

	Marks	/mɑ:ks/	/mɑ:rk/	/mɑ:rkz/
	Decorators	/'dek.ə.r.eɪ.təʳ s/	/'dek.or.a.tɔ:rs/	/'dek.or.a.tɔ:rs/
	Could	/kʊd/	/kɒld/	/ku:ld/
/g/	Pigments	/'pɪg.mənts/	/'paɪg.mən/	/'pɪg.ments/
	Glaze	/gleɪz/	/gleɪz/	/gleɪz/
	Guides	/gaɪdz/	/gaɪdz/	/gaɪdz/
/l/	Wall	/wɔ:l/	/wɔ:l/	/wɔ:l/
	Colonies	/'kɒl.ə.nɪs/	/kɒlənɪs/	/kɒlənɪs/
	Millions	/'mɪl.jəns/	/'mɪl.iəns/	/'mɪl.iəns/
	Tiles	/taɪls/	/taɪls/	/taɪl/
	Skills	/skɪls/	/skɪl/	/skɪl/
	Glaze	/gleɪz/	/gleɪz/	/gleɪz/
	Left	/left/	/lef/	/lef/
/r/	From	/frɒm/	/frɒm/	/frɒm/
	Prodigious	/'prə'dɪdʒ.əs/	/'prɒ'dɪdʒ.iəs/	/'prɒ'dɪdʒ.iəz/
	Major	/'meɪ.dʒə r /	/'meɪ.dʒə r /	/'meɪ.dʒə r /
	Were	/wɜ: r /	/wɜ: r /	/wɜ: r /
	Surface	/'sɜ:fɪs/	/'sɜ:r.fes/	/'sɜ:r.fes/
	Erasures	/'ɪreɪ.ʒəʳs/	/ e'ra.fɜ:rs/	/ r'ra.fɜ:rs/
	Contours	/'kɒn.tə:ʳs/	/'kɒn.tɔ:rs/	/'kɒn.tɔ:rs/
	Decorators	/'dek.ə.r.eɪ.təʳ s/	/'dek.or.a.tɔ:rs/	/'dek.or.a.tɔ:rs/
/m/	From	/frɒm/	/frɒm/	/frɒm/
	Major	/'meɪ.dʒə r /	/'meɪ.dʒə r /	/'meɪ.dʒə r /
	Millions	/'mɪl.jəns/	/'mɪl.iəns/	/'mɪl.iəns/
	Much	/mʌtʃ/	/mʌtʃ/	/mʌtʃ/
	Pigments	/'pɪg.mənts/	/'paɪg.mən/	/'pɪg.ments/
	Made	/meɪd/	/meɪd/	/meɪd/
	Marks	/mɑ:ks/	/mɑ:rk/	/mɑ:rkz/
/n/	Even	/'i:v ə n/	/'i:f ə n/	/'i:v ə n/
	India	/'ɪn.di.ə/	/'ɪn.di.a/	/'ɪn.di.a/
	Colonies	/'kɒl.ə.nɪs/	/kɒlənɪs/	/kɒlənɪs/
	Millions	/'mɪl.jəns/	/'mɪl.iəns/	/'mɪl.iəns/

	North	/nɔ:θ/	/nɔ:rt/	/nɔ:rt/
	Onto	/'ɒn.tu/	/'ɒn.to/	/'ɒn.to/
	Lines	/lains/	/lains/	/lains/
	Pinholes	/'pɪn.həʊls/	/'pɪn.hɒls/	/'pɪn.hɒls/
	Stencil	/'sten t .s ^ə l/	/stent.sil/	/stent.sil/
/ɪ/	Drawing	/'drɔ:..ɪŋ/	/'dra.wɪŋ/	/'drɔ:..wɪŋ/
	Using	/ju:z ɪŋ /	/ju:s ɪŋ /	/ju:s ɪŋ /
/f/	Far	/fɑ: ^r /	/fɑ: ^r /	/fɑ: ^r /
	Efficiency	/'ɪ fɪ. ^ə nt .si/	/e 'fi.sɪen.si/	/e 'fi.sɪen.si/
	From	/frɒm/	/frɒm/	/frɒm/
	Left	/left/	/lef/	/lef/
	For	/fɔ: ^r /	/fɔ: ^r /	/fɔ: ^r /
	Surface	/'sɜ:.fis/	/'sɜ:r.fes/	/'sɜ:r.fes/
/v/	Of	/əv/	/ɒf/	/ɒf/
	Even	/'i:.v ^ə n/	/'i:.f ^ə n/	/'i:.v ^ə n/
	Over	/'əʊ.və ^r /	/'ɔ:.fə ^r /	/'ɔ:.və ^r /
/θ/	Southeast	/,saʊθ'i:st/	/spʊt.i:s/	/spʊt.i:s/
	North	/nɔ:θ/	/nɔ:rt/	/nɔ:rt/
/ð/	The	/ði:/ or /ðə/	/ndə/	/ndə/
	These	/ði:z/	/ndɪs/	/ndes/
	This	/ðɪz/	/ndɪs/	/ndes/
	With	/wɪð/	/wɪt/	/wɪt/
	Their	/ðeə ^r /	/ndeə ^r /	/ndeə ^r /
/tʃ/	Pouch	/paʊtʃ/	/poutʃ/	/poutʃ/
	Each	/i:tʃ/	/i:tʃ/	/i:tʃ/
	Much	/mʌtʃ/	/mʌtʃ/	/mʌtʃ/
	Charcoal	/'tʃɑ:.kəʊl/	/'kɑr.kol/	/'ker.kol/
/dʒ/	Sponge	/spʌndʒ/	/spɒns/	/spɒŋs/
	Prodigious	/prə'dɪdʒ.əs/	/prɒ'dɪdʒ.ɪəs/	/prɒ'dɪdʒ.ɪəz/
	Major	/'meɪ.dʒə ^r /	/'meɪ.dʒə r /	/'meɪ.dʒə r /
	Gently	/'dʒent.li/	/'dʒen.tli/	/'dʒen.tli/
/h/	Hand	/hænd/	/hæn/	/hæn/
	Whose	/hu:z/	/wu:s/	/hu:z/

	Pinholes	/ˈpɪn.həʊls/	/ˈpɪn.hɒls/	/ˈpɪn.hɒls/
/ʃ/	Workshop	/ˈwɜːk.ʃɒps/	/ˈwɔːk.sɒp/	/ˈwɔːk.ʃɒps/
	Share	/ʃeə/	/ʃeə/	/ʃeə/
	Sure	/ʃɜːr/	/ʃuːr/	/ʃə/
	Efficiency	/ɪˈfɪ.ʃnt̩.si/	/eˈfɪ.sɪen.sɪ/	/eˈfɪ.sɪen.sɪ/
	Sheet	/ʃi:t/	/ʃi:t/	/ʃi:t/
	Brushes	/brʌʃəs/	/bruses/	/brusəs/
/ʒ/	Asia	/ˈeɪ.zə/	/esia/	/eʒia/
	Erasures	/ɪˈreɪ.zəʳs/	/eˈra.fɜːs/	/ɪˈra.fɜːs/
/j/	Use	/juːz/	/juːz/	/juːz/
	Millions	/ˈmɪl.jənz/	/ˈmɪl.jənz/	/ˈmɪl.jənz/
/w/	Workshop	/ˈwɜːk.ʃɒps/	/ˈwɔːk.sɒp/	/ˈwɔːk.ʃɒps/
	Was	/wɒz/	/wəs/	/wəz/
	Wall	/wɔːl/	/wɔːl/	/wɔːl/
	Were	/wɜːr/	/wɜːr/	/wɜːr/
	Wet	/wet/	/wet/	/wet/
	Wide	/waɪd/	/waɪd/	/waɪd/
	With	/wɪð/	/wɪt/	/wɪt/

TEXT 2

Sound	Words	Correct Pronunciation	Student's Pronunciation	
			Text	Vocabulary
/p/	Superb	/suːˈpɜːb/	/suːˈpɜːb/	/ʃuːˈpɜːb/
	Appreciation	/əˌpriː.ʃɪˈeɪ.ʃən/	/əˌpre.ʃɪˈeɪ.ʃən/	/əˌpre.ʃɪˈeɪ.ʃən/
	Produced	/prəˈdjuːst/	/proˌduːs/	/proˌdjuːs/
	Display	/dɪˈspleɪ/	/dɪsˌpleɪ/	/dɪsˌpleɪ/
	Powerful	/ˈpaʊəfʊl/	/ˈpʊəfɒl/	/ˈpʊəfɒl/
	Europe	/ˈjʊə.rəp/	/ˈjuː.rɒp/	/ˈjuː.rɒp/
	Public	/ˈpʌb.lɪk/	/ˈpub.lɪk/	/ˈpub.lɪk/
/b/	Exhibition	/ˌek.sɪˈbɪʃ.ən/	/ˌek.ʃɪˈbɪʃ.ən/	/ˌek.ʃɪˈbɪʃ.ən/

	Superb	/su:'pɜ:b/	/su:'pɜ:b/	/ʃu:'pɜ:'b/
	Book	/bʊk/	/bʊk/	/bʊk/
	Bound	/baʊnd/	/bʊnd/	/bʊnd/
	By	/baɪ/	/baɪ/	/baɪ/
	Public	/'pʌb.lɪk/	/'pub.lɪk/	/'pub.lɪk/
/s/	Exhibition	/,ek.sɪ'brɪf.ʔn/	/,ek.ʃɪ'brɪf.ən/	/,ek.ʃɪ'brɪf.ən/
	Span	/spæn/	/spæn/	/spæn/
	Works	/wɜ:ks/	/wɜ:k/	/wɜ:'ks/
	Century	/'sen. tʃ'ɜ.r.i/	/'sen.tur.i/	/'sen.tur.i/
	Outside	/,aʊt'saɪd/	/ʊt'saɪd/	/ʊt'saɪd/
	Manuscripts	/'mæn.jʊ.skɪrɪps /	/'man.ʊ.skɪrɪp/	/'man.ʊ.skɪrɪps/
	Southeast	/,saʊθ'i:st/	/sʊt. i:s/	/sʊt. i:s/
	East	/'i:st/	/'i:s/	/'i:ʃ/
	Cement	/sɪ'ment/	/se'mən/	/se'mən/
	Social	/'səʊ.ʃ'ɪ/	/'so. sɪəl/	/'so. sɪəl/
/z/	Museum	/mju:'zi:.əm/	/mu:'sɪ.um/	/mu:'ʃɪ.um/
	Islamic	/ɪz'læm.ɪk/	/ɪslamɪk/	/ɪslamɪk/
	This	/ðɪz/	/ndɪs/	/ndi:s/
	These	/ði:z/	/ndes/	/ndes/
	Was	/wɒz/	/wəs/	/wəz/
	As	/æz/	/as/	/æs/
	Prized	/praɪzd/	/praɪs/	/praɪs/
	Possession	/pə'zeʃ. ə n/	/pə'sɪ.ʃən/	/pə'seɪ.ʃən/
	Whose	/hu:z/	/hu:z/	/hu:z/
	Recognize	/'rek.əg.naɪz/	/'re.kɒg.naɪs/	/'re.kɒg.naɪs/
/t/	Treasures	/'treɜ.ərs/	/'tri:ʃərs/	/'tri:ʃərs/
	Turkish	/'tɜ:.kɪʃ/	/'tur.kɪs/	/'tur.kɪs/
	Stories	/'stɔ:.rɪs/	/'stɔ:.rɪ/	/'stɔ:ʊ.rɪs/
	Accomplished	/ə'kʌm.plɪʃt/	/ə'kɒm.plɪʃ/	/ə'kɒm. plɪʃ/
	Most	/məʊst/	/m ɔ:s/	/m ɔ:s/

	Finest	/ˈfaɪ.nɪst/	/ˈfaɪ.nəs/	/ˈfaɪ.nəs/
	Sought	/sɔ:t/	/soug/	/soug/
/d/	And	/ænd/	/æn/	/æn/
	Landmark	/ˈlænd.mɑ:k/	/ˈlæn.mɑ:rk/	/ˈlæn.mɑ:k/
	Outside	/ˌaʊtˈsaɪd/	/ʊtˈsaɪd/	/ʊtˈsaɪd/
	Extraordinary	/ɪkˈstrɔ:ˌdɪ.n.əˈrɪ/	/ekˈstrɑ.prdɪ.n.əˈrɪ/	/ekˈstrɑ.prdɪ.n.əˈrɪ/
	Illuminated	/ɪˈlu:.mɪ.neɪ.t/	/ɪlu.mɪ.net/	/ɪlu.mɪ.net/
	Bound	/baʊnd/	/bʊn/	/bʊn/
	Produced	/prəˈdju:st/	/prɒ.du:s/	/prɒ.dju:s/
	Display	/dɪˈspleɪ/	/dɪs.pleɪ/	/dɪs.pleɪ/
	Kind	/kaɪnd/	/kaɪn/	/kaɪn/
/k/	Turkish	/ˈtɜ:.kɪʃ/	/ˈtʊr.kɪs/	/ˈtʊr.kɪs/
	Islamic	/ɪzˈlæm.ɪk/	/ɪslɑmɪk/	/ɪslɑmɪk/
	Calligraphy	/kəˈlɪɡ.rə.fi/	/ke lɪ.gre.fi/	/ke lɪ.gra.fi/
	Landmark	/ˈlænd.mɑ:k/	/ˈlæn.mɑ:rk/	/ˈlæn.mɑ:k/
	Exhibition	/ˌek.sɪˈbɪʃ.ən/	/ˌek.fɪˈbɪʃ.ən/	/ˌek.fɪˈbɪʃ.ən/
	Works	/wɜ:ks/	/wɔ:k/	/wɔ:ˈks/
	Book	/bʊk/	/bʊk/	/bʊk/
	Kind	/kaɪnd/	/kaɪn/	/kaɪn/
/g/	Calligraphy	/kəˈlɪɡ.rə.fi/	/ke lɪ.gre.fi/	/ke lɪ.gra.fi/
	Examples	/ɪɡˈzɑ:m.pls/	/ɪkˈsɑm.pl/	/ɪkˈsem.pl/
	Recognize	/ˈrek.əɡ.naɪz/	/ˈre.kɒɡ.naɪs/	/ˈre.kɒɡ.naɪs/
	Gifts	/ɡɪfts/	/ɡɪfs/	/ɡɪfs/
	Given	/ˈɡɪv.ən/	/ˈɡɪv.ən/	/ˈɡɪv.ən/
/l/	Islamic	/ɪzˈlæm.ɪk/	/ɪslɑmɪk/	/ɪslɑmɪk/
	Calligraphy	/kəˈlɪɡ.rə.fi/	/ke lɪ.gre.fi/	/ke lɪ.gra.fi/
	Lavish	/ˈlæv.ɪʃ/	/ˈlɑv.ɪs/	/ˈlɑv.ɪs/
	Landmark	/ˈlænd.mɑ:k/	/ˈlæn.mɑ:rk/	/ˈlæn.mɑ:k/
	Orally	/ˈɔ:.rə.li/	/ˈɔ:.rɑ.li/	/ˈɔ:.rə.li/
	Elite	/ɪˈli:t/	/e.li:t/	/e.li:t/
/r/	Treasures	/ˈtreʒ.ərs/	/ˈtri:ˌfərs/	/ˈtri:ˌfərs/
	Calligraphy	/kəˈlɪɡ.rə.fi/	/ke lɪ.gre.fi/	/ke lɪ.gra.fi/

	Written	/'rit. ə n/	/'raɪt. ə n/	/'raɪt. ə n/
	Religious	/rɪ' lɪdʒ. ə s/	/re' lɪdʒ. i ə z/	/re' lɪdʒ. i ə z/
/m/	Museum	/mju: 'zi: . ə m/	/mu: 'sɪ. um/	/mu: 'fɪ. um/
	Islamic	/ɪz' læm. ɪ k/	/ɪslamɪk/	/ɪslamɪk/
	Landmark	/' lænd. mɑ: k/	/' læn. mɑ: r k/	/' læn. mɑ: k/
	Many	/' men. i/	/' men. i/	/' men. i/
	Most	/m əʊst/	/m ɔ: s/	/m ɔ: s/
/n/	And	/ænd/	/æ n/	/æ n/
	Exhibition	/ ek. sɪ' bɪʃ. ə n/	/ ek. fɪ' bɪʃ. ə n/	/ ek. fɪ' bɪʃ. ə n/
	Many	/' men. i/	/' men. i/	/' men. i/
/ŋ/	Long	/lɒŋ/	/lɒŋ/	/lɒŋ/
	Ruling	/' ru: . lɪŋ/	/' ru. lɪŋ/	/' ru. lɪŋ/
/f/	Calligraphy	/kə' lɪg. rə. fi/	/ke lɪ. gre. fi/	/ke lɪ. gra. fi/
	After	/' ɑ: f. tər /	/' af. tər/	/' af. tər/
	Offered	/' ɒf. ə r d/	/' ɒf. ə rd/	/' ɒf. ə rd/
/v/	Of	/əv/	/ ɒf/	/ ɒf/
	Lavish	/' læv. ɪʃ/	/' lav. ɪs/	/' lav. ɪs/
	View	/vju: /	/vju: /	/vju: /
/θ/	Southeast	/ ,səʊθ' i: st/	/soʊt. i: s/	/soʊt. i: s/
/ð/	The	/ði: / or /ðə/	/ndə/	/ndi: / or /ndə/
	Their	/ðeə ^r /	/ndeə ^r /	/ndeə ^r /
	This	/ðɪz/	/ndɪs/	/ndi: s/
	These	/ði: z/	/ndes/	/ndes/
	Northern	/' nɔ: . ðən/	/' nɔ: r. də ^r n/	/' nɔ: r. də ^r n/
/tʃ/	Century	/' sen. tʃ ^ə r. i/	/' sen. tur. i/	/' sen. tur. i/
	Cherished	/' tʃer. ɪʃd/	/' tʃer. ɪʃ/	/' ker. ɪʃ/
/dʒ/	Religious	/rɪ' lɪdʒ. ə s/	/re' lɪdʒ. i ə z/	/re' lɪdʒ. i ə z/
	Massage	/' mæs. ə: dʒ/	/' mi: s. es/	/' mi: s. e dʒ/
	Originally	/ə' rɪdʒ. ɪ. nə. li/	/ɒ' rɪdʒ. ɪ. ne. li/	/ɒ' rɪdʒ. ɪ. nə .li/
	Prestige	/pres' ti: dʒ/	/pres' ti: dʒ/	/pres' ti: dʒ/
/h/	History	/' hɪs. t ə r. i/	/' hɪs. t ɒ r. i/	/' hɪs. t ɒ r. i/
	How	/haʊ/	/haʊ/	/haʊ/

	Highly	/ˈhaɪ.li/	/ˈhaɪk.li/	/ˈhaɪ.li/
	Whose	/huːz/	/wuːs/	/wuːs/
/ʃ/	Turkish	/ˈtɜː.kɪʃ/	/ˈtʊr.kɪs/	/ˈtʊr.kɪs/
	Lavish	/ˈlæv.ɪʃ/	/ˈlæv.ɪs/	/ˈlæv.ɪs/
	Exhibition	/ˌek.sɪˈbɪʃ.ən/	/ˌek.ʃɪˈbɪʃ.ən/	/ˌek.ʃɪˈbɪʃ.ən/
	Appreciation	/əˌpriː.ʃɪˈeɪ.ʃən/	/əˌpre.ʃɪˈeɪ.ʃən/	/əˌpre.ʃɪˈeɪ.ʃən/
	Social	/ˈsəʊ.ʃəl/	/ˈso.ʃəl/	/ˈso.ʃəl/
/ʒ/	Treasures	/ˈtreʒ.ərs/	/ˈtriː.ʃərs/	/ˈtriː.ʃərs/
/y/	Museum	/mjuːˈziː.əm/	/muːˈsɪ.um/	/muːˈʃɪ.um/
	Europe	/ˈjʊə.rəp/	/ˈjuː.rɒp/	/ˈjuː.rɒp/
	View	/vjuː/	/vjuː/	/vjuː/
/w/	Works	/wɜːks/	/wɔːk/	/wɔːˈks/
	Was	/wɒz/	/wəs/	/wəz/
	Were	/wɜːˈr/	/wɜːˈr/	/wɜːˈr/
	World	/wɜːld/	/wɔːd/	/wɜːd/
	Once	/wʌn ts/	/wʌn ts/	/wʌn ts/

Appendix 7

Documentation



The researcher gives interview to the respondents.

Appendix 8

The Comparison Pronunciation between Banyumas and Semarang EFL Learners

Sound	Recorded	Banyumas Dialect Influence	Recorded	Semarang Dialect Influence
/p/	/p/	The students pronounced the sound correctly.	/p/	The students pronounced the sound correctly.
	/ph/	/p/ in the beginning of the word was pronounced as /ph/. Students added sound /h/ as after /p/.		
/b/	/b/	The students pronounced the sound correctly.	/b/	The students pronounced the sound correctly.
	/bh/	/b/ in the beginning was pronounced as /bh/. Students added the sound /h/ after the sound /p/.		
/s/	/s/	The students pronounced the sound correctly.	/s/	The students pronounced the sound correctly.
	x (lost)	/s/ in the final (suffix)		

		was lost.		(suffix) was lost.
/z/	/s/	/z/ was pronounced as /s/.	/z/ /s/	The students pronounce the sound correctly. /z/ was pronounced as /s/.
/t/	/t/ /d/ x (lost)	The students pronounced the sound correctly. /t/ in the final was pronounced as /d/. /t/ in the final was lost.	/t/ /g/ x (lost)	The students pronounced the sound correctly. /t/ in the final was pronounced as /g/ in the word “sought”. /t/ in the final was lost.
/d/	/d/ /dh/ x (lost)	The students pronounced the sound correctly. /d/ in the beginning and the final was pronounced as /dh/. The students added sound /h/ after the sound /d/. /d/ in the middle and the final was lost.	/d/ x (lost)	The students pronounced the sound correctly. /d/ in the final was lost.

/k/	/k/	The students pronounced the sound correctly.	/k/	The students pronounced the sound correctly.
/g/	/g/	The students pronounced the sound correctly.	/g/	The students pronounced the sound correctly.
	/gh/	/g/ in the beginning was pronounced as /gh/. The students added the sound /h/ after /g/.	/k/	In the middle, the students also pronounced the sound /g/ as /k/ especially in the word “example”.
	/k/	/g/ in the middle was pronounced as /k/ o the word “examples”		
/l/	/l/	The students pronounced the sound correctly.	/l/	The students pronounced the sound correctly.
/r/	/r/	The students pronounced the sound correctly.	/r/	The students pronounced the sound correctly.
	/wr/	/r/ in the beginning is pronounced as /wr/ in the word “written”.	/wr/	/r/ in the beginning was pronounced as /wr/. The students added the sound /w/ before /r/ especially

				in the word “written”.
/m/	/m/ /mh/	The students pronounced the sound correctly. /m/ was pronounced as /mh/. The students added the sound /h/ after /m/.	/m/	The students pronounced the sound correctly.
/n/	/n/	The students pronounced the sound correctly.	/n/	The students pronounced the sound correctly.
/ŋ/	/ŋ/	The students pronounced the sound correctly.	/ŋ/	The students pronounced the sound correctly.
/f/	/f/ /p/ /v/	The students pronounced the sound correctly. /f/ in the middle was pronounced as /p/ in the word “calligraphy” /f/ in the middle was pronounced as /v/.	/f/ /v/	The students pronounced the sound correctly. /f/ in the middle was pronounced as /v/.
/v/	/v/	The students	/v/	The students

	/f/	pronounced the sound correctly. /v/ was pronounced as /z/.	/f/	pronounced the sound correctly. /v/ in the middle and the final was pronounced as /f/.
/θ/	/θ/ /t/ /ð/	The student pronounced the sound correctly. /θ/ was pronounced as /t/. /θ/ in beginning was pronounced as /ð/.	/t/	All students pronounced the sound /θ/ as /t/.
/ð/	/ð/ /d/ /dh/	The students pronounced the sound correctly. /ð/ in the beginning was pronounced as /nd/. The sound /d/ was similar with the sound /d/ in the word 'dadi'(become) and 'dalan' (street) in Javanese. /ð/ in the beginning was pronounced as /dh/ as in the words	/ð/ /nd/ /d/	The students pronounced the sound correctly. /ð/ in the beginning was pronounced as /nd/. The students added sound /n/ before /d/. The sound /d/ was similar with the sound /d/ in general " /ð/ middle was pronounced as /d/.

	<p>/nd/</p> <p>/t/</p> <p>/θ/</p>	<p>'<i>dhadha</i>' (chest).</p> <p>/ð/ beginning was pronounced as /nd/. They added sound /n/ before the /d/.</p> <p>/ð/ in the final was pronounced as /t/.</p> <p>/ð/ in the final position was pronounced as /θ/.</p>	<p>/t/</p>	<p>/ð/ in the final was pronounced as /t/.</p>
/tʃ/	<p>/tʃ/</p> <p>/c/</p> <p>/k/</p>	<p>The students pronounced the sound correctly.</p> <p>/tʃ/ in the final was pronounced as /c/. In English it was made on the blade of tongue but students pronounce it by the obstruction in the center of the tongue and hard palate.</p> <p>/tʃ/ in the beginning was pronounced as /k/.</p>	<p>/tʃ/</p> <p>/c/</p> <p>/k/</p>	<p>The students pronounced the sound correctly.</p> <p>/tʃ/ in beginning and the final was pronounced as /c/. In English it was made on the blade of tongue but students pronounced it by the obstruction in the center of the tongue and hard palate.</p> <p>/tʃ/ in the beginning was pronounced as /k/.</p>

	/s/	/tʃ/ in the beginning was pronounced as /s/.	/t/ /s/	/tʃ/ in the middle was pronounced as /t/. /tʃ/ in the beginning was pronounced as /s/.
/dʒ/	/dʒ/	The students pronounced the sound correctly.	/dʒ/	The students pronounced the sound correctly.
	/j/	/dʒ/ in the beginning was pronounced as /j/. In English it was made on the blade of tongue but students pronounce it by the obstruction in the center of the tongue and hard palate.	/j/	/dʒ/ was pronounced as /j/. In English it was made on the blade of tongue but students pronounced it by the obstruction in the center of the tongue and hard palate.
	/jh/	/dʒ/ in the beginning was pronounced as /jh/. The students added the sound /h/ after the sound /j/.	/ŋ/	/dʒ/ in the final was pronounced as /ŋ/.
	/g/	/dʒ/ in the beginning was pronounced as /g/.	/g/	/dʒ/ in the beginning is pronounced as /g/.
/h/	/h/	The students	/h/	The students

	<p>/wh/</p> <p>/h/ in the beginning was pronounced as /wh/. They added the sound /w/ especially in the word “written” because they read the word as spelled.</p> <p>/w/</p> <p>/h/ in the beginning was pronounced as /w/ especially in the word “whose” because they read the word as spelled.</p>	<p>pronounced the sound correctly.</p> <p>/w/</p> <p>Some students made some mistakes by pronouncing the sound /h/ as /w/ in the beginning especially in the word “whose”.</p>
/f/	<p>/f/</p> <p>The students pronounced the sound correctly.</p> <p>/s/</p> <p>/f/ was pronounced as /s/.</p>	<p>/f/</p> <p>The students pronounced the sound correctly.</p> <p>/s/</p> <p>/f/ was pronounced as /s/.</p>
/ʒ/	<p>/ʒ/</p> <p>The student pronounced the sound correctly.</p> <p>/ʃ/</p> <p>/ʒ/ was pronounced as /ʃ/.</p> <p>/s/</p> <p>/ʒ/ was pronounced as</p>	<p>/ʒ/</p> <p>The students pronounced the sound correctly.</p> <p>/ʃ/</p> <p>/ʒ/ was pronounced as /ʃ/.</p> <p>/s/</p> <p>/ʒ/ was pronounced</p>

		/s/.		as /s/.
/j/	/j/ x (lost)	The students pronounced the sound correctly. /j/ in the middle was lost.	/j/ x (lost)	The students pronounced the sound correctly. /j/ in the middle was lost.
/w/	/w/ /wh/	The students pronounced the sound correctly. /w/ was pronounced as /wh/. The students added the sound /h/ after the sound /w/.	/w/	The students pronounced the sound correctly.
/?/	/?/	All students used /?/ in the final of the word which is ended by vowel.	-	-

Appendix 9



KEMENTERIAN AGAMA R.I.
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 25 November 2016

Nomor : B-6007/Un.10.3/D.1/TL.00./12/2016
Lamp : -
Hal : **Pengantar Pra Riset**

a.n : Tria Nufitaayuni
NIM : 133411014

Kepada Yth.
Ketua Jurusan PBI
FITK UIN Walisongo
di Semarang

Assalamu'alaikum, Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Tria Nufitaayuni
NIM : 133411014
Alamat : Rendeng, Gebang, Purworejo RT 03 RW 03
Judul Skripsi : "PHONOLOGICAL PERFORMANCE DIFFERENCES BETWEEN BANYUMAS AND SEMARANG EFL LEARNERS IN PRONUNCIATION OF ENGLISH CONSONANTS"
(A Study at 2nd Grade Students of English Department of Walisongo State Islamic University in the Academic Year of 2016/2017)

Pembimbing : Sayyidatul Fadlilah, M.Pd.

Mahasiswa tersebut membutuhkan data-data dengan tema / judul skripsi yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut diizinkan melaksanakan pra riset selama 28 hari, mulai tanggal 28 November 2016 sampai dengan tanggal 25 Desember 2016.

Demikian atas perhatian kerja sama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alaikum.Wr.Wb.



Tembusan disampaikan kepada Yth.

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo
2. Mahasiswa yang bersangkutan
3. Arsip

Appendix 10



KEMENTERIAN AGAMA R.I.
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 13 Maret 2017

Nomor : B.1011/Un.10.3/D1/PP.00.9/03/2017
Lamp : -
Hal : **Mohon Izin Riset**
a.n : Tria Nufitaayuni
NIM : 133411014

Kepada Yth.
Ketua Jurusan PBI
FITK UIN Walisongo
di Semarang

Assalamu'alaikum, Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Tria Nufitaayuni
NIM : 133411014
Alamat : Rendeng, Gebang, Purworejo RT 03 RW 03
Judul Skripsi : "PHONOLOGICAL PERFORMANCE DIFFERENCES BETWEEN BANYUMAS AND SEMARANG EFL LEARNERS IN PRONUNCIATION OF ENGLISH CONSONANTS"
(A Study at 2nd Grade Students of English Department of Walisongo State Islamic University in the Academic Year of 2016/2017)

Pembimbing : Sayyidatul Fadlilah, M.Pd.

Mahasiswa tersebut membutuhkan data-data dengan tema / judul skripsi yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut diizinkan melaksanakan riset selama 1 bulan, mulai tanggal 1 Maret 2017 sampai dengan tanggal 9 April 2017.

Demikian atas perhatian kerja sama Bapak/Ibu/Sdr. Disampaikan terimakasih.

Wassalamu'alaikum, Wr.Wb.



Tembusan disampaikan kepada Yth.

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo
2. Mahasiswa yang bersangkutan
3. Arsip

Appendix 11



KEMENTERIAN AGAMA R.I.
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 22 Desember 2016

Nomor : Un.10.3/J4/PP.00.9/4452/2016
Lamp : -
Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth.
Sayyidatul Fadlilah, M.Pd

Assalamu'alaikum, Wr.Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Tria Nufitaayuni
NIM : 133411014

Judul : "PHONOLOGICAL PERFORMANCE DIFFERENCES BETWEEN BANYUMAS AND SEMARANG EFL LEARNERS IN PRONUNCIATION OF ENGLISH CONSONANTS"

(A Study at 2nd Grade Students of English Department of Walisongo State Islamic University in the Academic Year of 2016/2017)

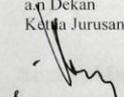
Dan menunjuk saudara:

Sayyidatul Fadlilah, M.Pd sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini disampaikan. Atas kerjasamanya, kami mengucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

a.q Dekan
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Tembusan disampaikan kepada Yth.

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo
2. Mahasiswa yang bersangkutan
3. Arsip

CURRICULUM VITAE

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B. Education Background

1. Formal Educations:
 - a. SD N Achmad Yani Rendeng, Gebang, Purworejo, 2007.
 - b. SMP N 22 Purworejo, 2010.
 - c. MAN Purworejo, 2013.