

**ENGLISH PRONUNCIATION PROBLEMS OF THAI STUDENTS  
IN SEMARANG**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Degree of  
Bachelor of Education in English Language Education



By

MISS SAWANEE SA-E-DEE

1403046119

**ISLAMIC EDUCATION AND TEACER TRAINING  
FACULTY WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG**

**2020**

## THESIS STATEMENT

I am, the students with the following identify:

Name : Miss Sawanee Sa-E-Dee

Students Number : 1403046119

Department : English Language Education

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinion of findings included in the final project is quoted in accordance with ethical standards.

Semarang, 21th July 2020

The Researcher,



**Miss Sawanee Sa-E-Dee**

1403046119



**RATIFICATION**

Thesis with the following identification:

Title : **“ENGLISH PRONUNCIATION PROBLEMS  
OF THAI STUDENTS IN SEMARANG”**

Name of Student : Miss Sawanee Sa-E-Dee

Students Number : 1403046119

Department : English Language Education

had been ratified by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 21th July 2020

THE BOARD OF EXAMINERS

Chair person,

  
**Sayyidatul Fadlilah, S.Pd.I. M. Pd.**

NIP. 19810908 200710 2 001

Examiner I,

  
**Dra. Hj. Siti Mariam, M. Pd.**

NIP. 19650727 199203 2 002

Secretary,

  
**Agus Prayogo, M. Pd.**

NIP. 2011848302

Examiner II,

  
**Dr. H. Ikhsan, M. Pd.**

NIP. 19650329 199403 1 002

Advisor,

  
**Sayyidatul Fadlilah, S.Pd.I. M. Pd.**

NIP. 19810908 200710 2 001

## ADVISOR NOTE

Semarang, 21th July 2020

To

The Dean of Islamic Education and Teacher Training Faculty,  
Walisongo State Islamic University.

*Assalamu 'alaikum Wr. Wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **“ENGLISH PRONUNCIATION PROBLEMS  
OF THAI STUDENTS IN SEMARANG”**

Name of the Students : Miss Sawanee Sa-E-Dee

Students Number : 1403046119

Department : Education

Field of of Study : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at Munaqosyah session.

*Wassalamu 'alaikum Wr. Wb.*

Advisor,



**Sayyidatul Fadlilah, S.Pd.I. M. Pd.**  
NIP. 19810908 200710 2 001

## ABSTRACT

Title : **ENGLISH PRONUNCIATION PROBLEMS  
OF THAI STUDENTS IN SEMARANG**

Writer : Miss Sawanee Sa-E-Dee

Students Number : 1403046119

This research conducted to explain English Pronunciation Problems of Thai students in Semarang. This research aimed to explain the factors of the problems that cause the difficulties of the English pronunciation of Thai students in Semarang and the implication of the dialects Thai students towards the English pronunciation of Thai students in Semarang. The researcher concluded this analysis to Thai students who have studied at the College in Semarang, then the researcher conducted 31 participants who are selected randomly from different Colleges as Thai students in Semarang. Furthermore, the data the researcher used descriptive qualitative analysis techniques which collected by observation, interview, and record. This research found that there are many factors of the problems that cause the problems of the English pronunciation for Thai students that are; 1) The student does not get enough to practice English pronunciation even though in/outside the classroom. 2) The teacher used the local language while teaching the English lesson. 3) The local language/Thai accent causes the problems of pronouncing English. 4) The teacher does not emphasize the students in pronounced English. 5) Some students feel uncomfortable and inattentive in learning English. 6) The student feels unmotivated in learning English. 7) Some students weren't interested the English, which makes them don't pay attention to it. Then, most of the implications that caused the

problem of English pronunciation for Thai students are because English is a foreign language in Thailand, so the local language would be the first obstacle for the implementation of the English Learning between teachers and students. Therefore it is very usual if some learners are not interested in English lessons especially in their English performance because they face difficulties in pronouncing and lack of motivation and confidence. The findings are interpreted to have pedagogical implications for EFL teachers in general and in Thais' communities, in particular.

**Keywords:** *Factors of problems, Pronunciation, Thai learners*

## **DEDICATION**

The final project is dedicated to:

1. My beloved parents, who always love me, pray me and support me in finishing my study, Thank you for the effort and contribution in making my education run well and success.
2. My beloved families.
3. All my friends and everyone who always pray and support me in finishing this study.

The love respect is always for them. Thank a billion. There is no word but praying may Allah multiply rewards for all your kindness.

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا<sup>1</sup>

*“Surely with every difficulty, there is relief”*

(Q.S AL SYARH - 5)

*“The purpose of education is to replace an empty mind with an open one.”*

(Malcolm Forbes)<sup>2</sup>

---

<sup>1</sup> Fahd A. al Aziz, translated by Abdul Ra'uf Fansuri, *Al Quran dan Terjemahan*, (Jakarta: PT. Raja Fahd, 1971), P. 1073.

<sup>2</sup> <https://www.passiton.com/inspirational-quotes/6517-the-purpose-of-education-is-to-replace-an-empty> accessed 16 July 2020 at 10.10 p.m



## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim,*

I do thank to Allah SWT who has given me mercy, blessing, kindness to finish this research completely. Sholawat and Salam are always given to the Prophet Muhammad SAW who brings us from darkness to the brightness. The researcher realized that many people already helped her in arranging and writing this thesis. In this case, the researcher would like to express her gratitude and appreciation to:

1. Dr. Hj. Lift Anis M.Ag, Dean of Education and Teacher Training Faculty for providing for supporting the researcher in the completion of this thesis.
2. Sayyidatul Fadlilah, M. Pd, as the head of English Language Education and also as the advisor, Thank you for the advice, suggestion, and guidance, and thank you for your patience in giving great motivation, helpful correction, and suggestion during the consultation.
3. All lectures in English Language Education Department who had given me the knowledge patiently and sincerely.
4. My beloved father and mother, thank you for everything, who always love me, give support, motivation, and pray for my success.
5. My complement who always give support to complete my final project.
6. All of my friends in English Language Education 2014 especially PBI C and all my friends from Thailand in UIN Walisongo Semarang thank you for the help, motivation, and support.

7. My best friends, Shifa, Ida, and Alifa who always support me, give suggestions and encouragement, always being optimistic people.
8. Last but not least, those who cannot be mentioned one by one, who have supported me to complete the final project.

The researcher believes that this thesis is still far from perfect. Therefore, the readers' suggestions and criticism are always expected. The researcher hopes that this thesis would be useful for further studies.

Semarang, 21th July 2020

The researcher,



**Miss Sawanee Sa-E-Dee**

NIM 1403046119

## TABLE OF CONTENT

TITLE .....	i
THESIS STATEMENT .....	ii
RATIFICATION .....	iii
ADVISOR NOTE .....	iv
ABSTRACT .....	vi
DEDICATION .....	vii
MOTTO .....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENT .....	xi
LIST OF APPENDICES .....	xiv

### CHAPTER I INTRODUCTION

A. Background of the Study .....	1
B. Research Question .....	9
C. The Objective of the Study .....	9
D. Significance of the Study .....	9
E. Limitation of the research .....	10

### CHAPTER II LITERATURE REVIEW

A. Previous Studies .....	11
B. Theoretical Review .....	16
1. Definition of Pronunciation .....	16
2. Phonology .....	21
3. Speech Organ .....	22

4. English Sounds .....	24
5. English Pronunciation Problems .....	33
6. English Pronunciation Problems of Thai Students .....	35
C. Conceptual Framework .....	37

### **CHAPTER III RESEARCH METHOD**

A. Research Design .....	39
B. Source and Data .....	40
C. The Technique of Data Collection .....	40
1. Interview .....	41
2. Observation .....	43
3. Documentation .....	44
D. The Technique of Data Analysis .....	45

### **CHAPTER IV RESEARCH FINDING**

A. Research Finding .....	48
1. The factors of the problems for the difficulties of the English pronunciation of Thai students in Semarang .....	48
2. The implication of the dialects Thai towards the English pronunciation of Thai students in Semarang .....	62
3. Data Analysis .....	64
B. Discussion .....	68
C. Research Limitations .....	69

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion ..... 70  
B. Recommendation ..... 71  
C. Closing ..... 72

**BIBLIOGRAPHY**

**APPENDICES**

**CURRICULUM VITAE**

## **LIST OF APPENDICES**

- Appendix 1    Instrument of the Research
- Appendix 2    Documentation of the Research
- Appendix 3    Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a crucial means of human communication. It is used to make an interaction with other people in society with it is used to express an opinion within the language. According to James Language is a system that connects thoughts, which cannot be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols. In this way, one person's private ideas may be communicated to another person.<sup>3</sup> English is one of the tools of communication both for spoken and written. In English learning, some abilities should be mastered by the student are listening, speaking, reading, and writing. All these skills cannot be separated from one another if one expects the teacher to use a different method in teaching English.

---

<sup>3</sup> Siti Munawaroh, Thesis: *An Error Analysis of Pronouncing English Vowels at The Second Semester Students of English Education Program in Muhammadiyah University of Purworejo in the Academic Year of 2013/2014*, English Education Program Teacher Training and Education Faculty Muhammadiyah University of Purworejo, (2014), p. 1.

As in holy Qur'an has told us about the importance of learning in Q.S Al-Mujadalah: 11

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۗ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ<sup>4</sup>

*“Hey you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do”.*

Connected with the above the Prophet Muhammad SAW. (The Messenger of Allah) has submitted:

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: أَفْضَلُ النَّاسِ الْمُؤْمِنُ الْعَالِمُ الَّذِي إِنْ اُخْتِيجَ إِلَيْهِ نَفَعَ وَإِنْ اسْتُغْنِيَ عَنْهُ أَعْنَى نَفْسِهِ. (رواه البيهقي)<sup>5</sup>

*“The major of mankind is a believer who has knowledgeable when he is needed, then its benefits. And when he is not needed then he can benefit himself”.* (HR. Al-Baihaqi)

Learning a language is often associated with whether a language learned is a second or a foreign language for the language learners. Ellis provides as with the prominent description of a distinction between second and foreign learning. He explains that a distinction lies in the setting where

---

<sup>4</sup> <https://www.alquranenglish.com/quran-surah-al-mujadalah-11-qs-58-11-in-arabic-and-english-translation>, accessed 9 January 2020, at 7.30 p.m.

<sup>5</sup> <https://al-maktaba.org/book/32514/26>, accessed 12 January 2020, at 10.45 a.m.



it takes place. The second language is a language that plays an institutional and social role in the community, it functions as a recognized means of communication among members who speak some other language as their mother tongue. For example, English as a second language is learned in the United Kingdom and countries in Afrika such as Nigeria and Zambia. In contrast, foreign language learning takes place in settings where the language plays no significant role in the community and is primarily learned only in the classroom. For example, English as a foreign language is learned in Indonesia or Thailand.<sup>6</sup>

English is considered as an international language to communicate with each other. Then the demands of English skills in all aspects are crucial in response to the importance of English and the impact of globalization. Given the role of English as an international language that is used in almost the domain of communication, it makes the English pronunciation of the learners should be focused amongst several factors hindering the success in English language learning.<sup>7</sup> Language has three major components including phonology, vocabulary, and grammar. Because language is primarily spoken, therefore the sounds are very important. In this relation, phonology takes an important role. Phonology is often said to be concerned with the organization of speech within the

---

<sup>6</sup> Lalu Thohir, Motivation in a Foreign Language Teaching and Learning, *Vision: Journal for Language and Foreign Language Learning* 6.1, (2017), p. 22

<sup>7</sup> Sattra Sahatsathatsana, Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University, *Journal of Education*, 11.4, (2017), p. 757.

specific language or within the system and pattern of sounds that occur in particular languages.

In the field of language education, many basic skills are essential in the process of teaching and learning such as reading, writing, and so on. In many foreign language teaching methodology publications, all these skills are integrated into one particular learning content. That is the cultural aspect of the target language. Kramcsh was among the first to argue that culture is the fifth skill in teaching. This skill is evident in every step of the process not only in language teaching but in other fields of study. According to Ommagion teaching culture considered important by most teachers, but it has remained “*insubstantial and sporadic in the most language classroom.*”<sup>8</sup> According to above that talk about teaching-learning of culture that makes the important role of the teacher in processing in daily activities of teaching and learning, especially in processing the English language in the classroom while adding to practice how to pronouncing English well.

Pronunciation is an important role in learning English. To understand, people should deliver their speech with proper English pronunciation. Learning pronunciation is quite difficult for students since they have been used to speaking their mother tongue since childhood.

---

<sup>8</sup> Mehmet Deniz Demircioglu, The Pronunciation Problems for Turkish Learners in Articulating of the Diphthongs in English Learning *Procedia - Social and Behavioral Sciences* 106, (2013), p. 2985.

Moreover, English is greatly different from the Thai language in its pronunciation system.

Although students have English subject at school, most of them often make errors, especially in pronunciation practice. As one of the language components, pronunciation needs to be known by the learners but, the reality, the learner could not produce English words correctly. They get confused when producing English words. It is because there are differences between the local language and English. The first is differences in the number of vowel sounds. In Indonesia language has six vowel sounds namely /i/, /u/, /o/, /a/ and /ə/, while English has twelve vowel sounds; /i:/, /ɪ/, /e/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ə/. The second, because English is known as inconsistent language.

In Thai language has many vowel sounds and it must be coordinated between the word and meaning because the use of vowel sounds and consonants are depending on the meaning of a word, It determines areas of difficulties when Thai students try to pronounce English consonantal sounds. It is found that English sounds that do not occur in the Thai phonology tend to pose great difficulty for Thai students to utter. Those sounds include /g/, /v/, /θ/, /ð/, /z/, /ʒ/, /tʃ/, and /dʒ/. Sounds that exist in Thai but can occur in a different environment, syllable position, are also prone to be difficult to pronounce. Such examples are /f/ and /s/. To tackle the problem of sounds non-existent in Thai, Thai students are likely to substitute Thai sounds for the English sounds. Besides, the phenomenon

where /l/ and /r/ are used interchangeably in Thai tends to be transferred in pronouncing /l/ and /r/ in English with great challenges.<sup>9</sup>

Given that Thailand is a non-colonized country, Thais are not obliged to use English, since it has always been considered to be the language of outsiders or others. Furthermore, English is used as a foreign language in Thailand; therefore, some Thais are likely to think that it is not necessary to use English in everyday life to communicate with others. As a result, it seems that English only has a relatively small claim to be a mandatory subject in schools but English is still regarded as an important international language in Thailand. As Toh has argued, English is advantageous for those who know it and can use it efficiently to communicate with the rest of the world. It is used in a wide range of domains as a skill for professional advancement, especially in urban areas, and plays a vitally important part in the tourism industry and so on. Consequently, although English is not an official language in Thailand, a considerable number of Thais are aware of its importance.<sup>10</sup>

Most of Thai students have very low scores despite studying English for twelve years in primary and secondary schools. Through the literature review, the importance of exploring teachers' and students' perceptions were identified as crucial to an investigation of this phenomenon, together with an

---

<sup>9</sup> Srisakdi Charmonman and Chavalit Meennuch, Thai and English Consonant Sounds: a problem or a Potential for EFL Learning? *ABAC Journal*, 27.1 (2007), p.57

<sup>10</sup> Napapach Padermprach, Thesis: *The Problems of English Language Education at the Upper Secondary Level in Thailand: The Perceptions of Thai EFL Teachers and Students in Bangkok*, (University of Warwick, 2017). P. 2-3

attempt to identify problems of English language education at various educational levels both in the global and Thai contexts.

The common problem of learning English pronunciation of Thai students is caused by the differences between the sound systems of the two languages. According to Avery and Ehrlich, learners who speak different languages speak a target language in different ways. The way they speak the target language is sometimes slightly different and sometimes highly different from that of native speakers. Kenworthy also stated that the native language is the most influential factor in accounting for student's pronunciation, especially foreign accents. If the students are familiar with the sound system of their native language, they will be able to effectively diagnose their difficulties.

As Attapol accorded in his research, to improve Thai students' English proficiency, among all the four macro language skills, speaking seems intuitively the most important because speaking includes all other skills of knowing that language. Given the role of speaking skills in learning a foreign language, teaching and learning English speaking in Thailand is somewhat limited for some reason. First, for Thai students, English speaking or oral communication in English is deemed to be difficult since English is not their native language. Second, most Thai students need their English to sound as native-like as possible which is a prestigious norm of spoken English even though English is widely used in the region of South East Asia, creating a great diversity of English e.g., Malaysian English, Singaporean English, and so on. This scenario seems to limit the choice of exposure to English. Next, since English in Thailand is a foreign language, the exposure of English to

authentic language input of learners of English in Thailand is limited. Lastly, another dimension that should be taken into account lies in the English pronunciation of Thai teachers of English. These serious problems are exclusively important, leading to a large volume of studies focusing on the speaking ability of Thai students.<sup>11</sup>

Since pronunciation is a global construct which consists of segmental as consonant and vowels so, suprasegmental as stress, intonation, rhythm, rate, volume, over the past, many studies have variedly investigated the area of speaking skills, including speaking assessment, phonology language acquisition, problems of teaching and learning speaking skills. Amongst these studies focusing on speaking skills, pronunciation is receiving more attention in many EFL classrooms since it is recognized that students should primarily acquire as a fundamental skill because it can affect accuracy and comprehension. Although research studies on speaking skills and pronunciation are common within English as a foreign language.

As a result above, the problems that Thai students face difficulties when learning English is to pronounce English. As the researcher experienced and observed, students in the school and the college who belonged with the local language to communicate with each other in their group or community. Local languages here that were used by the students and also the learning style of Thais teacher that may because of the problem in English pronunciation. In this case, was recognized as a speech

---

<sup>11</sup> Sattra Sahatsathatsana, Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University, *Journal of Education*, 11.4, (2017), p. 758.

community. Then in this research, the researcher would like to analyze the problem and the factor that causes the problem of English pronunciation problems of Thai students in Semarang.

## **B. Research Questions**

The problem of this research is focused on:

1. What are the factors of the problems for the difficulties of the English pronunciation of Thai students in Semarang?
2. What is the implication of the dialects Thai towards the English pronunciation of Thai students in Semarang?

## **C. The objective of the Study**

The objective of the study are:

1. To analyze the factors of English pronunciation problems of Thai students in Semarang.
2. To explain the implication that causes the problem in English pronunciations of Thai students in Semarang.

## **D. Significances of the Study**

By doing this study, the researcher wishes that this study gives benefits to:

1. English education program

Hopefully, this research can be used to improve the quality of English teaching and learning that the pronunciation can be used as part of the measure of students' strength as well as the weakness of their language skills and motivate them to improve themselves.

## 2. English Teacher

The result of this research is to provide the English language teachers competence in English pronunciation problems to improve their teaching and learning activities. They should realize how important the role of pronunciation is, and also motivate learners in learning English.

## 3. Student

It can also be used to improve and develop their abilities in speaking English, especially in pronouncing English. Because it will give them a lot of experience so that they will be more active and interactive in the English class.

## 4. Future researcher

The researcher hopes this research will be beneficial for the future as their guidance in researching English pronunciation problems in other subjects.

### **E. Limitation of the study**

In this study, the researcher will limit the discussion to English problems on pronunciation, the factor, and the implication that cause the problem in English pronunciations of the learners. The researcher just focused on the English pronunciation problems of Thai students in Semarang.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous of Study

Related to this research, the researcher chooses some literature about related material relevant to this paper.

The first was written by Sawsan Mohamed Ali Mabyou from Sudan University entitled *Investigating Pronunciation Problems among 8th Level Basic Schools*. This study aims to investigate the relationship between pronunciation errors and factors such as mother tongue interference differences in the sound system between first languages a second language. The researcher assumed that the pronunciation errors among most of the Sudanese learners of English are due to some factors such as mother tongue interference (MTI), the inconsistency of many English sounds, the influence of spelling on the pronunciation of the sound system differences between Arabic and English. The findings of the research support the hypothesis that mother tongue interference, inconsistency, spelling, and sound system /differences between L1 and L2 affect pronunciation and lead the learners of other languages to mispronunciation. The results are confirmed with the findings of the previous works. Referring to the results of the main tool of this study (the recorded test), we find that the results support the hypothesis because the test results show that many Sudanese learners of English face

difficulty in the pronunciation of some English sounds.<sup>12</sup> This previous research is different from the current study. This study limited the target groups of the study on the problems of pronunciation at 8th level students of basic schools, which the researcher followed a descriptive and analytic statistic method in this study and used the data collection as students test to describe and explain the inconsistency between spellings and sound especially Arabic and English. While the present study is to collect the data by using descriptive and analysis documentation by recording and interview. Besides, the object the research describes the problem and factors influencing the English pronunciation problems of Thai students in Semarang. The similarity between the previous study and the current study is the contrast of both of the researchers is to describe and identify the factors and as EFL learners that cause of the influences of the lack in pronounced English.

The second research was written by Mohammad Hossein Keshavarz and Mahmud Khamis Abubakar entitled *An Investigation into Pronunciation Problems of Hausa-Speaking Learners of English*. There is no dearth of publication on pronunciation problems of different L1-background learners in EFL contexts; however, research in ESL situations (where English is spoken outside the classroom) in general, and in the Nigerian context, in particular, is scarce. Accordingly, to fill this research gap the present study

---

<sup>12</sup> Sawsan Mohamed Ali Mabyou, Investigating Pronunciation Problems among 8th Level Basic Schools *International Journal of Humanities Social Sciences and Education (IJHSSE)*, (2017), 4(10), P. 70-76  
<http://dx.doi.org/10.20431/2349-0381.0410010>

set out to investigate the pronunciation problems of Hausa speakers of English in Nigeria. To achieve the goals of the research, 60 native speakers of Hausa studying at three universities in Northern Cyprus participated in the study. The participants' pronunciation problems of English were elicited by mean of a pronunciation test that consisted of a word list, a short paragraph, and 15 individual sentences. Moreover, 15 pictures were shown to the participants to name while being audio-recorded. All the test items contained English consonants and vowels with potential pronunciation difficulties for Hausa speakers of English. The collected data were then transcribed and analyzed, and percentages and frequencies of pronunciation errors were computed.<sup>13</sup> This research is almost similar to the present because it was investigating the pronunciation problems of native speakers of English, which participated by studying at different universities in Nigeria, Northern Cyprus, while the present is to research Thai students who are studying in Semarang.

Another research was written by Napapach Padermprach from the University of Warwick entitled "*The Problems of English Language Education at the Upper Secondary Level in Thailand: The Perceptions of Thai EFL Teachers and Students in Bangkok*". This study aims to investigate the problems of English language education as perceived by Thai EFL teachers and learners from various state schools in Bangkok at the upper-

---

<sup>13</sup> Mohammad Hossein Keshavarz and Mahmud Khamis Abubakar, An Investigation into Pronunciation Problems of Hausa-Speaking Learners of English *International Online Journal of Education and Teaching (IOJET)*, 2017, 4(1). 61-72. <http://iojet.org/index.php/IOJET/article/view/152/150>

secondary level. The results obtained will reveal insights into the problems of English language education in Thailand from teachers and learners perceptions from their experience and prior knowledge with the hope that the information is used as a useful guideline for government, policymakers, school principals and teachers to improve the quality of English language education in Thailand. To explore the problem together with some appropriate solutions or suggestions. This research took a case study approach, comprising in-depth interviews and focus group interviews. Sixteen Thai EFL teachers had in-depth interviews whereas focus group interviews were used with 10 groups of Thai EFL students. Furthermore, to broaden the data and to gain a more detailed perspective of the issues emerging from the first interview round, second interviews were also conducted with each of the 16 teachers and with 10 individual students, each of whom was randomly selected from each focus group. The data in this study were analyzed using thematic analysis. Briefly, the findings suggested that the key problematic issues influencing many other problems were mostly related to low teacher salaries, the ineffective nature of education curriculum and policy, and the prevalence of the English language examination.<sup>14</sup> This previous research is different from the current study. this research expressly applies a bottom-up approach to investigate the problems of English language education in Thailand. this research mainly focuses on the perceptions of Thai EFL teachers and learners and the comparison of their perceptions, since teachers act as implementers of the policy and

---

<sup>14</sup> Napapach Padermprach, thesis: *The Problems of English Language Education at the Upper Secondary Level in Thailand: The Perceptions of Thai EFL Teachers and Students in Bangkok* (University of Warwick, 2017). P. 1

education system, and learners are beneficiaries of curriculum design and are directly related to their teachers and classroom environment, so each group might view the problems of English language education from different perspectives. The similarity between the previous study and the current study is the contrast of both of the researchers is to find the problems of English language education as EFL as perceived by Thai students.

The next previous research was written by Ehsan Namazian Dost from Islamic Azad University, Ahvaz, Iran entitled “*Pronunciation problems of high school EFL students: An error analysis approach with the pedagogical implication*”. The aims of This study was an attempt to derive a list of salient pronunciation error made by Persian learners of English. The proposed approach was grounded in the theory of language transfer and involved phonological comparisons between Persian languages identified major differences across the two languages, which are believed to heighten the perceived phonological interference of transfer features and cause mispronunciations. The participants of this study were selected randomly from 30 high school boys aged between 18 and 19 years old. They were all Persian native speakers and had learned English chiefly in formal EFL classroom context all participants had a common English course for at least six years in school. As for their language proficiency, all participants were intermediate based on the results of the Nelson proficiency test. The produce of this study was All participants were required to read the passage and list of vocabulary while their voices were recorded. Their recorded punctuation was transcribed. Then, these transcripts were analyzed and the pronunciation

problems found in the performance of participants were diagnosed. Interpreting and utterance call for the familiarity of the listener with these units of sound. The analysis was conducted in the light of previous research on the constructive phonological analysis of Persian and English. They classified the errors based on Yarmohammadi and Yarmohammadi framework.<sup>15</sup> This study is different from the current study. This study explored the phonological difficulties that native speakers of Persian struggle with while learning Modern Standard English as a foreign language and focused on describing both segmental and supra-segmental areas of error in an attempt to track L1 transfer. Limited the participant of this study were 30 male native speakers of Persian. They were students of night school in Iran. The similarities of this study are the difficulties of the pronunciation of the student and a list of discrete lexical items as well as a reading text that was used for eliciting data.

## **B. Theoretical Review**

### **1. Definition of Pronunciation**

Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech in the

---

<sup>15</sup> Ehsan Namaziandost, Pronunciation Problems of High School EFL Students: An Error Analysis Approach with Pedagogical Implication *International Journal of English Research*, July 2017, Volume 3, Issue 4, P. 77-82  
www.englishjournals.com

mouth, pronunciation stresses more the way sounds are perceived by the hearing.<sup>16</sup>

Pronunciation plays an important role in delivering the speech. To be understandable, we should deliver our speech with the correct pronunciation. In general, pronunciation is how language is spoken. Dalton and Seidlhofer defined pronunciation in general terms as the production of significant sounds. First, the sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. Second, the sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense, we can talk about pronunciation regarding acts of speaking. As an important role in communication since serious mispronunciation can hamper intelligibility. Morley asserts, “intelligible pronunciation is an essential component of communicative competence”. Therefore, EFL/ESL teachers should not ignore the pronunciation problems of their students. Similarly, second-language students should attempt to improve their pronunciation of the target language. They can do without advanced

---

<sup>16</sup> Jack Richards, John Platt, Heidi Weber, *Longman dictionary of applied linguistics*, (Buant Mill: 1990), p. 22

vocabulary, they can use simple words instead of difficult ones to express themselves.<sup>17</sup>

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time improving their pronunciation. One of the basic requirements of student's competence is the learners be able to understand the pronunciation because it is the most important feature of language instruction. Pourhosein Gilakjanis stated that good pronunciation leads to learning while bad pronunciation promotes great difficulties in language learning. According to Fraser, teachers should be provided with courses and materials that help learners and improve their pronunciation instruction. the author continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction. Morley stated that understandable pronunciation is the main objective of pronunciation instruction. It is a necessary component of communicative competence.<sup>18</sup>

Pronunciation instruction is increasingly popular in language classrooms around the world, in the second language and foreign-language contexts. Issues of intelligibility vs. Nativeness, functional load,

---

<sup>17</sup> Mohammad Hossein Keshavarz and Mahmud Khamis Abubakar, An Investigation into Pronunciation Problems of Hausa-Speaking Learners of English *International Online Journal of Education and Teaching (IOJET)*, 2017, 4(1), p. 60.  
<http://iojet.org/index.php/IOJET/article/view/152/150>

<sup>18</sup> Abbas Pourhosein Gilakjani, English Pronunciation Instruction: A Literature Review *International Journal of Research in English Educatios (IJREE)*, 2016, 1(1).



effective instructional techniques for overcoming learning plateaus, fluency, and the relative roles of suprasegmentals and segmental in instruction. Hahn has been examined in multiple studies. However, a large majority of important research into pronunciation has been carried out with English as the target language, despite the importance of L2 pronunciation in other languages, such as Japanese, French, German, Chinese, and Dutch, among others. Research from a variety of L2 learning contexts is essential to fill out the current English-centric research agenda.<sup>19</sup>

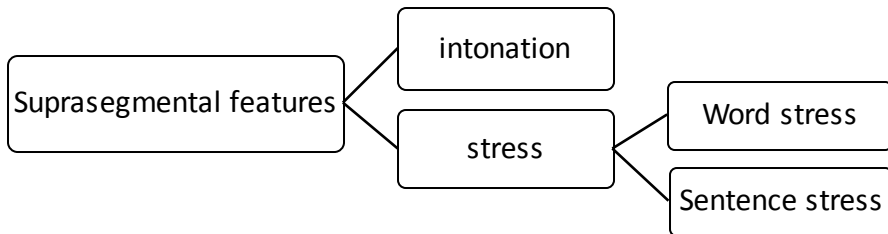
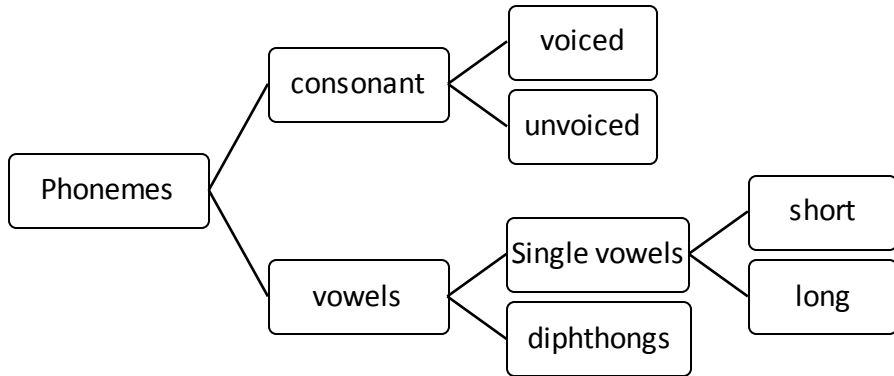
Jennifer Lacroix, Marnie Reed, and Allen Harbaugh, in “Metacognitive strategy instruction improves L2 skill in processing aural input”, investigate the effect of strategy-based instruction on adult learners’ beliefs and skills in aural input processing. A semester-long project showed that strategy-based metacognitive training in connected speech, stress, and intonation promotes listening skills awareness, aids word segmentation to facilitate understanding utterance context, and helps detection of marked intonation to facilitate understanding of message meaning.<sup>20</sup>

---

<sup>19</sup> Pavel Trofimovich, Interactive alignment: Implications for the teaching and learning of second language pronunciation, *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference*, Ames, IA: Iowa State University, 2012, p. 1-9.

<sup>20</sup> John Levis, Huong Le, Ivana Lucic, Evan Simpson & Sonca Vo. The Importance of Dedicated Conferences to The Field of Second Language Pronunciation., *Proceedings of the 7th Pronunciation in Second Language Learning and Teaching Conference*, ISSN 2380-9566, Dallas, TX, October 2015 Ames, IA: Iowa State University, 2016, p. 13.

Pronunciation can be broken down into its constituent parts. The following diagram shows a breakdown of the main features of pronunciation.<sup>21</sup>



**Figures 2.1 Pronunciation Features**

---

<sup>21</sup> Anggun Kusuma Dewi, thesis: *Pronunciation Problems Faced by The English Department Students in Pronouncing -Ed Ending: A Case of the Sixth Semester Students of the English Department of Unnes in the Academic Year of 2008/2009*, (English Department Faculty of Languages And Arts, Semarang State University, 2009), p. 10

## 2. Phonology

The signal used to convey messages in the language is speech sounds, which are sounds produced by man's speech organs. The study of language, in general, is called linguistics, which may be subdivided into Phonology and Grammar.

Phonology is of phones or speech sound, while Grammar is the study of meaningful units of sounds and their arrangement into longer utterances.<sup>22</sup>

The means of the distinctive feature as Burgess and Spencer is the term of phonology that refers to the establishment and description of the distinctive sound units of a language (phonemes) maintain, the phonology of a target language works, including the segmental and suprasegmental feature. Since sound has a vital role in communication, foreign language teachers must devote proper weight to teaching pronunciation in their classes because of teaching pronunciation is an important element of the foreign language. However, this fact is very much neglected by language teachers. Pronunciation as a fundamental element of learning oral skills in a second language and the quantity of time and effort devoted to it seems to be largely dependent on the language instructor. Many researchers have found that many English teachers are not proficient, lack confidence, skill, and knowledge in pronunciation teaching.<sup>23</sup>

---

<sup>22</sup> Ramelan, *English Phonetics*, (UPT UNNES PRESS: 1994)

<sup>23</sup> Ehsan Namazian Dost, Pronunciation problems of high school EFL students: An Error Analysis Approach with Pedagogical Implication *International Journal of English Research*, 3(4), 2017, P. 77.

### 3. Speech Organ

In speaking a language we use speech sounds as the signals to convey the message. Ramelan states that speech sounds are sounds produced by speech organs which include mouth and the respiratory organs.

Based on their function, Ramelan divides the speech organs into three as follows:

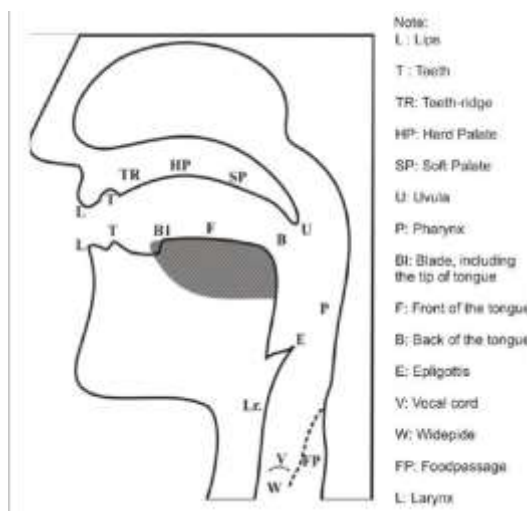
1. Initiator: speech organ that sets the air in motion for the production of speech sounds. It is the lungs that play the role of the main initiator.
2. Phonator: refer to the vocal cords in the larynx, which are used to produce speech sounds called “voice”.
3. Articulator: involves what is available in the mouth and throat.

The sounds that we have made when we speak out are the result of muscles contracting. Breathing that produces the flow of air that is needed for almost all speech sounds is used by the muscles in the chest; the flow of air from the chest to the mouth produces many different modifications in the larynx of muscles. After passing through the larynx, the air goes through what we call the vocal tract, which ends at the mouth and nostrils. Here the air from the lungs escapes into the atmosphere. We have a large and complex set of muscles that can produce changes in the shape of the vocal tract, and to learn how the sounds of speech are produced it is necessary to become familiar with the different parts of the vocal tract. These different parts are called articulators, and the study of them is called articulatory phonetics.

**a. The articulators**

- 1) The pharynx is a tube that begins just above the larynx. It is about 7 cm long in women and about 8 cm in men, and at its top end it is divided into two, one part being the back of the mouth and the other being the beginning of the way through the nasal cavity. If you look in your mirror with your mouth open, you can see the back of the pharynx.
- 2) The velum or soft palate is seen in the diagram in a position that allows air to pass through the nose and the mouth.
- 3) The hard palate is often called the "roof of the mouth". You can feel its smooth curved surface with your tongue.
- 4) The alveolar ridge is between the top front teeth and the hard palate. You can feel its shape with your tongue. Its surface is much rougher than it feels and is covered with little ridges.
- 5) The tongue is a very important articulator and it can be moved into many different places and different shapes.
- 6) The teeth (upper and lower) are usually shown in diagrams like Fig.
- 7) The lips are important in speech. They can be pressed together (when we produce the sounds p, and b ), brought into contact with the teeth (as in f, and v), or rounded to produce the lip-shape for vowels like u.

The picture below shows the speech organs of the Human:



**Figures 2.2 Speech Organ**

#### **4. English Sounds**

In English, the phonetic alphabet is usually divided into two main categories, that are vowels and consonants. Generally, the English phonetic alphabet can be described as follows :

A	[ei]	N	[en]
B	[bi:]	O	[ou]
C	[si:]	P	[pi:]
D	[di:]	Q	[kju:]
E	[i:]	R	[a:]
F	[ef]	S	[es]
G	[ji:]	T	[ti:]
H	[eich]	U	[ju:]
I	[ai]	V	[vi:]

J	[jei]	W	[dablju:]
K	[kei]	X	[eks]
L	[el]	Y	[wai]
M	[em]	Z	[zed]

**Table 2.1 English Phonetic Alphabet**

While Sahulata classifies English sounds into three categories. They are consonants, vowels, and diphthong.

**a. Consonants**

English has 24 consonants. They are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /t/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/.

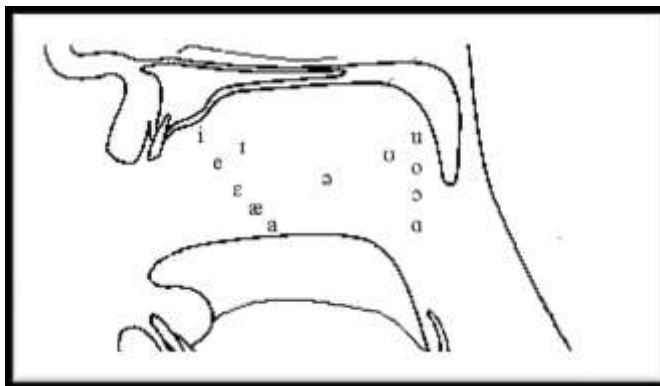
IPA Symbol	Dictionary Symbol	English Example
/p/	P	pay, apple, stop
/b/	B	bat, rabbit, tub
/t/	T	top, cutter, cat
/d/	D	dog, ladder, bed
/k/	K	car, cookie, cake
/g/	G	go, begin, egg
/f/	F	fun, office, scoff
/v/	V	very, savory, have
/θ/	Th	think, bathtub, month
/ð/	Th	these, father, breathe
/s/	S	sit, whisper, kiss
/z/	Zh	zoo, busy, buzz
/ʃ/	Sh	shoe, luscious, wish
/ʒ/	Zh	rouge, vision, measure

/h/	H	hat, behind
/m/	M	me, sophomore, slum
/n/	N	no, running, gun
/ŋ/	Ng	swing, singer, swimming
/tʃ/	Ch	chair, catcher, witch
/dʒ/	J	jaw, magic, age
/w/	W	we, away
/j/	Y	yes, emulate
/l/	L	lamp, pillow, pull
/r/	R	red, marry, car

**Table 2.2 List of English Consonants**

**b. Vowels**

According to Jones, a vowel (in normal speech) is defined as a voiced sound that is forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction.



**Figure 2.3 Place of English Sound**



English has 12 (twelve) pure vowels. They are /i/, /ɪ/, /e/, /ɛ/, /æ/, /ɑ/, /ə/, /ʌ/, /ɔ/, /ɜ/, /ʊ/, /v/, /o/, and /ɔ/. Jackson (1980: 20) classifies vowels into three kinds, they are front vowels, central vowels, and back vowels:

1) Front vowel

In articulation, front of vowel consist of six phoneme: /i/, /ɪ/, /e/, /ɛ/, /æ/ and /ɑ/. The manner of articulation of these vowels is voiced such as consonant and the place of articulation also like consonants that are based on the location of the tongue within the mouth.

Sounds	Distinction
/i/	This is the highest and most forward front vowel. Examples: beat /bit/, feed /fid/, city /sɪti/, and sheep /ʃip/
/ɪ/	This is a bit lower and further back than /i/. Examples: bit /bɪt/, fit /fɪt/, slid /slɪd/, and ship /ʃɪp/
/e/	This is a mid-front vowel. Examples: bait /bet/, raid /red/ and made /med/
/ɛ/	This is a mid-front vowel that is beginning to get a little low. Examples: bet /bɛt/, red /rɛd/, lead /lɛd/, and bed /bɛd/

/æ/	The tongue is getting quite low here, but it is still near the front of the mouth. Examples: bat /bæt/, ladder /læd/, fad /fæd/
/ɑ/	This is the lowest and furthest back of the front vowels. Examples: body /bɑdi/, pot /pɑt/, and hobby /hɑbi/

**Table 2.3 Front Vowel**

2) Central Vowel

In articulation, central vowel consist of four /ə/, /ʌ/, /ɜ/ and /ɝ/. There is only one central vowel in English, but we have different signs for stressed and unstressed sounds :

<b>Sounds</b>	<b>Distinction</b>
/ə/	This is the unstressed central vowel. It is so important a sound it even has a name: schwa. Examples: America /əmerikə/, and Korea /kəriə/
/ʌ/	This is the stressed central vowel. Examples: lucky /lʌki/, up /ʌp/, and but /bʌt/
/ɜ/	This is the r-colored unstressed central vowel.

	Examples: lover /lʌvə/, and sister /sɪstə/
/ɜ:/	This is the stressed central vowel. Examples: dirt /dɜ:t/, herb /ɜ:b/, and fur /fɜ:/

**Table 2.4 Central Vowel**

/ə/ and /ʌ/ are the same sound. The difference in the location of the tongue when they are produced is tiny. They have been given different symbols because, in English, we must distinguish between stressed and unstressed sounds.

### 3) Back Vowel

In articulation of back vowel consisted of four /u/, /ʊ/, /o/, and /ɔ/. Back vowels in English are rounded. The basic problem with this is that they are not all rounded to the same degree. The place of articulation for back vowels, like front vowels and consonants, is based on the location of the tongue within the mouth. Because the tongue does not touch anything, this makes finding the location much harder.

Sounds	Distinction
/u/	<p>This is the highest and most back of the English vowels. This is a tense sound in that the lips are taut when you are making the sound.</p> <p>Examples: you /ju/, dude /dud/, food /fud/, and fuel /fju/</p>
/ʊ/	<p>This is a little bit further forward and lowers than /u/. This sound is lax. Your lips are rounded but in a relaxed way.</p> <p>Examples: book /bʊk/, could /kʊd/, and wood /wʊd/</p>
/o/	<p>This is a central back vowel. This sound also has a longer more rounded version which is sometimes written /o/</p> <p>Examples: boat /bot/, over /ovo/, drove /drov/, and show /ʃo/</p>
/ɔ/	<p>This is the lowest and furthest forward of all the back vowels.</p> <p>Examples: call /kɔl/, awful /ɔful/, horse /hɔrs/, and halt /hɔlt/</p>

**Table 2.5 Back Vowel**

Those categories of vowel above indicate that the vowels are harder than consonants because vowels are included various parts of the tongue. Therefore, it needs a special technique for English learners to learn how to correctly pronounce vowels. To make the easy pronunciation of vowels Gilbert states there are two rules on how to correctly pronounce of vowels;

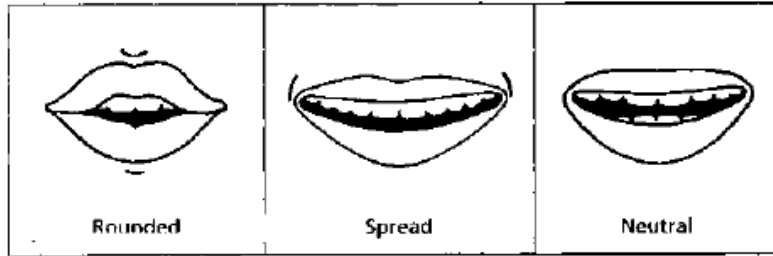
- a) The two vowel rule: If there are two vowel letters in a short word, the first vowel sounds like its alphabet name. The second vowel is silent.

/ey/	/iy/	/ay/	/ow/	/uw/
cake	these	ice	cone	fruit
main	cream	pie	soap	Sue

- b) The one vowel rule: If there is only one vowel letter in a short word, it sounds like a relative of the alphabet vowel.

/æ/	/ɛ/	/ɪ/	/ɒ/	/ʌ/
Had	bed	his	hot	sun
Jan	Ben	Kim	John	Russ

Besides those three categories above, there are three positions of lips which are used in describing the articulation of vowel sound:



**Figures 2.4 Articulation of Vowel Sound**

- **Rounded:** The lips are pushed forward into the shape of the circle. Example sound: /u/
- **Spread:** The corners of the lips are moved away from each other as when smiling. Example sound : /i/
- **Neutral:** The lips are not noticeably rounded or spread. Example sound: /ə/.

**c. Diphthong**

According to Ramelan, diphthong is a kind of vowel sound with a special feature; that is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable. Further, Ramelan classifies diphthong into two categories, they are closing and centering diphthongs.

- a) Closing diphthong occurs when the movement of the tongue is carried out from the position of the open vowel to that of a closer

vowel. There are five closing diphthongs in English. They are /eɪ/, /oʊ/, /aɪ/, /aʊ/, and /ɔɪ/.

- b) Meanwhile, when the movement of the tongue is carried out towards the central vowel /ə/, the diphthong is called a centering diphthong. There are four centering diphthongs; /ɪə/, /eə/, /ʊə/, and /ɔə/.

No	Symbols	Key-words	Phonetic Writing
1	/eɪ/	Day	/deɪ/
2	/oʊ/	So	/soʊ/
3	/aɪ/	High	/haɪ/
4	/aʊ/	Cow	/kaʊ/
5	/ɔɪ/	Boy	/bɔɪ/
6	/ɪə/	Here	/hɪə/
7	/eə/	There	/ðeə/
8	/ʊə/	Poor	/pʊə/
9	/ɔə/	Your	/jɔə/

**Table 2.6 Diphthong Sounds**

## 5. English Pronunciation Problems

According to Ramelan states that mother tongue has been deeply implanted in him as part of his habits. Moreover, Ramelan says that it will be difficult for him to change the habit of moving his speech organs in such a way as to produce foreign sounds. It is understandable since the movements of his speech organs have been set to produce the speech sounds of his language. The difficulty encountered by the student in

learning a second language is caused by the different elements found between his language and the target language. Further Ramelan says that the degree of difficulty in learning is also determined by the degree of difference between the two languages. The greater the similarity between them, the less difficult it will be for the student to learn the foreign language.<sup>24</sup>

Likewise, Rivers suggests that native speakers of English have a bad experience in listening to foreigners' speaking and in understanding their message. This is not because of nonnative speakers' lack of knowledge in vocabulary and language structure, but because of the peculiar sounds and improper intonation and stress in unexpected places. This claim indicates that most of the people learning a second language have some problems of the pronunciation of English language, due to lack of knowledge in the stress and intonation system of the target language, Boran also believes that pronunciation errors may cause communication breakdowns; therefore they should be treated by EFL teachers seriously. When teaching vocabulary, teachers should spend time teaching the correct pronunciations of the words they are going to teach. Besides, they should also teach their students phonetic symbols so that they can use dictionaries to learn correct pronunciations of English words when they study alone, namely, when there is no guidance or a

---

<sup>24</sup> Dwi Astutik, Thesis: *English Education Department of State Institute for Islamic Studies (IAIN) Salatiga*, (Salatiga: Institute Agama Islam Negeri Salatiga, 2017), p. 29.



model to provide the correct pronunciation. This is necessary for the lifetime self-improvement of the student's English pronunciation.<sup>25</sup>

## 6. English Pronunciation Problems of Thai Students

There are many causes of The English pronunciation Problems of Thai students:

- a. The directly pronounced in Thai ways by borrowed words from English into Thai language. For example, computer, technology, cream, etc. All of these words are borrowed directly into Thai language without noticing that they are not Thai vocabulary. So when Thai people meet these words, they already know and refuse to learn their intelligible pronunciations again and because of this reason, Thai learners use the pronunciations as same as they knew before. There have a lot of borrowed English words applied with Thai pronunciations. Those Thai pronunciations are not intelligible. If out of Thailand, Thai pronunciations can not be easy to understand.
- b. The Romanization of Thai language influences the pronunciation of English. It is very normal to read the word Kitima into Gidima, purn into born and so on. Thai students read all *th* into *t*, *ph* into *p*, *kh* into *k*, *p* into *b*, *t* into *d*, *k* into *g*. This kind of articulation has a strong influence on the students who have no chance to study English

---

<sup>25</sup> Savaş Geylanioğlu, Kenan Dikilitaş, Pronunciation Errors of Turkish Learners of English: Conceptualization Theory as a Teaching Method *The Journal of Language Teaching and Learning*, 2012, 2(1), p. 38.

Phonics. Such phenomena are due to the phonemic inventory of the Thai language. Different languages distinguish different sets of phonemes as the minimum sound units that distinguish meaning among words. Thus for Japanese, for example, since they do not distinguish between the sound [r] and [l], they tend to have the problem distinguishing these two sounds when learning English.

- c. Thai intonations are applied to English pronunciations. Thai language can borrow English words and use them directly in their daily life without feeling anything awkward, at least to Thai language itself. For example, if Thai people borrow the word 'computer' from English and pronounce it into a little Thai intonation, it's quite comfortable. This characteristic helps common Thai people learn English. It is quite normal to meet Thai people who can use some English words to others. But it also impedes the further improvement of their English pronunciations.
- d. Some teachers Thai style English pronunciation is another cause of student's unintelligible English pronunciation. On the one hand, a model of student's pronunciation is served by language teachers. The students have to imitate their pronunciation otherwise the teacher will correct the student's pronunciation. Since the teacher's pronunciation is Thai style, the students' pronunciation will be the same.
- e. Thai learners are shy to speak in a native speaker's way. The authors were told that Thai students were to be considered "show-offish" by their classmates if they speak in a native speaker's tone. So usually,

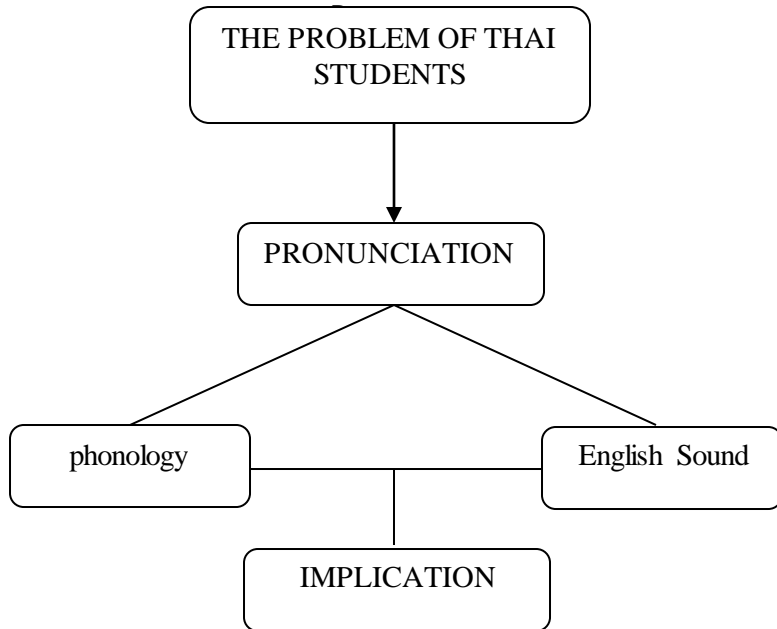
students would not spend time imitating native speaker's pronunciations and intonations.

- f. Thai final consonants are always unaspirated and unvoiced so it is difficult for Thai students to pronounce aspirated /p/ and /k/ or voiced /m/ and /n/ in English words.

### **C. Conceptual Framework**

Descriptive analysis can stand on its own as a research product, such as when it identifies phenomena or patterns in data that have not previously been recognized.

Descriptive analysis of data limits generalization to a particular group of individuals observed. No conclusions extend beyond this group and any similarity to those outside the group cannot be assumed. The data describe one group and that group only. Much simple action research involves descriptive analysis and provides valuable information about the nature of the particular group of individuals. Its interest, descriptive analysis is a fundamental component of this process because of the role it plays in helping us to observe the world or a phenomenon and, subsequently, in identifying research questions and generated based on what has been observed.



The diagram above explains that descriptive research is to explain the conditions and context of the cause.

descriptive analyses that are focused on relevant aspects of the phenomenon, descriptive analysis can create or contribute to the rationale for undertaking a study. In this study, the researcher will be focused on the factor of English pronunciation problems that cause the implicating of Thai students in Semarang.

## CHAPTER III

### RESEARCH METHOD

In this chapter, the main point is focused on the methodology of research used in this study. There are several subchapters: research design, source and data, technique of collecting data, and data analysis technique.

#### A. Research Design

The research designed a scientific process to get needed data in this research with a particular goal and specific function. It is divided into two types they are quantitative and qualitative research methods.<sup>26</sup> one of the distinctions is more concerned about the result of the research, while qualitative research is more concerned with the process of the paper.

Besides, a qualitative method can be used to reveal and comprehend the hidden phenomenon which does not be known anymore. This method can also be used to gather information about something that only knew by a few people.<sup>27</sup>

Considering the data, this research was included in qualitative research. In conducting this study, the researcher used a descriptive qualitative method which uses to investigate the factors and the implications of the English pronunciation problems of Thai students in Semarang.

---

<sup>26</sup> Suharmi Arikunto, *‘Penelitian, Prosedur, Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 2006, 13’, 2006, p. 21.

<sup>27</sup> Juliette Corbin Anslem Struss, *‘Dasar-Dasar Penelitian Kualitatif*, Yogyakarta, Pustaka Pelajar, 2009, p. 9.

## **B. Source and Data**

In this research, the researcher has analyzed Thai students who have been studied at the College in Semarang, then the researcher took to conducted 31 participants who are selected randomly from different Colledges as Thai students;

1. Universitas Islam Negeri Walisongo (UIN Walisongo)
2. Universitas Wahid Hasyim (UNWAHAS)
3. Universitas Diponegoro (UNDIP)
4. Universitas Islam Sultan Agung (UNISULA) and
5. Universitas Muhammadiyah Semarang (UNIMUS).

The plan for conducting the research was from 20 June 2020 until 30 June 2020. In this study, the researcher focused on the problems and factors that implicating the English pronunciations of Thai students in Semarang.

## **C. The Technique of Data Collection**

The most common data collection methods, according to Beverly Hancock that is used in qualitative research are observation, documentation, and triangulation.<sup>28</sup>

Research design is the overall plan for collecting data to answer research questions. Also, it can be defined as the specific data analysis techniques or methods that the researcher intends to use.

---

<sup>28</sup> Hancock B., *An Introduction to Qualitative Research Au t Hots*, Qualitative Research 4th, (2006), p. 504.

This research is used to interview the participants and pronunciation test (reading text) as the recorded was used as the instrument for collecting data. The objective of the background question in the interview was to obtain demographic information about the participants including age, gender, place of residence, and more importantly about native language background, the factors of the problem which are implicating the English pronunciation, and the amount of exposure to English.

The purpose of the pronunciation test was to elicit the pronunciation problems of the Thai-pronounce of the student. The test consisted of a word list, a set of sentences, a short paragraph as a reading text, all containing problematic phonemes for Thai pronounces of English.

Here are the research data collection techniques:

1. Interview

The structured interview was somewhat similar to a survey as there was no room for deviation or exploration of issues outside of the set questions. In contrast, unstructured interviews are free-flowing discussions, which can take the interviewer and interview in a direction that deviates from the intended subject.<sup>29</sup>

An interview was a question and answer activity to obtain information or data. In this study was used the method of unstructured interviews, namely free interviews, the researcher does not use

---

<sup>29</sup> Cathryne Palmer, Amanda Bolderston, 'A Brief Introduction to Qualitative Research', *The Canadian Journal of Medical Radiation Technology*, 2006, p. 17

interview guidelines that have been arranged systematically and completely.<sup>30</sup>

Interviews can broadly be classified into three categories: *personal interview, telephonic interview, and chatting.*

1. Personal Interview, in a personal interview method of data collection, a researcher or an interviewer generally asks some questions and notes down the respondent's responses, while in a direct personal interview method, an interviewer collects the information directly from the respondent.
2. Telephonic Interview, with the advancement of communication technology, the telephonic interview is gaining momentum. An interviewer should contact a respondent over a telephone. Telephonic methods of interviews include phone calls, SMS, and emails. Respondents are asked to provide a suitable time slot during which they could be talked over the telephone. During the interview, questions are asked and responses may be noted or recorded; the process facilitates the interview of the respondents at different places at different times. Short message service (SMS) and multimedia message service (MMS) are also used for interviewing over telephones, and an interview may also be conducted through emails. Questionnaires can be sent as an email attachment to which the respondent replied. Like the other methods, a telephonic interviewing method has merits and demerits.

---

<sup>30</sup> Sugiono. 2008. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R dan D.* Bandung: Alfabeta, hlm. 197



3. Chatting, with the increasing use of Internet facilities, chatting has become the most popular way of communicating among people. Various common interest groups have come into existence, taking advantage of the facilities. Simply chatting or video chatting helps more than one person, sitting at distant places all over the world, to communicate their ideas, thoughts, and beliefs instantly.<sup>31</sup>

## 2. Observation

Observation is a systematic way of listening and watching a phenomenon when it takes place. Marshall and Rosman defined as the systematic description of events, behavior, and artifacts in the social setting chosen for the study.<sup>32</sup> Then it is used in the social sciences as a method for collecting data about people, processes, and cultures. Besides, observation is used in qualitative research and usually consist of detailed notation of behavior and events. In qualitative research, observation is usually employed to collect data regarding the number of occurrences a specific of time, duration, specific behavior or events.<sup>33</sup>

So, observation is an important research and data collection methodology. It can be direct or indirect and this technique is used to collect primary data needed for research, by doing a direct observation

---

<sup>31</sup> Pradip Kumar Sahu, *Research Methodology: A Guide for Researchers in Agricultural Science, Social Science and Other Related Fields*, (India: Springer India, 2013), p. 64-65.

<sup>32</sup> Gretchen B rosman Catherine marshal, *Designing Qualitative Research*, (New Berry Park, CA: Sage Publication, 1989), p. 79.

<sup>33</sup> John W. Best, *Research in Education, Tenth Edition*, (Edinbergh Gate: Pearson Education Limited, 2014), p. 270.

of the object of the research. In this research, a researcher observing the factors of the problems that cause the implicating in English pronunciation for Thai students in Semarang.

### 3. Documentation

Documentation is data collection activities that carried out through document searching.

Documentation in the research can be served any purpose, both in terms of design activities as sources of inspiration for a team of a designer, research activities as providing empirical data for analysis, and auxiliary activities by helping a team of design researchers communicate with external.<sup>34</sup>

Documentation was interpreted as a written record/picture that was stored about what has happened. Documentation is a fact and data was stored in various materials in the form of documentation. Documentation was not limited to space and time to allow the researchers to find out the problems to strengthen the observations and interview data in checking the validity of the data, making interpretations, and drawing conclusions. In this case, documentation in the collection of data can be in the form of notes, files, books, photos, and letters that have been documented to strengthen the results of interviews and observations that related to the factor of the problem of English Pronunciation for Thai students in Semarang.

---

<sup>34</sup> Glenn A. Bowen, 'Document Analysis as a Qualitative Research Method', *Qualitative Research Journal*, 9.(2), 2009, p. 29.

#### **D. The Technique of Data Analysis**

Analysis of the data is processed systematically and arranged the data obtained from interviews, field notes, and documentation, by organizing the data into categories, resolution into units, synthesizing, gather into patterns, appoint which ones are important and make conclusions to be easy to understand.

In most qualitative studies, researchers used a variety of research methods which is the analysis based on the data obtained, there are many perspectives as possible on the phenomenon being researched. That applied from *observation, interviews, open-response items on questionnaires, verbal reports, and discourse analysis*.<sup>35</sup>

In this research, the researcher used the data from several sources, the data was processed and organized to be compared with another source to obtain the same results.

The Technique of Data Analysis in this research, the researcher used descriptive qualitative analysis techniques. The purpose of the data analysis was to describe and limit the findings so that the data is arranged and more significant. As more detail as follows:

1. Conducted to analyze the data needed for various types and forms of data, then carried out recording data in the field, to collect the data that will be used for further research.

---

<sup>35</sup> Juanita Heigham and Robert A. Croker, *Qualitative Research in Applied Linguistics A Practical Introduction*, (New York: Palgrave Macmillan, 2009), p. 17.

2. Data Reduction. In the step of reducing the data, the researcher conducted the data selections, focused on the problem that was examined, efforts to simplified, perform abstractions, and carried out transformations.

After collecting the data, the next step was to reduced the data. Reducing data means summarizing, appointed the important data, find out the patterns, and remove unnecessary. Thus the reduced data provided the point clearly, and make it easier for the researcher to further the data collection needed.

The process of reduced data in this research can be described as follows: *first*, the researcher summarized the results of field notes during the research process from rough or random in a form to be easier to understand. *Second*, the researcher arranged units in the form of simple factual sentences related to factors and problems. This step is done by the researcher as the first reading and studying all types of data that have been collected. The compiler of the unit is not only in factual form but also in the paragraph. *Third*, after the unit is obtained, the researcher makes the coding, coding means giving the code to each unit. The purpose of coding is to track the data or units from the source.

3. Data Display. Through the presentation of these data, organized the data is arranged in a relationship pattern, so that would be easy to understand. In qualitative research, the presentation of data can be done with a concise description, schematic, relationships between categories, flowcharts, and the like. But in this study presented in the form of narrative texts.

#### 4. Conclusion Drawing/verification.

This verification conclusion is based on data reduction which is the answer to the problem raised in the research.

The initial conclusions put forward are still temporary and would change if found that the evidence does not strong. But if the conclusions raised at an early stage, supported by valid and consistent evidence in the field of collecting the data, the conclusions put forward are credible.

The conclusion drawing/verification, which is concluded the analysis that has been done on the problem being observed. By using an inductive mindset that is concluded statements/facts that are specific to general conclusions.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present each data from research. The first was to analyze the factors of the problems for the difficulties of the English pronunciation and second was explain the implication of the dialects Thai students towards the English pronunciation of Thai learners in Semarang. Both of those would be explained as follow:

#### **A. Research Finding**

Here the researcher went on the next point of the research then the researcher found the answer from the objective of the study. The researcher analyzes Thai students who have studied in Semarang by focusing on the factors of the problems for the English pronunciations. The result of the analysis can be seen on the point below:

##### **1. The factor of the problems for the difficulties of the English pronunciation of Thai students in Semarang.**

In this chapter, the researcher would like to present the problems for the difficulties of the English pronunciation of Thai students in Semarang. The problems here are referring to gain the factors of the difficulties of the English pronunciation of Thai Learners in Semarang.

**Table 4.1 The participants of the research**

<b>No.</b>	<b>Name</b>	<b>Age</b>	<b>College/University</b>
1.	Mr. Sakariya Haji smaea	24	UIN Walisongo
2.	Mr. Abdulloh Karee	24	UIN Walisongo
3.	Mr. Ileeyas E-so	24	UIN Walisongo
4.	Mr. Irfan Buenae	24	UIN Walisongo
5.	Mr. Tuanmuhammad Tuwaebesa	24	UIN Walisongo
6.	Mr. Suriya Samah	25	UIN Walisongo
7.	Mr. Abdulqowi Abdulhanung	28	UIN Walisongo
8.	Mr. Abdulloh Wicha	23	UIN Walisongo
9.	Mr. Mangso Paenae	23	UIN Walisongo
10.	Mr. Wal Asri Chalong	25	UIN Walisongo
11.	Mr. Solahuding Malee	25	UIN Walisongo
12.	Mr. Abdullah Yusoh	26	UIN Walisongo
13.	Mr. Usman Waji	24	UIN Walisongo
14.	Miss Latifah Awae	23	UIN Walisongo
15.	Miss Koleeyoh Tayeh	22	UIN Walisongo
16.	Miss Koliyoh Pohsa	23	UIN Walisongo
17.	Miss Zainab Salaehbing	22	UIN Walisongo
18.	Miss Saaidah Chemah	23	UIN Walisongo
19.	Miss Ruwaida Kortae	22	UIN Walisongo
20.	Miss Nureesan Samoh	21	UIN Walisongo
21.	Miss Chefatimah Salaeh	25	UIN Walisongo
22.	Miss Chonlakarn Eadnai	20	UNISSULA

23.	Miss Kittiya Boroheem	20	UNISSULA
24.	Miss Afnanee Panae	26	UNDIP
25.	Miss Awatif Yunu	26	UNDIP
26.	Miss Ameenah Suemae	23	UNWAHAS
27.	Miss Sufiah Dueraseh	23	UNIMUS
28.	Miss Kassima Thainaphriao	20	UNIMUS
29.	Miss Jidapa Mukura	21	UNIMUS
30.	Miss Suhaila Samahee	18	UNWAHAS
31.	Miss Naimah Yakoh	23	UNWAHAS

The table above shows the participant in this research. The participants are Thai students that consist of several universities in Semarang such as information presented in the table. in the table. After the researcher observed, the participant here were conducted interviews about the problems in English pronunciation by the researcher. It explained in this study.

a. Data Presentation

**Table 4.2 The problems for the difficulties of the English pronunciation of Thai students in Semarang.**

No.	Name	University	The Problems of English Pronunciation
1.	Mr. Sakariya Haji smaesa	UIN Walisongo	The teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the



			English and does not emphasize the students in pronounced English.
2.	Mr. Abdulloh Karee	UIN Walisongo	The student does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English.
3.	Mr. Ileyas E-so	UIN Walisongo	The teacher used the local language while teaching the English lesson until that causes the problems of pronouncing English.
4.	Mr. Irfan Buenae	UIN Walisongo	The student does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English.
5.	Mr. Tuanmuhammad Tuwaebesa	UIN Walisongo	In the past the students thought that English was not interested, because of that he didn't pay attention to.

6.	Mr. Suriya Samah	UIN Walisongo	The student does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English.
7.	Mr. Abdulqowi Abdulhanung	UIN Walisongo	The local language/Thai accent causes problems in pronouncing English.
8.	Mr. Abdulloh Wicha	UIN Walisongo	The student does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English.
9.	Mr. Mangso Paenae	UIN Walisongo	The student does not get enough drill to practice English pronunciation.
10.	Mr. Wal Asri Chalong	UIN Walisongo	The student does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until

			that causes the problems of pronouncing the English.
11.	Mr. Solahuding Malee	UIN Walisongo	The student does not interested in the English lesson and always has trouble learning English.
12.	Mr. Abdullah Yusoh	UIN Walisongo	Local language/Thai accent causes the problems of pronouncing the English, sometimes unmotivated, feel uncomfortable, and inattentive in learning English.
13.	Mr. Usman Waji	UIN Walisongo	The student feel sometimes unmotivated in learning English so that sometimes feel uncomfortable and inattentive in learning English.
14.	Miss Latifah Awae	UIN Walisongo	The teacher used the local language while teaching the English lesson until that causes the problems of pronouncing English.
15.	Miss Koleeyoh Tayeh	UIN Walisongo	The student does not get enough drill to practice English pronunciation.
16.	Miss Koliyoh Pohsa	UIN Walisongo	The student does not get enough drill to practice to pronounce

			English, the local language/Thai accent causes the problems of pronouncing the English.
17.	Miss Zainab Salaehbing	UIN Walisongo	The local language/Thai accent causes the problems of pronouncing English.
18.	Miss Saaidah Chemah	UIN Walisongo	The teacher used the local language while teaching the English lesson until that causes the problems of pronouncing English.
19.	Miss Ruwaida Kortae	UIN Walisongo	The student does not get enough drill to practice the English pronunciation, the local language comes the problems of pronounced English
20.	Miss Nureesan Samoh	UIN Walisongo	The student does not get enough drill to practice English pronunciation.
21.	Miss Chefatimah Salaeh	UIN Walisongo	The teacher used the local language while teaching the English, sometimes the local language/Thai accent causes the problems of pronouncing the English.

22.	Miss Chonlakarn Eadnai	UNISSULA	The local language/Thai accent causes the problems of pronouncing English.
23.	Miss Kittiya Boroheem	UNISSULA	The teacher used the local language while teaching the English, sometimes the local language/Thai accent causes the problems of pronouncing the English.
24.	Miss Afnanee Panae	UNDIP	The student feels uncomfortable and inattentive in learning English.
25.	Miss Awatif Yunu	UNDIP	The student does not get enough drill to practice the English pronunciation, sometimes the student feels unmotivated in learning English so that sometimes feel uncomfortable and inattentive in learning English.
26.	Miss Ameenah Suemae	UNWAHAS	The student does not get enough drill to practice English pronunciation in the classroom.
27.	Miss Sufiah Dueraseh	UNIMUS	Sometimes the student feels unmotivated in learning English so that sometimes feels

			uncomfortable and inattentive in learning English.
28.	Miss Kassima Thainaphriao	UNIMUS	The student does not get enough drill to practice English pronunciation, there is no encouragement from family about the importance of English and the local language/Thai accent causes the problems of pronouncing the English.
29.	Miss Jidapa Mukura	UNIMUS	The student does not get enough drill to practice English pronunciation, The teacher used the local language while teaching the English and sometimes the local language/Thai accent causes the problems of pronouncing the English.
30.	Miss Suhaila Samahee	UNWAHAS	The student does not get enough drill to practice English pronunciation and Sometimes the student feels unmotivated because English is really difficult.
31.	Miss Naimah Yakoh	UNWAHAS	The student does not get encouragement and examples

			from the family about the importance of learning English.
--	--	--	---

- b. The factors of the problem for the difficulties of the English pronunciation of Thai students in Semarang.

The problems that gain the difficulties of the English pronunciations of Thai students in Semarang are The teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English and does not emphasize the students in pronounced English.<sup>36</sup> The learner does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English.<sup>37</sup> The teacher used the local language while teaching the English lesson until that causes the problems of pronouncing English.<sup>38</sup> The student does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English.<sup>39</sup> In the past the student thought that

---

<sup>36</sup> Interview with Mr. Sakariya Haji smaea, UIN Walisongo, June 21th 2020, at 21:00 p.m.

<sup>37</sup> Interview with Mr. Ileyas E-so, UIN Walisongo, June 201th 2020, at 21:00 p.m.

<sup>38</sup> Interview with Mr. Abdullah Karee, UIN Walisongo, June 21th 2020, at 21:00 p.m.

<sup>39</sup> Interview with Mr. Irfan Buenae, UIN Walisongo, June 20th 2020, at 1:00 p.m.

English wasn't interested, because of that he did not pay attention to.<sup>40</sup> The student does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English.<sup>41</sup> The local language/Thai accent causes problems in pronouncing English.<sup>42</sup> The student does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English.<sup>43</sup> The student does not get enough drill to practice English pronunciation.<sup>44</sup> The student does not get enough drill to practice the English pronunciation and the teacher used the local language while teaching the English lesson until that causes the problems of pronouncing the English.<sup>45</sup> The student does not interested in the English lesson and always has trouble learning English.<sup>46</sup> Local language/Thai accent causes the problems of pronouncing the

---

<sup>40</sup> Interview with Mr. Tuanmuhammad Tuwaebuesa, UIN Walisongo, June 20th 2020, at 1:00 p.m.

<sup>41</sup> Interview with Mr. Suriya Samoh, UIN Walisongo, June 20th 2020, at 1:00 p.m.

<sup>42</sup> Interview with Mr. Abdulqawee Abdulhanung, UIN Walisongo, June 20th 2020, at 1:00 p.m.

<sup>43</sup> Interview with Mr. Abdulloh Wicha, UIN Walisongo, June 20th 2020, at 1:00 p.m.

<sup>44</sup> Interview with Mr. Mangso Paenae, UIN Walisongo, June 20th 2020, at 1:00 p.m.

<sup>45</sup> Interview with Mr. Wanasri Chalong, UIN Walisongo, June 20th 2020, at 1:00 p.m.

<sup>46</sup> Interview with Mr. Solahuding Malee, UIN Walisongo, June 20th 2020, at 1:00 p.m.



English, sometimes unmotivated, feel uncomfortable, and inattentive in learning English.<sup>47</sup> The student feels sometimes unmotivated in learning English so that sometimes feel uncomfortable and inattentive in learning English.<sup>48</sup> The teacher used the local language while teaching the English lesson until that causes the problems of pronouncing English.<sup>49</sup> The student does not get enough drill to practice English pronunciation.<sup>50</sup> The student does not get enough to practiced to pronounce English, the local language/Thai accent causes the problems of pronouncing the English.<sup>51</sup> The local language/Thai accent causes the problems of pronouncing English.<sup>52</sup> The teacher used the local language while teaching the English lesson until that causes the problems of pronouncing English.<sup>53</sup> The student does not get enough drill to practice the English pronunciation, the local language comes the problems of pronounced English.<sup>54</sup> The student does not get

---

<sup>47</sup> Interview with Mr. Abdullaoh Yusoh, UIN Walisongo, June 27th 2020, at 5:00 p.m.

<sup>48</sup> Interview with Mr. Usman Waji, UIN Walisongo, June 27th 2020, at 5:00 p.m.

<sup>49</sup> Interview with Miss. Latifah Awae, UIN Walisongo, June 21th 2020, at 20:00 p.m.

<sup>50</sup> Interview with Miss. Koleeyoh Tayeh, UIN Walisongo, June 21th 2020, at 20:00 p.m.

<sup>51</sup> Interview with Miss. Koliyoh Pohsa, UIN Walisongo, June 21th 2020, at 20:00 p.m.

<sup>52</sup> Interview with Miss. Zainab Salaehbing, UIN Walisongo, June 21th 2020, at 20:00 p.m.

<sup>53</sup> Interview with Miss. Saaidah Chemah, UIN Walisongo, June 21th 2020, at 20:00 p.m.

<sup>54</sup> Interview with Miss. Ruwaida Kortae, UIN Walisongo, June 21th 2020, at 20:00 p.m.

enough drill to practice English pronunciation.<sup>55</sup> The teacher used the local language while teaching the English, sometimes the local language/Thai accent causes the problems of pronouncing the English.<sup>56</sup> The local language/Thai accent causes the problems of pronouncing English.<sup>57</sup> The teacher used the local language while teaching the English, sometimes the local language/Thai accent causes the problems of pronouncing the English.<sup>58</sup> The student feels uncomfortable and inattentive in learning English.<sup>59</sup> The learner does not get enough drill to practice the English pronunciation, sometimes the student feels unmotivated in learning English so that sometimes feel uncomfortable and inattentive in learning English.<sup>60</sup> The student does not get enough drill to practice English pronunciation in the classroom.<sup>61</sup> Sometimes the student feels unmotivated in learning English so that sometimes feels uncomfortable and inattentive in learning English.<sup>62</sup> The student

---

<sup>55</sup> Interview with Miss. Nureesan Samoh, UIN Walisongo, June 21th 2020, at 20:00 p.m.

<sup>56</sup> Interview with Miss. Chefatimah Salaeh, UIN Walisongo, June 21th 2020, at 20:00 p.m.

<sup>57</sup> Interview with Miss. Chonlakarn Eadnai, UNNISULA, June 21th 2020, at 21:00 p.m.

<sup>58</sup> Interview with Miss. Kittiya Boraheem, UINNISULA, June 21th 2020, at 21:00 p.m.

<sup>59</sup> Interview with Miss. Afnanee Panae, UNDIP, June 22th 2020, at 23:00 p.m.

<sup>60</sup> Interview with Miss. Awatif Yunu, UNDIP, June 22th 2020, at 23:00 p.m.

<sup>61</sup> Interview with Miss. Ameenah Suemae, UNWAHAS, June 27th 2020, at 2:00 p.m.

<sup>62</sup> Interview with Miss. Sufiyah Deraseh, UNIMUS, June 28th 2020, at 12:00 p.m.

does not get enough drill to practice English pronunciation, there is no encouragement from family about the importance of English and the local language/Thai accent causes the problems of pronouncing the English.<sup>63</sup> The student does not get enough drill to practice English pronunciation, The teacher used the local language while teaching the English and sometimes the local language/Thai accent causes the problems of pronouncing the English.<sup>64</sup> The student does not get enough drill to practice English pronunciation and Sometimes the student feels unmotivated because English is really difficult.<sup>65</sup> The student does not get encouragement and examples from the family about the importance of learning English.<sup>66</sup>

After interviewing the Thai students of several questions that show the problems for the difficulties of the English pronunciations of Thai students are;

- 1) The student does not get enough drill to practice English pronunciation even though in/outside the classroom.

---

<sup>63</sup> Interview with Miss. Kassima Thaiphraio, UNIMUS, June 28th 2020, at 12:00 p.m.

<sup>64</sup> Interview with Miss. Jidapa Mukura, UNIMUS, June 28th 2020, at 3:30 p.m.

<sup>65</sup> Interview with Miss Suhaila Samahee, UNWAHAS, June 28th 2020, at 21:20 p.m.

<sup>66</sup> Interview with Miss Naimah Yakoh, UNWAHAS, June 28th 2020, at 21:20 p.m.

- 2) The teacher used the local language while teaching the English lesson.
- 3) The local language/Thai accent causes the problems of pronouncing English.
- 4) The teacher does not emphasize the students in pronounced English.
- 5) Some students feel uncomfortable and inattentive in learning English.
- 6) The student feels unmotivated in learning English.
- 7) Some students were not interested the English, which makes them don't pay attention to it.

## **2. The implication of the dialects Thai towards the English pronunciation of Thai students in Semarang.**

This research explains the implication of the cause of the problem in the English pronunciation of Thai students in Semarang.

It can give contributions to educational practitioners, teachers, students, and for the next researchers. Because of this research discusses the implication that cause of the problems in the English pronunciation, it can help the teacher to improve teaching-learning of the English pronunciation. Besides that, the list of words above can be used as a reference to repair on which the English pronunciation that they will choose for study in daily life. while for students, it gives new knowledge

about the importance of English, guild them to more pay attention to English pronunciation, and motivated them in learning English.

**Table 4.3 the factor of the Problems**

<b>Internal</b>	<b>External</b>
1) The teacher used the local language while teaching English.	1) The English Language becomes a foreign language in Thailand.
2) The teacher does not emphasize the students in pronounced English.	2) The local language/Thai accent causes the problems of pronouncing English.
3) The student is not confident in English performance.	3) The differences between Thai and English alphabets, consonants, vocals.
4) The student does not get enough drill to practice English pronunciation in the classroom.	4) The student does not get enough drill to practice English pronunciation outside the classroom.
5) Some students weren't interested the English.	5) There is no encouragement from family and the environment about the importance of English in daily life.
6) Some students feel uncomfortable and inattentive in learning English.	
7) Some students feel unmotivated in learning English.	

### 3. Data Analysis

#### a. English Pronunciation Test

The students' pronunciation tests were checked by the researcher. Word sounds were also checked based on Oxford Advanced Learner's Dictionary. After that, frequency distribution was used to show on the table about the lack of pronouncing the English text.

English pronunciation test included using the English reading text, which is a Report text under the title **Mobile Phone**.

**Table 4.4 The lack of the English Pronunciation of Thai students in Semarang.**

The Words	The Error	The Correct
Portable	/ ' pɔ:təb(ə)l/	/ ' pɔ:təb(ə)l/
Mobile	/ ' mou bɪl/	/ ' məʊ bɪl/
Wire	/wə:/	/wɪə/
A	/ʌ/	/ə/
Message	/ ' mɛs sɪdʒ/	/ ' mɛsɪdʒ/
Handoff	/ ' hɒndɒf/	/ ' hændɒf/
Carefully	/ ' kɑ:f(ə)li/	/ ' kɛəf(ə)li/
User	/ ' u:zə/	/ ' ju:zə/

Popular	/ˈpɒpju:lʌ/	/ˈpɒpjʊlə/
Cheap	/ki:p/	/tʃi:p/
Cellular	/ˈsɛləlʌ/	/ˈsɛljʊlə/
As	/ʌs/	/az/ or /əz/
Cell	/sɛl/	/sɛl/
Was	/wɒs/	/wɒz/ or /wəz/
Afford	/ˈfəd/	/əˈfɔ:d/
Available	/ʌˈvaɪləb(ə)l/	/əˈveɪləb(ə)l/
Without	/wɪtˈaʊt/	/wɪðˈaʊt/

After observing this test, the researcher can inform that from the short reading, report text that has been tested from the participant. There are some errors in the pronunciation of the English as it has been applied in the table above. After that, the researcher has justified the errors words in pronunciation to the participants of this study. This meaning is the factor of the problems in the pronunciation of Thai students as the subject of the study.

- b. The factors that implicating the cause of the English Pronunciation Problems of Thai students in Semarang

Two factors can implication the problem of learning English, especially English pronunciation of Thai students in Semarang namely intrinsic problem and extrinsic problems.

Intrinsic problems are problems from inside. Whereas extrinsic problems namely problems that come from outside.

The intrinsic problem comes from inside as the teacher always used the local language while teaching English and does not emphasize how to pronounce words in English correctly so that they can implicate the student not so used to give priority to using English in class until the learner are not confident in English appearance.

The student faced much trouble that increases the difficulties in English learning. It may cause the student to feel uncomfortable in the English classroom that makes the student as the students are not interested so they do not pay attention to English Learning. This reason is a reality that we often find why almost all students are ready to receive English learning, then this makes trouble for the student especially when they do the assignment or do the examinations.

The student is unmotivated although from themselves, the teacher and their family in learning English. No enthusiasm for working the assignment by themselves is given by the teacher and there is not even a passion for participating in extracurricular activities at school.

Then the extrinsic factor or the originating factor from outside like the English Language becomes a foreign language in Thailand and the local language/Thai accent often causes the problems of pronouncing English for the learner because of the



differences between Thai and English alphabets, consonants, and vocals.

The student does not get enough drill to practice English pronunciation outside the classroom and the family does not encourage the importance of English in daily life.

From these, both factors can influence problems in the English pronunciation of Thai students in Semarang. The existence of these two factors shows that the problem has been found that students need the good attention of the English teacher. Many things that teachers must make considerations, even from the convenience of students until they feel interested in learning English and more attention to it.

The teacher tries to display good in English starting from often using English in teaching-learning and emphasizing the correct pronunciation to students because from the teacher's example that it will be exposed to students. Although in essence, it is very difficult to attract students in English learning because Thailand has its language and is very different from the English language but if the teacher can master the whole there it will arise motivation for students in learning English. According to researchers, it is a good start for learners if they are motivated then the next stage will be smooth and better in time.

## **B. Discussion**

Based on the present study lend support to previous literature in favor of negative transfer and Contrastive Analysis in the area of pronunciation. As stated above, all of the English problems of the difficulties in the Pronunciation made by Thai students were due to the fact that the factors under investigation do exist in their implication.

Two factors can implication the problem of learning English, especially English pronunciation of Thai students in Semarang namely intrinsic problem and extrinsic problems. Mostly, the local language implicating the factor of difficulties in English pronunciation. Then, the teacher did not emphasize pronouncing in teaching-learning English, the students unmotivated in learning English because they are not interested, uncomfortable, and inattentive in learning English. Even though, in English Pronunciation Test that the researcher has been observed that found and clearly there are some errors in the pronunciation of the English as it has been applied. These all meaning it comes from the factors of the problems in pronunciation of Thai students as the subject in the study. It can be done because the researcher used four steps in this analysis. They are observation-interview-record-implication.

Based on the result of the whole research findings that have been analyzed and discussed above in general, the researcher clearly explained that the factors of the difficulties in English pronunciation cause the implication of the problems for Thai students in Semarang. But the English pronunciation is very necessary for students and that's normal if each other faced the problems as in this case because the language has its uniqueness

and its difficult. Although, students who know about English with the length of their study may be a mistake in pronunciation solely.

### **C. Research Limitations**

In the process of preparing the research, the researcher realizes that the constraints and obstacles are a complete package that travels along with the completion of the preparation of a study. But this happened not because of deliberate factors, but indeed there were limitations in conducting research. Some factors that become obstacles and obstacles in this study include:

1. This study has a limited scope of the object of research where this thesis only discusses English Pronunciation Problems of Thai Learners in Semarang.
2. Time limitations, namely in conducting observations and interviews with Thai learners only in 10 days, on 20/06/2020 until 30 /06/2020.
3. Limitations of Ability, the researcher realizes the limitations of ability, especially knowledge in making scientific work. But the researcher has tried as much as possible to research the following scientific capabilities and guidance from the supervisor. The researcher realizes that this research is far from perfect. The researcher also feels that many things hinder and become obstacles in this study. This happened not because of deliberate factors, but because of the limitations of the researcher in conducting the research.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is divided into two parts. The first one presents the conclusion drawn from the result of all descriptions and discussion as the answer to the question from the research. The second part is the suggestion based on the result of the analysis.

#### A. Conclusion

From this research, the researcher conducted a descriptive analysis that describes the factors of English Pronunciation Problems for the difficulties of Thai students in Semarang and the implication of the dialects Thai towards the English pronunciation of Thai students in Semarang. Kenworthy stated that the native language is the most influential factor in accounting for student's pronunciation, especially foreign accents. If the students are familiar with the sound system of their native language, they will be able to effectively diagnose their difficulties.<sup>67</sup>

Based on the result it can be concluded that factors of the problems for the difficulties of Thai students in Semarang are because of the teacher performances in teaching-learning that does not emphasize on the use of English pronunciation so that related the student does not enough drill to practice because there are few examples from their teacher, and become a

---

<sup>67</sup> Sattra Sahatsathatsana, Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University, *Journal of Education*, ,11.4, (2017), p. 758.

habit of using local language in teaching. In another case, most of the students are unmotivated because of difficulties in learning English until it makes the students feel uncomfortable when learning English. So, the students are not confident about their performance.

All the factors above that cause the implication of the dialects Thai towards the English pronunciation of Thai students in Semarang. As explained in the previous chapter that English is a foreign language in Thailand, therefore the local language/ Thai accent would be the first obstacle for the implementation of the English learning both teachers and students. Therefore it is common if some Thais' people are not necessary to used English in daily life and it same with students when they have belonged in school so used the local language to communicate with each other. It becomes difficult for them to interested in English as another subject they are learned especially when asking them to perform the English because they always face difficulties in pronouncing and lack of confidence. So, there is no encouragement from family and the environment about the importance of English in daily life. Then it's usually nowadays that most students are not interested in English.

## **B. Recommendation**

After finishing the research, the researcher would like to give a suggestion related to this result of research. Hopefully, it draws interest and improves the process of English teaching and learning pronunciation.

The first recommendation is for English teachers. The teacher must make familiar with teaching English in the classroom, more pay attention to

the learner, and to emphasize using English pronunciation and always motivating the learner to dare to display English.

The next recommendation is for the learner. They should know more about the importance of English learning, especially in English pronunciation, and get more practice about English pronunciation.

The last recommendation is for the reader. By reading this research, the readers are expected to get new knowledge and knowing the problem of the English pronunciation of Thai learners. Then repairing from those problems to be successful when you facing the same problems.

### **C. Closing**

The researcher does thank you to Allah for everything. Because the researcher can finish this thesis with His help, direction, and mercy until the researcher can finish this thesis. The researcher believes that everything happens because of because Him.

The researcher hopes that this research can be used as a reference as maximum as the researcher expected. And finally, the researcher realizes that the thesis is far from being perfect. Hopefully, this thesis will be useful for us in every situation and condition. Amin.

## BIBLIOGRAPHY

- Ali Mabyou, S. M. 2017. Investigating Pronunciation Problems among 8th Level Basic Schools *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 4(10)  
<http://dx.doi.org/10.20431/2349-0381.0410010>
- Arikunto, Suharmi. 2006. *Penelitian, Prosedur, Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta.
- Astutik, Dwi. 2017. Thesis: *English Education Department of State Institute for Islamic Studies (IAIN) Salatiga*. Salatiga: Institute Agama Islam Negeri Salatiga.
- B, Hancock. 2006. *An Introduction to Qualitative Research Au t Hots*, Qualitative Research 4th.
- Bowen, Glenn A. 2009. Document Analysis as a Qualitative Research Method', *Qualitative Research Journal*. 9.(2)
- Catherine marshal, Gretchen B rosman. 1989. *Designing Qualitative Research*. New Berry Park
- Charmonman, Srisakdi and Meennuch, Chavalit. 2007, Thai and English Consonant Sounds: A Problem or a Potential for EFL Learning? *ABAC Journal*, 27.1
- Demircioglu, Mehmet D. 2013. The Pronunciation Problems for Turkish Learners in Articulating of the Diphthongs in English Learning *Procedia-Social and Behavioral Sciences* 106
- Dewi, Anggun Kusuma. 2009. Thesis: *Pronunciation Problems Faced by The English Department Students in Pronouncing -Ed Ending: A Case*

*of the Sixth Semester Students of the English Department of Unnes in the Academic Year of 2008/2009*. Semarang State University.

Geylanioglu, Savaş and Dikilitaş, Kenan. 2012. Pronunciation Errors of Turkish Learners of English: Conceptualization Theory as a Teaching Method *The Journal of Language Teaching and Learning*, 2(1).

Gilakjani, A. P. 2016. English Pronunciation Instruction: A Literature Review *International Journal of Research in English Education (IJREE)*, 1(1).

Heigham, Juanita and Croker, Robert A. 2009. *Qualitative research in applied linguistics a practical introduction*. New York.

Keshavarz, M. H. and Abubakar, M. K. 2017. An Investigation into Pronunciation Problems of Hausa-Speaking Learners of English *International Online Journal of Education and Teaching (IOJET)*, 4(1).  
<http://iojet.org/index.php/IOJET/article/view/152/150>

Levis, John., Le, Huong., Lucic, Ivana., Simpson, Evan., & Vo, Sonca. 2016. The Importance of Dedicated Conferences to The Field of Second Language Pronunciation. *Proceedings of the 7th Pronunciation in Second Language Learning and Teaching Conference*, ISSN 2380-9566, Dallas, Ames, IA: Iowa State University.

Munawaroh, Siti. 2014. thesis: *An Error Analysis of Pronouncing English Vowels at The Second Semester Students of English Education Program in Muhammadiyah University of Purworejo in The Academic Year of 2013/2014*. Muhammadiyah University of Purworejo



- Namaziandost, Ehsan. 2017. Pronunciation problems of high school EFL students: An error analysis approach with pedagogical implication *International Journal of English Research*. 3(4).  
www.englishjournals.com
- Padermprach, Napapach. 2017. Thesis: *The Problems of English Language Education at the Upper Secondary Level in Thailand: The Perceptions of Thai EFL Teachers and Students in Bangkok*. The University of Warwick.
- Palmer, Cathryne. Bolderston, Amanda. 2006. A Brief Introduction to Qualitative Research, *The Canadian Journal of Medical Radiation Technology*.
- Ramelan. 1994. *English Phonetics*. Semarang.
- Rihards, Jack., Platt, John., Weber, Heidi. 1990. *Longman dictionary of applied linguistics*, Buant Mill.
- Sahatsathatsana, Sattra. 2017. Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University, *Journal of Education*, 11.4
- Sahu, P. Kumar. 2013. *Research Methodology: A Guide for Researchers in Agricultural Science, Social Science and Other Related Fields*. India.
- Sugiono. 2008. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R dan D*. Bandung.
- Struss, Juliette Corbin Anslem. 2009. *Dasar-Dasar Penelitian Kualitatif*, Yogyakarta.
- Tafsir, Ahmad. 1997. *Ilmu Pendidikan dalam persektif Islam*. Surabaya.

Thohir, Lalu. 2017. Motivation in a Foreign Language Teaching and Learning, *Vision: Journal for Language and Foreign Language Learning* 6.1

Trofimovich, Pavel. 2013. Interactive alignment: Implications for the teaching and learning of second language pronunciation. *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference*. Ames, IA: Iowa State University.

W. Best, John. 2014. *Research in Education, Tenth Edition*. EdinberghGate.

<https://www.alquranenglish.com/quran-surah-al-mujadilah-11-qs-58-11-in-arabic-and-english-translation>, accessed 9 January 2020, at 7.30 p.m.

<https://al-maktaba.org/book/32514/26>, accessed 12 January 2020, at 10.45 a.m.

<https://www.passiton.com/inspirational-quotes/6517-the-purpose-of-education-is-to-replace-an-empty> accessed 16 July 2020, at 10.10 p.m

## APPENDICES

### *Appendix I*

**Reading Text (Report text):** Please read the English text that has provided below correctly while recording the sound.

#### **Mobile Phone**

A mobile phone (also known as a wireless phone, or cellular telephone) is a very small portable radiotelephone.

The mobile phone can be used to communicate over long distances without wires. It works by communicating with a nearby base station which connects it to the main phone network. As the mobile phone moves around, if the mobile phone gets too far away from the cell it is connected to, that cell sends a message to another cell to tell the new cell to take over the call. This is called a "handoff," and the call continues with the new cell the phone is connected to. The hand-off is done so well and carefully that the user will usually never even know that the call was transferred to another cell.

As mobile phones became more popular, they began to cost less money, and more people could afford them. Monthly plans became available for rates as low as US\$30 (thirty united state dollars) or US\$40 (forty united state dollars) a month. Cell phones have become so cheap to own that they have mostly replaced pay phones and phone booths except for urban areas with many people.

*Appendix II*



(A group interview at the boys' boarding house)



(A group interview at the girls' boarding house)



(Personal Interview)

## CURRICULUM VITAE

### A. Personal Details:

1. Name : Miss Sawanee Sa-E-Dee
2. Place and date of birth : Thailand, 11 April 1995
3. Address : 39/1 M. 1 T. Chanae  
Sabayoi Ch. Songkhla 90210
4. Handphone number : 0895396838707
5. Whatsapp : 0895396838707
6. E-mail : sawaneesaedee@gmail.com

### B. Educational Backgrounds:

1. TK : Ban Corlormudor School
2. SD : Ban Corlormudor School
3. SMP : Ban Corlormudor School
4. SMA : Yarang Witya Mulaniti School

Semarang, July 21<sup>th</sup>, 2020



**Miss Sawanee Sa-E-Dee**  
1403046119