

**STUDENTS' PHONOLOGICAL INTERFERENCE IN SPEAKING  
ENGLISH AT THE SECOND SEMESTER STUDENTS OF IAIN  
SURAKARTA**

**THESIS**

Submitted as a Partial Requirements

Degree of *Sarjana* in English Languages Education



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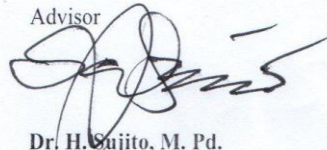
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*Wassalamu 'alaikum Wr. Wb.*

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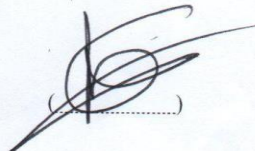
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## **DEDICATION**

This Thesis is dedicated to :

1. My beloved parents, (Mr. Suroyo and Mrs. Purwanti). Who always pray and support me.
2. My beloved sister (Afriza Diah Pebrianasari). Who always support me to finish my study.
3. My beloved Almamater, the State Islamic Institute of Surakarta.

## **MOTTO**

“No matter how many mistakes you make or how slow you progress,  
you are still way ahead of everyone who is not trying”

(Tony Robbins)

“Allah will not change the condition of a people until  
they change what is in themselves”

(Q.S. Ar-Rad:11)

“Allah does not burden a soul beyond its capacity”

(Q.S. Al-Baqarah: 286)

~Do the best~

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Students’ Phonological Interference in Speaking English at the Second Semester Students of IAIN Surakarta” is my real masterpiece. The thing out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies. I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 3<sup>rd</sup> March 2020



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## ACKNOWLEDGMENT

Alhamdulillah, all praise to Allah, the single power, the Lord of universe, for all blessings and mercies so the researcher was able to finish this thesis entitled “Students’ Phonological Interference in Speaking English at the Second Semester Students of IAIN Surakarta”. Peace be upon prophet Muhammad SAW, the great leader and good inspiration of word revolution.

The researcher is sure that the thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

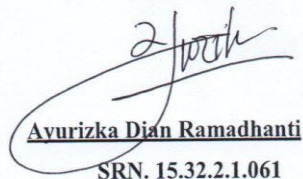
1. Dr. H. Mudhofir Abdullah, S.Ag., M.Pd, as the Rector of State Islamic Institute of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag, M.Ag, as the Dean of Cultures and Languages Faculty.
3. Budiasih, S.Pd., M.Hum., as the Head of English Department of Cultures and Languages Faculty.
4. Dr. H. Sujito. M.Pd., as the consultant for his guidance, precious advices, and motivation for the researcher, also help to revise the mistake during the entire process of writing this thesis.
5. Dwi Cahyono, M.Pd., as the data validator of my thesis and guide my analysis to finish my thesis.
6. Fitriana Ika Dewi, M.Hum., who had permitted to carry out the researcher in the class and collected the data from the speaking class.
7. All the honorable lecturers and officials employes of Cultures and Language Faculty of State Islamic Institute of Surakarta.
8. The second semester students of English Language Faculty in State Islamic Institute of Surakarta, especially in C and D class, thank you for your contribution.

9. My Families (Mr. Suroyo and Mrs.Purwanti, my perents), (Afriza Diah Pebrianasari, my sister), special thank you to all of you who gave your prayers, support and spirit for the researcher to finish this thesis.
10. My best man (Jalu Puja Antarnusa) who always help me, support me, and prayers.
11. My best friends (Andri, Delik, Anissa, Lulu, Amalia, Nisa, Lavenia, Lia), who always support me.
12. My best friends (Yashinta and Arisca) who always support me, accompany me, help me to correct my thesis. Thank you so much.
13. All the members of KKN Mandiri Pacitan 2018 whose named cannot be mentioned one by one, thank you for all experience. I always remember all moment that we made it.
14. Big families of B class 2015 whose named cannot be mentioned one by one, thank you for being my best friends in happines and sadness. I always remember all of you.
15. Almamater IAIN Surakarta.

The researcher realizes that this thesis is still far from being perfect, the researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 3<sup>rd</sup> March 2020

The Researcher

  
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## ABSTRACT

Ramadhanti, Ayurizka Dian. 2020. *Students' Phonological Interference in Speaking English at the Second Semester Students of IAIN Surakarta*. Thesis. English Language Education, Cultures and Languages Faculty. IAIN Surakarta.

Advisor : Dr. H. Sujito, M.Pd.

Keyword : Phonological Interference, Speaking English.

This research is aimed (1) to describe the kind of students' phonological interference in speaking English at the second semester students of IAIN Surakarta in academic year 2018/2019. And (2) to describe the factors which result on students' phonological interference in speaking English at the second semester students of IAIN Surakarta in academic year 2018/2019. Based on the pre-research, it was found that the second semester students are doing the phonological interference in speaking English.

The researcher uses descriptive qualitative to analyze the data. The researcher collects the data by recording the students' speaking performance. The techniques of analyzing data are (1) Recording the students' speaking performance in the class, (2) Collecting the data, the researcher reduced and transcribed what the students' speaking and changed the word into the phonetics symbol, looked for the differences of pronunciation using Oxford dictionary, (3) Identifying the distinction phonetics depend on the kinds of phonological interference by Uriel Weinreich theory, (4) Reducing the data which has been selected based on the kinds of phonological interference by Uriel Weinreich. The researcher uses content analysis which focuses on analyzing kinds of phonological interference and the factors of phonological interference. The subjects of this study are the 20 students from the second semester students of English Language Education in IAIN Surakarta in academic year 2018/2019.

The researcher finds 4 kinds of phonological interference by the students. Those are, (1) Under-differentiation of Phonemes, (2) Over-differentiation of Phonemes, (3) Reinterpretation of Distinction and (4) Actual Phone Substitution.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English Language in Speech Community is broadening from local to international aspects. Globalization has placed English as the major language in the world. Due to the number of the speakers, according to Crystal (2003) estimates that by the year 2000 there were approximately 1.500 million speakers of English worldwide, consisting of around 329 million the first language (L1) speakers, 430 million the second language (L2) speakers and about 750 million speakers of English as a foreign language in the countries of the broadening circle. According to the estimation, the L1 speakers refer to UK, USA, Australia and New Zealand while the L2 speakers refer to India, Singapore, Malaysia and Pakistan. Besides as the foreign language refers to Indonesia, Vietnam, China, Brazil, etc (Lauder, 2008).

English in Indonesia is as a foreign language. Most of Indonesian speak in Indonesia Language in public speaking and Local Language; the language of their ethnic group or island as their first language, when talking to members of their groups. As expressed by Fisherman (1969), in the second language situation, there is bound to be a bilingual/bicultural and even multicultural association between two languages in contact. When learner faced with another language, he is expected to relate two languages and two cultures because of the match that exists between languages and socio-cultural context.

Indonesia as a unity of many islands has 550 languages or about one-tenth of languages in the world (Sneddon, 2003: 196). While English is taught in the national curriculum as an official foreign second language. As stated by Jazadi (2000), 2006 Curriculum is the first step in implementation of English as an international language. It can be seen in the presentation of the contextual learning materials based on the actual experience from students and it is no longer adopting the materials and culture from the target country. In addition, Bobby Yuskar (2017) said that seeing the materials of English learning in 2013 Curriculum, English as an international language has already included numerous things such as; giving opportunities to students to express their ideas spontaneously based on their daily life, the level of difficulty in learning materials has already adjusted to the development of students' learning, learning emphasizes in students' center paradigm and teachers' roles as the facilitator and the learning materials loaded with various Indonesia's culture.

Learning English as a foreign language for students who as non-native speakers point out to the difficulties and problems. In addition they have different mother tongue or first language. Generally, mother tongue or first language have different pattern with the second language, it would make some misunderstanding on pronunciation or the first language speaker will do some error pronunciation. According to Lado (1957), the errors and difficulties that occur in the learning and use of second or foreign language are caused by interference of the mother tongue.

The implication is when learning a second or foreign language, an individual already knows his mother tongue, and it which attempts to transfer. It is the reason why the first language affects the use of second language. It may be called as language interference. Weinreich (1979: 2) states that language interference is defined as situation when the person (bilingual) uses norm of rule from their first languages involved to their second language as a result on the language contact on both languages.

When Indonesian learn English, their mother tongue will interfere the process and this is called interference. The interference can be positive and negative. The interference is said that bring positive effect if the mother tongue can ease the process and it happens if the two languages have many similarities. Negative impact will appear if they Indonesian language causes much difficulty. They will use the patterns of mother tongue to produce the utterances in oral and written forms which are not available in target language.

Weinreich (1979:2) states that there are three kinds of language interference, they include phonological, grammatical, and lexical. Lekova (2016: 321-322) defines that phonetic interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language. Typical examples of lexical interference are: the wrong use of words, narrowing or expansion of the word meaning, formation of non-existing lexical items using foreign suffixes. Grammatical interference concerns changes in the structure and the structural elements in the foreign language.

However, this study will focus on the term of phonological interference which there is a misappropriate pronunciation because of the first language influences the second language. Phonology interference becomes important to be learned due to this kind of interference dealing with speaking skill. Speaking skill is one of skills that more noticeable in learning English. Fluently in speaking English useful for communication with foreign language. Because good speaking will make the listeners understand what the learners said to them.

Mastering good pronunciation is not easy. The main reason is not all the English sounds are existed in other languages; this condition may result on error production. For example Javanese ESL students' tendency to produce the English sounds less expressively in influenced by their way of speaking their native language, Javanese Language (JL). Many JL features revealed in Javanese ESL students' pronunciation can be seen as in: (1) pronouncing the sound with its phoneme. For example, to pronounce the word *violence* as [viələnz], instead of [va<sup>1</sup>lənz]; (2) reducing the degree of voicing such as the pronunciation of suffix -s as in the word *dogs* as [dɔgs], instead of [dɔgz]; omitting the aspiration [h] such as in producing the word *hesitate* as [hesite<sup>1</sup>t], instead of [hesite<sup>h</sup>e<sup>1</sup>t]; or changing the sound [θ] into the Javanese sound [th], such as in pronouncing the word *think* as [thɪŋk], instead of [θɪŋk]. All the JL features, to pronounce the phoneme, to reduce the voicing, to omit the aspiration, or to change the sound are mostly recognized Javanese phonological interference.

The subject of this study are 20 speakers who learn English in the State Islamic Institute of Surakarta specifically at the second grade students in English Language Education Department. The subjects are the native speakers from their region and using mother tongue from their own region. The object of this research is the phonological activity of the subjects. In this research, there is an activity of phonological of the subject in speaking English. As the second grade students of English Education students, the newest grade students in mastering English there are many problems doing by the second grade students in speaking English, doing mispronunciation of English word is one of the problem. The one of the factor is their mother tongue. The researcher chooses doing this research because the researcher want to analyze are the second grade students of English Language Education Department who are as the newest grade students in the State Islamic Institute of Surakarta in academic year 2018/2019 doing mispronunciation because of the mother tongue. Therefore, this is the one reason why many Indonesian students who have learnt English for many years cannot achieve English proficiency.

Between Indonesian and English language have some differences in pronunciation. Based on the previous research, some differences are discovered such as phonemic oppositions and phonetic features in pronouncing consonant phonemes: /b/, /p/, /t/, /d/, /k/, /g/, /tʃ/, /f/, /v/, /θ/, /ð/, /z/, /ʃ/, /ʒ/, /h/, /l/, /r/, /w/, /m/, /n/, /ŋ/. The first group is that the group of sounds that do not exist in Bahasa Indonesia sound system, for examples; /æ, ʌ, ɜ, v, θ, ð/. The second group is that sounds that exist in L1 and L2 but they have different phonetic features, such as: 1) Phonetic features: /b, d, g, z, s, ʃ,

dʒ/ do not exist in the final positions of the word of Bahasa Indonesia, 2) Phonemic features: /p, t, k/ are never aspirated in Indonesian words wherever they occur, 3) Phonemic feature: /r/ is never pronounced clearly in English but in Bahasa Indonesia this /r/ is always articulated clearly wherever it occurs in the words. The third group is that the spelling of English words. For example: /s/ is sometimes pronounced as /z/ in English, and /a/ is also sometimes pronounced as /æ, ə, e/.

However, this research will be limited to 20 speakers who learn English in English Language Education Department in the State Islamic Institute of Surakarta. This is an effort to conduct further research by Marwah Wahyuni who has been studied First Language Interference in Speaking English at the Sixth Semester Students at English and Literature Department. Moreover, to answer the researcher's question whether any phonological interference at the Second Semester Students at English Education Department. The result of interference occurs at such as phonological (53,7%), grammatical (33,6%) and lexical interference (3,7%). The study has revealed that there is kind of interference which dominant, phonological interference is the dominant interference done by the students then followed by grammatical interference and lexical interference. This result establish the researcher to investigate students' phonological interference in speaking English, then the researcher eager to raise an issue if there is an existence of phonological interference on Indonesian speaker in speaking English.

For the reason mention above, here the writer is eager to investigate whether there is phonological interference on students' speaking ability by

conducting the study entitled "STUDENTS' PHONOLOGICAL INTERFERENCE IN SPEAKING ENGLISH AT THE SECOND SEMESTER STUDENTS OF IAIN SURAKARTA".

## **B. Identification of the Problem**

Based on the background of research above, the problems that can be identified are :

1. Mastering English pronunciation is difficult for non-native English speaker in speaking English.
2. Non-native speaker does some mispronunciation in pronouncing English words.
3. Non-native speaker are still influenced by their mother tongue in speaking English

## **C. Limitation of the Problem**

The limitation of the study entitled "Students' Phonological Interference In Speaking English at the Second Semester Students of IAIN Surakarta" is describing kind of phonological interference on students' first language on acquiring English as target language and factor causing phonological interference on second language.

The study will use Weinreich theory on type and factor of phonological interference. Therefore, the writer will categorize the kind and factor of phonological interference by referring to the theory.

#### **D. The Problem Formulation**

Based on the background above, the research problem is formulated as follow:

1. What are kinds of students' phonological interference in speaking English at the Second Semester Students of IAIN Surakarta?
2. What are phonological factors which result on students' phonological interference in speaking English at the Second Semester Students of IAIN Surakarta?

#### **E. The Objectives of the Study**

1. To describe kinds of students' phonological interference in speaking English at the Second Semester Students of IAIN Surakarta.
2. To describe phonological factors which result on students' phonological interference in speaking English at the Second Semester Students of IAIN Surakarta.

#### **F. The Benefit of the Study**

The result of this study is able to give contribution for students and teachers. The result regarding on phonological interference on students' speaking ability is able to be useful for students to know the importance of understanding their kind of phonological interference and factor, therefore, they can improve their speaking ability by omitting their habitual attitude in producing English word during the time and easier to understand native



speaker's speaking because they can interpret their speaking appropriate to correct pronunciation.

Moreover, the result of this study is able to be useful for teacher to as information know the common error production because of the presence phonological interference, therefore, they may add this knowledge to speaking class, phonology class or pronunciation practice class.

### **G. Definition of Key Terms**

To avoid misinterpretation, the terms of this study are defined as follows:

#### 1. Phonology

Hyman (1975: 2) defined phonology as the study of sound systems, how structure of speech sounds and the function in language. Some speech sounds can be used in a language to distinguish words of different meanings, whereas other sounds cannot.

#### 2. Bilingualism

Hornby (1977) defined bilingualism refers to various levels of a language proficiency, which can accommodate for minimal competence to complete fluency in more than one language.

#### 3. Language Interference

Interference term first used by Weinreich (1953: 1) in "*Languages in Contact*" to describe the change in the system of a language in relation to the contiguity of these languages with elements of other languages was conducted by bilingual.

#### 4. Phonological Interference

Deepa, et all (2009) defined as involvement of L1 phonological systems in acquiring L2 (English). In his study, phonological interference is Indonesian learner's mispronunciation of English word because they use L1 phonological system on acquiring L2 which is different.

#### 5. Phonological Factor

Weinreich stated when the sounds are viewed as a part of phonological system, certain additional factors emerge which favor or inhibit faulty sound reproduction. In this study, phonological factor means that different structural phonological system of L1 which may result mispronunciation of several English sounds.

#### 6. Speaking English

Speaking English is the most important among the four language skills in an increasingly globalized world, Toda et al, in Suliman (2014: 359). Ting, Mahadhir and Chang in Suliman (2014: 360) denote that in a non-native English speaking environment, it is difficult for non-native speakers of the target language to be able to speak as accurately and fluently as native speakers.

## CHAPTER II

### REVIEW ON RELATED LITERATURE

#### A. Theoretical Description

##### 1. Teaching English as a Foreign Language

Globalization has placed English as the major language in the world. In terms of globalization it is necessary to learn foreign languages. English as an international language is important to be learned by foreign. Another reason, it is also spoken as *lingua franca* by international community in business, politics, administration, science, popular culture, media, international relation and academia. The widespread of English around the globe because of the British colonial policy in 19th century and the emergence of The United States of America as the power of economy. These two factors contribute to a situation in which it is almost spoken by people in every country(Kurniawan, 2014).

Globalization also influences in education sector. The estimation number of international students looking for education by crossing the border countries is rising every year. According to Sawir (2005) there are approximately 1.7 million students in Asia looking for international studies in English speaking countries and almost half of them do not speak English as mother tongue. They are from China, Indonesia, Japan, Vietnam, Korea, etc. As non native speakers, these students need appropriate English ability to study and to live in those English speaking countries in order to succeed academically and socially.

In Indonesia, English is the primary foreign language that is considered more crucial than other foreign languages. It is proved that English in Indonesia is introduced in education schools earlier than before. As stated by Jazadi (2000), 2006 Curriculum is a first step in implementing English as an international language. It can be seen in the presentation of the contextual learning materials based on the actual experience from students and it is no longer adopting the materials and culture from the target country. In this decade is implemented by the materials of 2013 Curriculum as, stated by Bobby Yuskar (2017) seeing the materials of English learning in 2013 Curriculum, English as an international language has already included numerous things such as; giving opportunities to students to express their ideas spontaneously based on their daily life, the level of difficulty in learning materials has already adjusted to the development of students' learning, learning emphasizes in students' center paradigm and teachers' roles as the facilitator and the learning materials loaded with various Indonesia's culture.

Developing the English curriculum from more two decades is proved that the importance of English in education sector. Implementing English as a target language for Indonesian native speaker is not easy. Learning a foreign language in classroom setting does not really provide a situation for the learners to be exposed in the target language use. In Indonesia case, it is very hard to have natural setting because almost English language learning takes place in classroom situation where the

teachers are also non-native and focus the learning on language knowledge than communication (Kurniawan, 2014).

This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. As stated by Oxford and Shearin (1994), a foreign language in this context is a language learnt only during formal education. Berns (1990) defined foreign language learning as learning a target language in a country that does not use this language as a speech community. Thus, in a foreign language learning context, there are few opportunities for learners to employ the target language outside the classroom because the language (English) is not used as the main device of communication among people. When a target language is seldom used outside the classroom, input and language use in the classroom are essential (Suryati, 2013).

## **2. Phonology**

Language is used by people to communicate to others. In communication, people want to deliver a message. In delivering message orally, the important things in communication is the sound's language in pronunciation. Pronunciation is very important to avoid misunderstanding when people are communicating. Learning pronunciation involves the study of phonetics and phonology. Phonetics is the system of sounds of a

particular language. It is concerned with actual properties of speech sounds as well as those non-speech sounds, and their production, audition and perception. While phonology is one of the branch in linguistic which is focusing on how to pronounce a language.

Phonology is a linguistics subfield which studies the sound system of a specific language or set of languages. Phonology describes the way sounds function within a given language or accros languages, whilst, phonetics is about the physical production and perception of the speech sounds (Roach, 2000). While Hyman (1975: 2) defined phonology as the study of sound systems, that is the study of how speech sounds structure and function in language. Some speech sounds can be used in a language to distinguish the different meanings of words, whereas other sounds cannot. It means phonology is a study as a rule on the speech sounds structure and function of language that some speech sounds are used to differentiate a meaning of word in language.

From the definition above, we can conclude that phonology is a linguistic branch which study about speech sounds, operate at the level of sound systems and abstract sound units, how sounds structure, how function of meaning units in language and how to pronounce word in a language.

### 3. Bilingualism

Indonesia is characterized by linguistic diversity. Most of Indonesians do not completely speak one language or monolingual, but they speak more than one language: the national language Indonesia and their vernacular, which can be any one of one hundreds of ethnic languages. When in the school, they learn English as their primary foreign language lesson. While some of them should learn other language such as Mandarin, Germanic language, Japanese language, etc. So they sometimes also can be categorized as multilingual.

Bilingualism becomes inseparable from humans' existence in the globalization era. Hornby (1973:3) and Gathercole (2010:481) define a bilingual person as someone who speaks and understands two languages. If a person speaks more than two languages, he is called multilingual (Birner, 2011:1). Similarly, a major characteristic of bilingual language use is that the two languages are used in different domains, with different people and different context (Sipra, 2007). Generally speaking, being bilinguals enable people in communicating for two languages and it is needed in humans' interaction.

Weinreich (1968: 1) said the practice of alternately using two languages will be called bilingualism and the person involved bilingual. A more moderate definition is proposed by Oskar (1970, 1992), urging that bilingualism refers to freely employing two languages as a device of communication and doing code-switching practices from one language to

another language when it is necessary. Hornby (1977) also quoted by Mangana (2012) states that bilingualism refers to various levels of a language proficiency, which can accommodate for minimal competence to complete fluency in more than one language. The term minimal competence implies that bilingual may activate at least one of the macro-language skills such as speaking, listening, reading, and writing.

Bloomfield in Chaer and Agustina (2004: 85-86) states that bilingualism is speaker's ability in using two languages in good level. It means that someone can be called as bilingual if his ability of using first language and second language is in the same good level. It is difficult to apply this, because it is difficult to determine a base where a bilingual speaker uses one language as good as another language. Another definition by Lado, Macnamara in Rahardi (2001: 14) argues that bilingualism is a mastery of at least first language and second language, even though the mastery of second language is in the lowest level.

Based on the same definition above, it can be concluded that bilingualism is the situation where speaker speaks and understands two languages to interact to each other, whereas multilingualism is the situation where speaker speaks and understands more than two languages to interact to each other.



#### 4. Language Interference

The acquisition process of English is not easy among non native speakers. There are some factors which slow down the process of its mastery. According to Ellis (2000) and Setiyadi (2006) there are some non linguistics factors, which influence the success of target language learning mastery, namely mother tongue interference, social and language aptitude. When Indonesians learn English, their mother tongue will interfere the process and this is called interference. The interference can be positive and negative. The interference is said to bring positive effect if the mother tongue can ease the process and it happens if the two languages have many similarities. Negative impact will appear if our Indonesian language causes much difficulty. They will use the patterns of mother tongue to produce the utterances in oral and written forms which are not available in target language (Kurniawan, 2014).

Interference term first used by Weinreich (1953: 1) in "*Languages in Contact*" to describe the change in the system of a language in relation to the contiguity of these languages with elements of other languages was conducted by bilingual. Weinreich tells that language interference also causes deviations. On his book, "*Language in Contact*", he argues "those instance of deviation from the norm of either language which occurs in the speech of bilinguals as a result of their familiarity with more than one language, will be referred to as interference phenomena."

While interference according to Ellis (1997: 51) refers to interference as 'transfer', which he says "the influence that the learner's

first language exerts over the acquisition of a second language". He argues that transfer is governed by learners' perceptions about what is transferable and by their stage of development in second language learning. In line, Archadze (2005) states that language interference can be understood as a process when one language has an impact on another language and when individual is experiencing language transfer.

According to Dulay, et al in Bhela (1999: 22) interference as the automatic transfer, due to habit, of the surface structure of the first language into the surface structure of the target language. In addition, according to Deepa (2000: 12) says language interference is the alternative use by bilinguals of two or more languages in the same conversation. Language interference is a linguistic practice constrained by grammatical principles and shaped by environmental, social and personal influences including age, length of time in a country, educational background and social networks.

Thus, it can be concluded that language interference is the impact of the used by bilingual and it is a phenomenon of the mastering the target language where the characteristics of the native speaker language still appear in mastering the target language.

## **5. Phonology Interference**

A mother tongue may assist learners in learning the target language when both languages have similar patterns, which make them easily transferrable and hence able to apply the patterns into the target language

(Wahyuni: 2016). While some Indonesian learners may find difficulty to produce some English sounds because those sounds do not exist in Indonesian language. For example in producing vowel sounds, English has many long vowel sounds and Indonesian does not. English recognizes stressed and unstressed words. On the contrary, Indonesian almost never stress their words. In addition, in pronouncing the word "she", Indonesians often produce the word "sea" or "see" (Kurniawan: 2014).

According to Weinreich (1953), there are three kinds of interference in language include grammatical, phonological, and lexical. According to Lekova (2010: 321) phonetic interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language. It means because of the differences of mother tongue, the speaker makes mispronunciation some words in delivering the second language.

Furthermore, Weinreich mentioned that there are four kinds of phonological interference on his book titled *Language in Contact* include under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions and actual phone substitution. Weinreich (1979: 18-19) explained the description of those each type as follow;

a. Under-differentiation of Phonemes

Under-differentiation of phonemes occurs when two sounds of secondary system whose counterparts are not distinguished in the primary system are confused. It means that there are two sounds in the

second language which is similar, but in the first language there is no difference so it makes confused the speaker. Weinreich gave an example, between the Romansh speaker and Schwyzertutsch speaker's in his book. The Romansh speaker's confusion of /y/ and /i/, or the Schwyzertutsch speaker's confusion of /i/ and /I/.

The Indonesian speakers are confused in pronouncing English vowels /æ/ and /ʌ/; the articulation of /æ/ sound is the front of the tongue raised to just below half-open position while if the articulation is the center of tongue raised to just above fully open positions that will produce the /ʌ/ sound. In pronouncing the word “as” the Indonesian speaker is pronounced as /ʌs/ while the correct pronunciation is /æz/ and the word “us” is also pronounced as /ʌs/. The Indonesian speaker is pronounced the word “as” and “us” in the same pronunciation. This condition may result on phonological interference in which Indonesian speaker can not distinguish the sound /æ/ and /ʌ/. In addition the Indonesian speaker also confuse in pronouncing the vowel /ɪ/ and /i:/; the /ɪ/ sound does not exist in Indonesian phonemic system and there is no long monophthong in Indonesian phonemic system. The Indonesian speaker usually pronounce the word “is” as /i:s/ while the correct pronunciation should be /ɪz/. This case shows that Indonesian speakers can not distinguish the vowel /ɪ/ and /i:/ in pronouncing English words.

The Indonesian speaker not only can not distinguish the English vowels but also English consonants. The example shows from the

word “*Illusion*” that is pronounced as /ɪˈluːʃən/ while the correct pronunciation is /ɪˈluːzən/. Both of the sound have identical sound and they do not exist in Indonesian phonemic system, this condition may result Indonesian speaker confuse to distinguish them in pronouncing English words. The other example of English consonants that make confusing Indonesian speaker is /tʃ/ and /ʃ/ sound. The word “*achieving*” is pronounced as /əˈʃiːvɪŋ/ while the correct pronunciation is /əˈtʃiːvɪŋ/. The phoneme /tʃ/ and /ʃ/ have identical sounds, so it makes Indonesian speaker confuse in pronouncing the English words.

The condition in which the first language speaker confuses to distinguish the sound in the second language is also done by the Javanese speaker. The Javanese speaker confuse to distinguish the sound /æ/ and /ɑː/; the word “*shadow*” is pronounced as /ˈʃɑːdoʊ/ by the Javanese speaker, while the correct pronunciation is /ˈʃædəʊ/. The identical sound /æ/ and /ɑː/ make confused Javanese speaker, this condition happens because the Javanese phonemic system does not recognize the sound /æ/ and the long monophthong /ɑː/, it may result on students’ phonological interference in pronouncing English words. In addition, the Javanese also can not distinguish the English consonant /ʒ/ and /ʒ/, the example from the word “*conclusion*” is pronounced as /kɔːnˈkluːʃən/ while according to the Oxford dictionary the correct pronunciation is /kənˈkluːzən/. Moreover, the Javanese speaker can not distinguish the English vowel sound [ʌ] and [ɒ]; the example of the word “*done*” is pronounced as /dɒn/, but the correct

pronunciation based on the Oxford dictionary is /dʌn/. Then, the word “worse” is pronounced as /wɔ:rs/ while the correct pronunciation based on Oxford dictionary is /wɜ:s/. Actually, the Javanese language has no [ʃ], [ʒ], [ɔ:], [ɜ:], [ɒ], and [ʌ] sound in the phonetic system. Thus, sometimes it could make the Javanese native speaker confused to distinguish [ʃ] sound and [ʒ] sound, [ɔ:] sound and [ɜ:] sound, [ɒ] sound and [ʌ] sound, because Javanese native speaker think that there is no difference between those sounds.

b. Over-differentiation of Phonemes

Over-differentiation of phonemes involves the imposition of phonemic distinctions from the primary system on the sounds of the secondary system, where they are not required. The process can be inferred from a comparison of the sound systems in contact even if it is not noticeable. It means that there are several sounds in the first language which are transferred to produce into the second language. For instance, in the contact of Romansh and Schwyzertutsch, in the interpretation of /'lada/ “wide” pronounced as /'la'da/ by Schwyzertutsch.

While the Indonesian speaker interprets the sound /dʒ/ and /g/. The Indonesian native speaker is pronounced the word “*technological*” as /,teknɒ'ləgikəl/, while the correct pronunciation is /,teknɒ'lədʒik(ə)l/. In this case shows that the phoneme /g/ is used contrastively in pronouncing the /dʒ/ sound. In addition the Indonesian speaker interprets the sound /ð/ and /t/ sound. The sound /ð/ does not

exist in Indonesian language, it is understandable when Indonesian native speaker faced some difficulties in pronouncing English words containing [ð] sound (Kosasih:145-146). In the word “*without*” is pronounced as /wɪ'to:t/ while the correct pronunciation is /wɪ'ðəʊt/. In this case shows that the phoneme /t/ is used contrastively in pronouncing the /ð/ sound.

Moreover, compared to English, Indonesian language generally does not have differences between spelling the letter and pronouncing the sounds (Donal:55). In the word “*about*” is pronounced as /ə'boʊt/ while the correct pronunciation is /ə'baʊt/. Diphthong /oʊ/ is pronounced as the letter in the written form, while the diphthong /aʊ/ does not exist in English phonetic system. In this case shows that the phoneme /oʊ/ is used contrastively in pronouncing the /aʊ/ sound. And the most over-differentiation phonemes type is silent letter. It does not exist in Indonesian phonemic system, this condition may result on mispronunciation in speaking English words. For instance, the Indonesian native speaker pronounced the word “*weight*” as /weɪg/, while the correct pronunciation is /weɪt/. There are some phoneme that should be not pronounced or called silent letters. This condition may result on phonological interference.

Not only Indonesian speaker who done this type of phonological interference, but also the Javanese speaker. The Javanese speaker interpret the sound /ð/ and /t/. The sound /ð/ does not exist in Javanese language, the example shows that from the word “*through*” is

pronounced as /tru:/ while the correct pronunciation is /θru:/. In this case shows that the phoneme /t/ is used contrastively in pronouncing the /ð/ sound. In addition, the Javanese speaker interpret the sound /əʊ/ and /oʊ/. The Javanese native speaker is pronounced the word “know” as /noʊ/, while the correct pronunciation is /nəʊ/. This condition shows that the phoneme /oʊ/ is used contrastively in pronouncing the /əʊ/ sound.

Moreover the sound /f/ and /p/. The Javanese native speaker is mispronounced the word “prophet” as /'prɒpɪt/, while the correct pronunciation is /'prɒfɪt/. In English pronunciation the letter “ph” is mostly pronounced as /f/. This condition shows that the phoneme /p/ is used contrastively in pronouncing the /f/ sound. The Javanese native speaker is pronounced the word “enough” as /ɪ'nʌg/ while the correct pronunciation is /ɪ'nʌf/. In English pronunciation the letter “gh” at the end of the word is mostly pronounced as /f/. This condition shows that the phoneme /g/ is used contrastively in pronouncing the /f/ sound. And the last is silent letter. Silent letter does not exist in Javanese phonemic system, this condition may result on mispronunciation in speaking English words. For instance, the Javanese native speaker is pronounced the word “written” as /'wɪtən/, while the correct pronunciation is /'rɪtɪn/. The letter /w/ should be not pronounced or called silent letters. This condition may result on phonological interference.



c. Reinterpretation of Distinctions

Reinterpretation of distinctions occurs when bilingual distinguishes phonemes of the secondary system by features which in that system are merely concomitant or redundant, but which are relevant in his primary system. It means that there are several sounds in the second language which are contrast, but the phones used do not follow the usual pattern of the second language. The example: the Romansh word /'mɛssa/ 'mass', can interpret almost as Schwyzertutsch /'mɛsɑ/, where -ss- does not occur.

The Indonesian native speaker interprets the word "here" is pronounced as /hi:r/, while according to the Oxford dictionary, the correct pronunciation is /hɪər/. In Indonesia language there is no diphtong /ɪə/, while the Indonesian speaker is mispronounced as long monophthong /i:/. The sound /ɪə/ and /i:/ are contrast in L2 but the phones used do not follow as in the Oxford dictionary. Moreover, the word "luxuries" is pronounced as /'lʊkʃɪrɪs/, while the correct pronunciation according to the Oxford dictionary is /'lʌkʃɪrɪz/. Indonesian speaker usually speak as the written form, the sound /ʊ/ as in the word "luxuries" showed the vowel /ʊ/ in the written form, while in the correct pronunciation according to the Oxford dictionary do not follow the correct pattern. In addition, the word "lazy" is pronounced as /'lezi/, while the correct pronunciation in the Oxford dictionary is /'leɪzi/. In Indonesia language, there is no sound /eɪ/, while the sound /e/ and /eɪ/ are contrast in the first language but it do not follow the

correct pronunciation according to the Oxford dictionary. Not only monophthong and diphthong but also English consonant which include in the reinterpretation of distinction, the Indonesian native speaker pronounced the word “*individual*” as /,ɪndɪ'vɪdʊəl/ while the correct pronunciation is /,ɪndɪ'vɪdʒʊəl/. The sound /dʒ/ is interfered by /d/ sound but the phoneme /d/ used do not follow the usual pattern of the second language.

Not only the Indonesian speakers but also the Javanese speakers do the kind of reinterpretation of distinction. The word “*make*” is pronounced as /mek/, while according to the Oxford dictionary, the correct pronunciation is /meɪk/. In Javanese language there is no diphthong /eɪ/, while the Indonesian speaker is mispronounced as /e/ sound. The sound /eɪ/ and /e/ are contrast in L2 but the phones used do not follow as in the Oxford dictionary. Moreover, the word “*era*” is pronounced as /'erə/, while the correct pronunciation according to the Oxford dictionary is /'ɪərə/. The sound /ɪə/ and /e/ are contrast in L2 but the phones used do not show the correct pattern as in the Oxford dictionary. In addition, the word “*may*” is pronounced as /maɪ/, while the correct pronunciation in the Oxford dictionary is /meɪ/. The sound /aɪ/ and /eɪ/ are contrast in L2 but the phones used do not show the correct pattern as in the Oxford dictionary. The reinterpretation of distinction also shows in the Javanese speaker in pronouncing the word “*title*” as /'ti:təl/, while according to the Oxford dictionary the correct pronunciation is /'taɪtl/. The phoneme /aɪ/ and /i:/ are contrast in L2 but

it does not show the correct pronunciation according to the Oxford dictionary.

d. Actual Phone Substitution

Actual phone substitution applies to phonemes that are identically defined in two languages but whose normal pronunciation differs. It means that the phonological interference can occur when phonemes between first language and second language are identically but the pronunciations of those sounds are different. The example: Romans /ɛ/ and Schwyzertutsch/æ/ are both as front vowels of maximum openness; however Schwyzertutsch phoneme is pronounced more open.

While the Indonesian speaker is confused to pronounce /z/ and /s/ sound. The /z/ sound is the loan sound from English phonetic system. The sound /s/ is similar to the sound /z/ in the term of manner and place of articulation, but they differ in the voicing (Habibi:2016). The Indonesian native speaker is pronounced the word “is” as /i:s/, while the correct pronunciation is /ɪz/. The phoneme /z/ and /s/ are identical in English and Indonesian language but the pronunciation both of those sounds are different. This condition may result to the students’ phonological interference in pronouncing English word. In addition, the Indonesian native speaker is pronounced the word “and” as /end/ while the correct pronunciation is /ænd/. The phoneme /æ/ and /e/ are identical in English and Indonesian language but the pronunciation both of those sounds are different. This condition may

result to the students' phonological interference in pronouncing English word.

Not only monophthong but also consonants which include to this type of phonological interference, the sound /ʃ/ is often mispronounced with /s/ by Indonesian. They should be made aware that the pronunciation of /ʃ/sound, the lips are rounded (Komariah:6). The Indonesian native speaker pronounced the word "issues" as /'isu:s/, while the correct pronunciation is /'ɪʃu:z/. The phoneme /ʃ/ and /s/ are identical in English and Indonesian language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word. Then, the sound /v/ and /f/. Both of /v/ and /f/ sound are loan consonant from English. The English consonant of /v/ are voiced, but some Indonesian are devoiced the sound /v/ that eventually resulted in the production of /f/ sound (Habibi:34). The Indonesian native speaker pronounced the word "of" as /ɒf/ while the correct pronunciation is /ɒv/. The phoneme /v/ and /f/ are identical in English and Indonesian language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

The actual phone substitution is also done by the Javanese speakers. The sound /ʃ/ is often mispronounced with /s/ by Javanese. The Javanese native speaker pronounced the word "dashing" as /'dæsiŋ/, while the correct pronunciation is /'dæʃɪŋ/. The phoneme /ʃ/

and /s/ are identical in English and Javanese language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word. Moreover, both of /v/ and /f/ sound are loan consonant from English. The English consonant of /v/ are voiced, but some Javanese are devoiced the sound /v/ that eventually resulted in the production of /f/ sound (Habibi:34). The Javanese native speaker pronounced the word "very" as /'feri:/ while the correct pronunciation is /'veri:/. The phoneme /v/ and /f/ are identical in English and Javanese language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

In addition, the sound /ɪ/ and /e/ which are identical in English and Javanese phonemic system. For instance, Javanese native speaker pronounced the word "especially" as /es'peʃəli:/ while the correct pronunciation is /ɪs'peʃəli:/. The phoneme /ɪ/ and /e/ are identical in English and Javanese language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word. The last is the sound of diphthong /eə/ and short monophthong /e/. The Javanese native speaker pronounced the word "where" as /wer/ while the correct pronunciation is /weə(r)/. The phoneme /eə/ and /e/ are identical in English and Javanese language but the pronunciation both of those

sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

From the explanation above, phonology interference can occur because of the differentiation between the structure of the second language and first language. The kinds of phonology interference according to Weinreich are under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions and actual phone substitutions.

## **6. Phonological Interference Factor**

According to Weinreich (1979: 64) explained factor causing phonological interference include absence of corresponding distinctions in primary language, presence of distinction (only) in primary language, different phonetics system and different pronunciation of equivalent phonemes.

### **a. Absence of corresponding distinctions in primary languages**

Phonological interference can occur because of those distinction due to the speaker of first language is not recognize those several distinction sounds; moreover they may replace those sounds with similar sounds which are found in the first language system. This factor means the condition where there is no distinction of identical sounds in primary language (first language) but there is a distinction of identical sounds in the target language (second language).

### **b. Presence of distinction (only) in primary language**

Presence of distinction (only) in primary language is opposite from the first factor. The factor has a distinction of identical sounds in primary language (first language) but in the target language (second language) system has not recognize the distinction sounds. It can make the speakers may transfer the language system in their primary to produce several sounds of target language (second language).

c. Different phonemic systems

This factor means there is different phonological system between primary language (first language) and target language (second language) on producing sounds. Those different are including different place of articulation (where the place for producing sounds), different manner of articulation (how to produce sounds), or even different number of consonant and vowel and etc. it could occur phonological interference on those languages.

d. Different pronunciation of equivalent phonemes

This factor means that the condition where there are identical sounds between primary language (first language) and target language (second language) that have different pronunciation, it can make a phonological interference on those languages.

From the explanation above, the factor of absence of corresponding distinctions in primary languages means the condition where there is no distinction of identical sounds in first language but there is a distinction of identical sounds in the second language. While presence of distinction (only) in primary language is the factor that has a distinction of identical

sounds in the first language but in the second language system has not recognize the distinction sounds. Then different phonemic systems is the factor that has different phonological system between first language and second language on producing sounds. And different pronunciation of equivalent phonemes is the factor where there are identical sounds between first language and second language that have different pronunciation.

## 7. Phonological System in English

In English, there are 44 phonemes which are consisted by 24 consonants, 12 vowels, and 8 diphthongs. Here, the picture below shows the chart of English Consonants and Vowels.

### a. Consonant Sounds

Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Consonant sounds are produced by blocking the flow of air as it leaves the mouth. There are 24 consonant sounds in spoken English. They are [p], [b], [t], [d], [k], [g], [f], [v], [ʃ], [dʒ], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [m], [n], [ŋ], [l], [r], [j] and [w]. According to Dardjowidjojo (2009: 23), in the production of a consonant sounds, the parts of the mouth involved are the tongue, the lips, the teeth, the tooth ridge, the palate, the velum and the uvula. These are called the points of articulation. Susi Luviya (2016: 8).



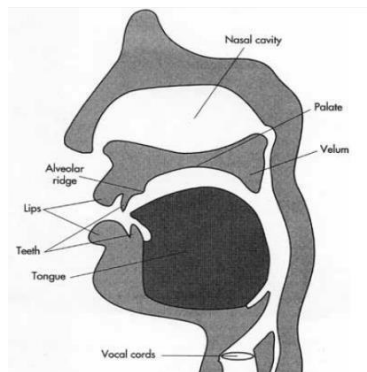


Figure 1.1 The Vocal Apparatus by Delahunty and Garvey (2010)

Further, Ramelan (2003: 100) classifies consonants into three types as follows:

- 1) Based on the place where the optimum obstruction takes place: bilabial consonants, labio-dental consonants, dental consonants, alveolar consonants, palatal consonants, velar consonants and glottal consonants
- 2) Based on the way in which the air is obstructed by the articulators: plosive or stop consonants, affricate consonants, fricative consonants, nasal consonants, liquid consonants, and glide consonants.
- 3) Based on the activity of the vocal cords: voiced and voiceless consonants. In classifying consonants, some linguist have different opinions, but more or less they are the same.

All vowels must be voiced; they are caused by vibration in the vocal cords. But consonants may be voiced or not. Some of the consonant sounds of English come in pairs that differ in being voiced

or not. In which case they are described as voiceless or unvoiced. For example the consonant in pair /b/ is voiced and /p/ is the unvoiced, while voiced /g/ and voiceless /k/ from another pair. (Budiasih and Fatkhuna'imah: 2016). There are essentially three major ways of classifying consonants, according to the place of articulation, manner of articulation and the voicing.

		MANNER	VOICING	PLACE						
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Obstruent	Stop	Voiceless	p			t		k	ʔ	
		Voiced	b			d		g		
	Fricative	Voiceless		f	θ	s	ʃ		h	
		Voiced		v	ð	z	ʒ			
	Affricate	Voiceless					tʃ			
		Voiced					dʒ			
Sonorant	Nasal	Voiced	m			n		ŋ		
	Liquid	Lateral	Voiced			l				
		Rhotic	Voiced				r (ɹ)			
	Glide	Voiced	w				j	(w)		

Figure 1.2 The Classification of English Consonants Sounds.

According to Yule (2010:27-30), classification of consonant sounds according to the organ or place of articulation divided into seven categories:

#### 1) Bilabials

These sounds are formed using both upper and lower lips. The initial consonant sounds are /p/, /b/ and /m/. The sound is as in *put*, *but*, and *make*.

## 2) Labiodentals

These sounds are formed with the upper teeth and the lower lip.

The initial consonant sounds are /f/ and /v/. The sound is as in *safe* and *save*.

## 3) Dentals

These sounds are formed with the tongue tip behind the upper front teeth. The initial consonant sounds are /ð/ and /θ/. The sound is as in *there* and *thin*.

## 4) Alveolar

These sounds are formed by the front part of the tongue on the alveolar ridge, which is the rough, bony ridge immediately behind and above the upper teeth. The initial consonant sounds are /t/, /d/, /s/, /z/, /n/, /l/, and /r/. The sound is as in *teeth*, *dad*, *sit*, *zoo*, *no*, *lit*, and *row*.

## 5) Palatals

These sounds are produced by the tongue and the palate. The initial consonant sounds are /ʃ/, /tʃ/, /ʒ/, /dʒ/ and /j/. The sound is as in *child*, *church*, *treasure*, *joke* and *you*.

## 6) Velars

These sounds are produced with the back of the tongue against the velum. The initial consonant sounds are /k/, /g/ and /ŋ/. The sound is as in *kid*, *go* and *sing*.

## 7) Glottal

These sounds are produced without the active use of the tongue and other parts of the mouth. The initial consonant sound is /h/. The sound is as in *hope* or *horse*.

Then, classification of consonant sounds according to the manner of articulation; the way that the consonants are produced. According to Yule (2010: 31-33) divided into six categories:

1) Stops or Plosives

These sounds are formed by some form of "stopping" of the air stream, then letting it go abruptly. The initial consonant sounds are /p/, /b/, /t/, /d/, /k/, and /g/. The sound is as in *pig*, *bed*, *tip*, *dig*, *kit*, and *god*.

2) Fricatives

These sounds are formed by the air stream that blocking and having the air push through the narrow opening. The initial consonant sounds are /f/, /v/, /s/, /z/, /θ/, /ð/, /ʃ/, /ʒ/ and /h/. The sound is as in *fan*, *vow*, *sit*, *zebra*, *thin*, *then*, *fish*, *beige*, and *hot*.

3) Affricates

These sounds are produced by combination a brief stopping of the air stream with an obstructed release. The initial consonant sounds are /tʃ/ and /dʒ/. The sound is as in *change* /tʃ'eɪndʒ/.

4) Nasals

These sounds are produced when the velum is lowered and the air stream is allowed to flow out through the nose. The initial

consonant sounds are /m/, /n/, and /ŋ/. The sound is as in *man*, *none* and *song*.

#### 5) Liquids

These sounds are formed by letting the air stream flow around the sides of the tongue as the tip of the tongue makes contact with middle of the alveolar ridge. The initial consonant sounds are /l/ and /r/. The sound is as in *low* and *row*.

#### 6) Glides

These sounds are produced with the tongue is gliding to or from the position of a vowel. The initial consonant sounds are /w/ and /j/. The sound is as in *way* and *you*.

Then, the last major ways of the classifying consonant sounds is according to the voiced or voiceless sound. If the vocal cords are together, the air flows through its way and cause a vibration called voiced sound. A simply way to identify whether the consonant is voiced or not can be noticed by the existence of the vibration in the vocal cords. According to Fromkin (2003: 244), the voiced consonant sounds are [b, d, g, m, n, ŋ, v, z, ʒ, w, dʒ, and ð]. While the voiceless sounds are the sound that can be articulated if the vocal cords are separated, the air flows freely through the glottis and supraglottal cavities. There is no vibration while pronouncing voiceless consonant. The consonant sounds are [p, t, k, f, θ, s, ʃ, h, tʃ] (Susi Luviya 2016: 12).

## b. Vowel Sounds

According to Kelly (2000: 29), vowels sound is one of speech sound that is always produced by people which is articulated when a voiced airstream is shaped using the tongue and lips to modify the overall shapes of the mouth. While according to Crystal (1985: 330), vowels are those units sounds which functions at the center of syllable. From a phonetic perspective, the most important feature that distinguishes vowels from consonants acoustically is that vowels do not exhibit a complete closure of the vocal tract; no part of the mouth is closed, and no vocal organs that come so close together that we hear the sound of the air passing between them.

In addition, vowels involved the vibration of the vocal cord, and their distinctive resonances are made by varying the shape of the mouth by using the tongue and lip. In English sound, vowels are oral sounds, there are no vowels whose chief characteristic is the use of nasal resonance and take on a nasal quality when they are being influenced by adjacent nasal consonant.

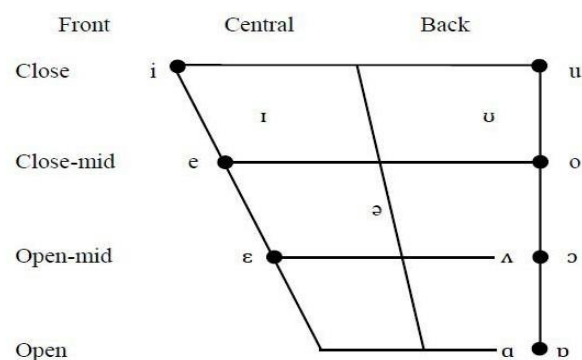


Figure 1.3 The English vowels sounds by Lacy 2007

According to Crystal (2003: 237), English speakers use 12 vowels, 8 diphthongs and 5 triphthongs. Pure vowels are vowels with a single perceived auditory quality, made by a movement of the tongue towards one position in the mouth. From the 12 pure vowels, there are five vowels are relatively long in duration and seven are relatively short. The contrast between long and short vowels is not only due to the length but also involved the different place of the articulation. Here are the description feature of the pure vowels according to Crystal (2003: 240-241).

1) Vowel /i:/

The articulation is in the front of tongue raised to slightly below and behind close front position, the lips are spread, the tongue is tense, the side rims make firm contact with upper molars. The sound is as in *beat, bead, and leak*.

2) Vowel /I/

The articulation is the part of the tongue nearer center than front raised to just above half-close position, the lips are loosely spread, the tongue is lax, the rims make light contact with upper molars. The sound is as in *bit, bid, lick, and hit*.

3) Vowel /e/

The articulation is the front of the tongue raised to between half-open and half-close positions, the lips are loosely spread, the tongue is tenser than for /I/, the rims make lighter contact with upper molars. The sound is as in *bet, bed, leg and pet*.

## 4) Vowel /æ/

The articulation is the front of the tongue raised to just below half-open position, the lips are neutrally open, the rims make very slight contact with upper back molars. The sound is as in *bad, lag, lack, hat, and pat.*

## 5) Vowel /ʌ/

The articulation is the center of tongue raised to just above fully open positions, the lips are neutrally open, there is no contact between tongue and upper molars. The sound is as in *luck, lug, cut* and *cup.*

## 6) Vowel /ɑ:/

The articulation is the tongue between center and back in fully open positions, the lips are neutrally open, and there is no contact between rims and upper molars. The sound is as in *far, mask, and car.*

## 7) Vowel /ɒ/

The articulation is the back of the tongue in fully open position, it is slightly open lip rounded, there is no contact between rims and upper molars. The sound is as in *clock, lock, and hot.*

## 8) Vowel /ɔ:/

The articulation is the back of the tongue raised between half-open and half-closed positions, it is medium lip rounded, there is no contact between rims and upper molars. The sound is as in *horse, for, and more.*



## 9) Vowel /ʊ/

The articulation is the tongue nearer center than back, raised to just above half-close position, the lips are closely but loosely rounded, the tongue is lax and there is no firm contact between rims and upper molars. The sound is as in *book, hood, and cook*.

## 10) Vowel /u:/

The articulation is the back of the tongue raised to just below close position, the lips are closely rounded, the tongue is tense and there is no firm contact between rims and upper molars. The sound is as in *spoon, look and hoot*.

## 11) Vowel /ɜ:/

The articulation is the center of the tongue raised between half-close and half-open, the lips are neutrally spread and there is no firm contact between rims and upper molars. The sound is as in *bird, fur, burn and word*.

## 12) Vowel /ə/

The articulation is the center of the tongue raised between half-close and half-open, the lips are neutrally spread and there is no firm contact between rims and upper molars. The sound is as in *banana, again, and occur*.

## c. Diphthongs

While diphthongs are vowels where two vowel qualities can be perceived. According to Crystal (2003), diphthongs are divided into eight which are usually grouped into three types. The first group ends

with a glide towards the vowel in the center of the mouth called centering diphthongs. The second group moves in direction of a quality at the front of vowel area which ends with a glide toward a higher position in the mouth. The last group is the other type of closing diphthong which moves in the direction of a quality at the back of the vowel area thus adds some lip rounding. Here are the descriptions feature of diphthongs according to Crystal (2003: 241);

1) Diphthong /eɪ/

The articulation is the glide begins from slightly below half-close front position, it moves upwards and slightly backwards towards /ɪ/ while the lips are spread. The sound is as in *bake, rain, lay, eight* and *break*.

2) Diphthong /aɪ/

The articulation is the glide begins slightly behind front open position, it moves upwards towards /ɪ/, the lips change from neutral to loosely spread and it obvious closing movement of lower jaw. The sound is as in *cry, my, like, bright,* and *lime*.

3) Diphthong /ɔɪ/

The articulation is the glide begins between back half-open position, moves upwards and forwards towards /ɪ/, and the lips open rounded changing to neutral. The sound is as in *boy, toy, foil, oil,* and *coin*.

4) Diphthong /əʊ/

The articulation is the glide begins in central position between half-close and half-open, it moves upwards and backwards towards /ʊ/ and the lips are neutrally changing to slightly rounded. The sound is as in *go, slow, loan, oh* and *though*.

5) Diphthong /aʊ/

The articulation is the glide between back and front open position, it moves upwards and slightly backwards towards /ʊ/, the lips change from neutrally open to slightly rounded and the jaw movement is quite extensive. The sound is as in *bound, house, brown, how, ow!* And *now*.

6) Diphthong /ɪə/

The articulation is the glide begins in position for /ɪ/, it moves backwards and downwards towards /ə/, and the lips are neutral with slight movement from spread to open. The sound is as in *ear, career, here, year* and *near*.

7) Diphthong /ɛə/

The articulation is the glide begins in half-open position, it moves backwards towards /ə/, the lips are neutrally open throughout. The sound is as in *air, pair, stare, care* and *bear*.

8) Diphthong /ʊə/

The articulation is the glide begins in position for /ʊ/, it moves forwards and downwards towards /ə/, and the lips are weakly rounded becoming neutrally spread. The sound is as in *sure, cure, pure* and *manure*.

#### d. Triphthongs

According to Roach (2009:19), triphthongs are a glide from one vowel to another and then to a third, all of them produced rapidly and without interruption, those can be heard in careful pronunciation. In addition Crystal (2003: 239) says that triphthongs are those vowels in which three vowel qualities can be perceived and formed by adding a central glide to the closing diphthongs, such as (/eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/ ending with /ə/.

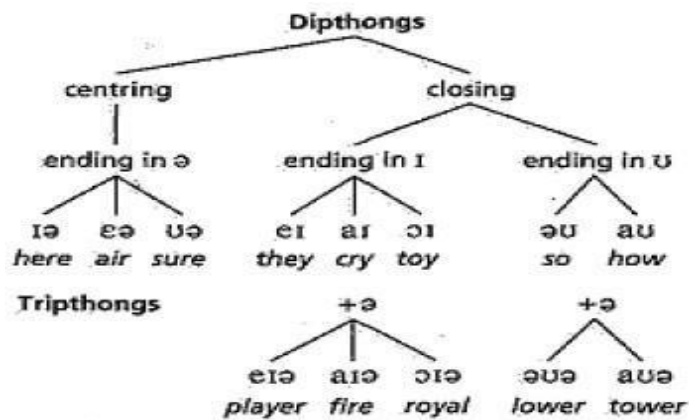


Figure 1.4 The Diagram of Triphthong Formed.

All of the preceding diphthong glide are falling and closing. Three of them /eɪ, aɪ, ɔɪ, əʊ, aʊ; aɪ, ɔɪ, aʊ/, require an extensive movement of the tongue. However, a triphthong can be defined as a combination of three pure vowels or monophthongs, in which the first one glides into the second one and then the second one preceded by the first one glides into the third one. For example /a/ glides into /ʊ/ and then /ʊ/ preceded by /a/ glides into /ə/ and thus form a triphthong /aʊə/.

Here is the description of the triphthongs according to Cruttenden (2008: 145-146):

- 1) Triphthong /eɪə/, formed by [eɪ] + [ə], found in words *player*, *sayer*, *layer*.
- 2) Triphthong /aɪə/, formed by [aɪ] + [ə], found in words *fire*, *tyre*, *flyer*, *tired*.
- 3) Triphthong /ɔɪə/, formed by [ɔɪ] + [ə], found in words *royal*, *loyal*, *lawyer*.
- 4) Triphthong /əʊə/, formed by [əʊ] + [ə], found in words *lower*, *mower*, *rower*.
- 5) Triphthong /aʊə/, formed by [aʊ] + [ə], found in words *hour*, *power*, *tower*.

## 8. Phonological System in Indonesia Language

According to Yong (2001), Indonesia language possesses 19 native consonants and 8 vowels plus there are a few other consonants that are loan sounds from English such as /f/, /v/ and /z/. Table 1.1 below represents the non-standard (indigenous) consonants of Indonesian adapted from Moeliono (1985).

Manner of Articulation	Voicing	Place of Articulation				
		Labial	Dental Alveolar	Alveo Palatal	Velar	Glottal
Stop/plosive	Voiceless	/p/	/t/	/tʃ/	/k/	/ʔ/

	Voiced	/b/	/d/	/dʒ/	/g/	
Trill	Voiced		/r/			
Nasal	Voiced	/m/	/n/	/ɲ/	/ŋ/	
Fricative	Voceless		/s/			/h/
Liquid	Voiced		/l/			
Glide	Voiced	/w/		/j/		

Table 1.1 Place and Manner of Articulation and Voicing by Moeliono  
(1985)

However, there are some borrowed phonemes in Indonesian consonants, which are now partly adjusted into Indonesian words. Table 1.2 below is a supplementary table for consonant sounds adopted from Yong (2001). The darkened cells represent that they are not Indonesian genuine consonants as Moeliono (1985) agrees. Hence, it is occasionally difficult for some users to correctly employ these loan sounds (Salwa Chaira, 2015: 474).

/p/	/b/	/f/	/v/	/θ/	/ð/	/t/	/d/
/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/	/k/	/g/
/m/	/n/	/ŋ/	/l/	/r/	/j/	/w/	/h/

Table 1.2 English Consonant Sounds by Yong (2001)

Thus, there are 8 Indonesian vowels according to Moeliono (1985), and here Table 1.3 is the vowel sound descriptions that represent the entire vowels.

/i/		/u/
/e/	/ə/	/o/
/ɛ/	/a/	/ɔ/

Table 1.3 Indonesian Vowel Sounds by Moeliono (1985)

These vowel sounds present 8 vowels while the vowels [e] and [ɛ] are arguable whether they differ or not in pronunciation. Related to the argument also occur with [o] and [ɔ] where some experts believe that those varieties of vowels represent the same or similar. In contrast, Zanten (1989) concludes that the allophones are certainly present in Indonesian. (SalwaChaira, 2015: 474). Allophones are the variants of phonemes from the speakers.

This is another supplementary table for vowels adapted from Yong (2001). The white cells are the existing vowels in Indonesian while the darkness cells are the phonemes that cause confusion amongst learners. Some of them are definitely contrastive with Indonesian vowels (SalwaChaira, 2015: 474).

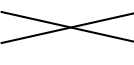
/i:/	/ɪ/	/ɛ/	/æ/	/e/	/aɪ/	/ɔɪ/
/ɑ:/	/ɒ/	/ɔ:/	/ʊ/	/aʊ/	/əʊ/	/ɪə/
/u:/	/ʌ/	/ɜ:/	/ə/	/eə/	/ʊə/	

Table 1.4 English Vowel Sounds by Yong (2001)

The differences some consonant and vowels sound between English and Indonesia Language sometimes make confusion among the

learners. But all languages comprise their variety of phonological elements among one and another.

## 9. Phonological System in Javanese Language

The Javanese Language recognizes 21 different consonants (Uhlenbeck, et.al. in Setyowati (2014), p.4). Meanwhile, Rafles in Setyowati (2014) stated that there are only 20 consonants, because the consonants phonemes /y/ and /w/ fall into the same group. In other words, according to *Tata Bahasa Jawa Mutakhir* book, there are 23 consonants. They are [p, b, m, f, w, t, d, n, l, r, ɖ, ʈ, s, z, c, j, h, y, ŋ, g, k, ŋ, ʔ] (Wedhawati, 2001: 65 in Susi Luviya, 2016). Javanese consonants can be classified into two classes, place of articulation and manner of articulation. Each class has similar definition with English place and manner of articulation. Table 1.5 below represents the category of Javanese consonants adapted by Wedhawati: 2001).

Manner of Articulation	Voicing	Place of Articulation								
		Labial	Labio-	Apiko-	Alveolar	Lamino-	Palatal	Medio-	Velar	Glotal
Stop	Vl	/p/		/t/			/tʃ/	/tʃ/	/k/	/ʔ/
	Vd	/b/		/d/			/dʒ/	/dʒ/	/g/	
Nasal	Vd	/m/					/ɲ/	/ŋ/		
Fricative	Vl		/f/			/s/				H
	Vd					/z/				
Affricate	Vd				/r/					
Liquid	Vd				/l/		/j/			



Glide	Vd		/w/							
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vl: voiceless vd: voiced

Table 1.5 Javanese Consonant Sounds by Wedhawati (2001: 42)

According to Wedhawati: 2001, classification of consonant sounds according to the place of articulation divided into nine categories:

a. Bilabial

The sound of Javanese bilabials are /p/, /b/, /m/. The sounds are /p/ as in *sapi* [sapi] 'cow', /b/ as in *bali* [b<sup>h</sup>ali] 'go home' and /m/ as in *mara* [mɔɾɔ] 'come'

b. Labiodental

The sounds of Javanese labiodental are /f/ and /w/. The sounds are /f/ as in *foto* [foto] 'photo' and /w/ as in *wani*[wani] 'brave'.

c. Apiko-dental

The sounds of Javanese apiko-dental are /t/ and /d/. The sounds are /t/ as in *tali* [tali] 'rope' and /d/ as in *dina* [d<sup>h</sup>inɔ] 'day'.

d. Alveolar

The sounds of Javanese alveolar are /n/, /l/ and /r/. The sounds are /n/ as in *naga* [nɔg<sup>h</sup>ɔ] 'dragon', /l/ as in *lali* [lali] 'forget' and /r/ as in *raga* [rɔg<sup>h</sup>ɔ] 'body'.

e. Lamino-alveolar

Lamino-alveolar consonants in Javanese are articulated in a way the tongue touches the alveolar ridge. The sounds are /s/ and /z/. The

example sounds are /s/ as in *salah* [salah] 'wrong' and /z/ as in *zakat* [zakat] 'charity'.

f. Palatal

The sounds of Javanese palatal consonants are /t/ and /d/. The sounds are /t/ as in *thukul* [tukul] 'grow' and sound /d/ as in *dhadha* [d<sup>h</sup>ɔd<sup>h</sup>ɔ] 'chest'.

g. Medio-palatal

These sounds are formed with the middle part of tongue and palate. The consonants are /tʃ/, /dʒ/, /j/ and /ɲ/. The sounds are /tʃ/ as in *waca* [wɔtʃɔ] 'read', sound /dʒ/ as in *ajrih* [adʒrɪh] 'afraid', sound /j/ as in *yuto* [jutɔ] 'million', and sound /ɲ/ as in *banyu* [bɛɲu] 'water'.

h. Velar

The Javanese consonants of velar are /g/, /k/, and /ŋ/. The sounds are /g/ as in *gula* [g<sup>h</sup>ulɔ] 'sugar', sound /k/ as in *kuku* [kuku] 'nail', and sound /ŋ/ as in *ngarep* [ŋarep] 'front'.

i. Glottal

Javanese glottal/laryngeal sound is pronounced by producing the consonant in larynx. The consonant is /h/, the sound is as in *adoh* [ad<sup>h</sup>ɔh] 'far'. There is also glottal stop, which is represented by /ʔ/. It is produced with obstruction in the vocal cord. The vocal cord purses, so glottis will be closed. The example as in *galak* [g<sup>h</sup>alaʔ] 'vicious'.

While, according to Wedhawati (2001), the classification of consonant sounds according to the manner of articulation divided into seven categories:

a. Voiced and Voiceless Sound

Voiced sounds are [b, d, ɖ, ɗ, g, m, n, ŋ, l, z, r, w, y]. Voiceless sounds are [p, t, ʈ, c, k, ʔ, f, s, h].

b. Stop

Stop consonants are represented by [p, b, t, d, ʈ, ɖ, ʈʃ, j, k, g, ʔ].

c. Nasal

Nasal sounds are [m, n, ŋ, ŋ].

d. Fricative

There are four consonants of fricative, such as [f, s, z, h].

e. Affricate

The sound of Javanese affricate is only [r].

f. Glide

Javanese glide sounds are [w, j]. there is a little airstream in the mouth when it is produced.

g. Liquid

The sound of Javanese liquid sound is [l].

In addition, Javanese, one of the most widely spoken local language in Indonesia has 8 vowel phonemes: 6 phonemes and 2 additional allophonic pairs [e] - [ɛ] and [o] - [ɔ]. More recent studies confirm that Javanese vowels are grouped into 6 phonemes, including 4 allophonic pairs [i] - [I], [u] - [ʊ], [e] - [ɛ], and [o] - [ɔ]. The allophones of each vowel frequently occur in closed syllables. While, the English vowel system, especially American English vowels has 10 monophthongs and 5 diphthongs. In contrast to Javanese, vowel duration in English plays a

major role in its phonological system. Moreover, in Javanese vowel there is no duration in each phoneme. Specifically, Javanese learners of English are predicted to have difficulties in producing longer duration of their L2 vowels /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ and are expected to pronounce L2 short sounds /ɪ/, /e/, /æ/, /ʌ/, /ʊ/ successfully.

In contrast, according to the Desensitization hypothesis, the Javanese learners of English will have no difficulty to pronounce long vowels i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ as they will generally be sensitive to the vowel length of the target language. The durational cues are predicted to be available for the Javanese learners of English, even though the information is not found in their first language (Perwitasari Arum et al. 2017). Figure 1.5 and Figure 1.6 below represent the differences between English vowels and Javanese vowels.

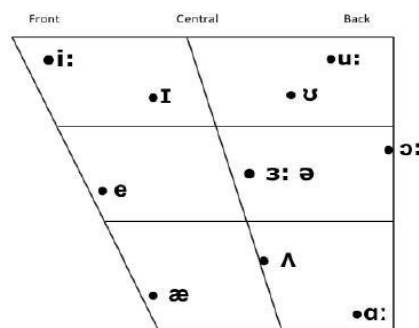


Figure 1.5 English Vowels

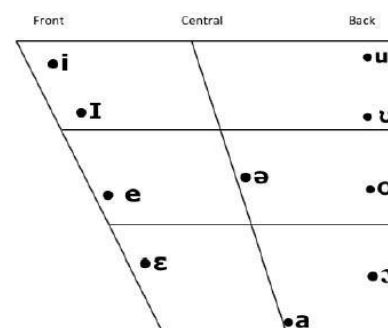


Figure 1.6 Javanese Vowels

## 10. Speaking Skill

Studying English in university is different rather than in school. In the university, students are expected to realize that English is not their foreign language, but as their second language. They should mastering

four basic skills of English, especially speaking skill. As stated by Huebner (1969) speaking is the main skill in communication. While Murica (1978: 91) says speaking is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language. By speaking, students can express their ideas, sharing information, understanding people emotion and communicate with each other. According to Rivers (1978: 162) through speaking, someone can express their ideas, emotions, and reactions to other person or situation and influence other person. Thus, Brown (1987: 2) says in all communication or conversation two people are exchanging information or they have a need in their communication. It means that, people do communication because of there is a reason they want to communicate with other; in order they want to tell people something or to find something out from other people.

Furthermore, having a good speaking is not easy for non-native speakers. There are some aspects that should be concerned. There are fluency, accuracy (grammar and pronunciation) and comprehensibility. Fluency is the smoothness or flow with which sounds, syllables, words, and phrases are joined together. In addition, Harris (1974: 81) states that fluency is the case of speed of the flow of the speech. While, accuracy focuses on issues of appropriation and other formal factors, relates to the use of grammar, pronunciation, and vocabulary (Brumfit: 1984). Besides, fluency and accuracy, comprehensibility is also important in speaking. It reflects how much the speaker understands what he is talking about. In

other words, it determines how well the speaker interprets and responds the message received.

From the explanation above, it can be concluded that speaking is an ability to express people ideas, feelings, sharing information, understanding people's emotion and communicate with each others. While languages is used as the tool to communicate with each other, speaking is used to transfer the idea in the spoken language. It concerns with the use of language in daily activity in which people need to communicate and fulfill the need in society.

## **B. Previous Study**

The first previous study is a research entitled "*First Language Interference in Speaking English at the Sixth Semester Students at English and Literature Department*". This research is arranged by MarwahWahyuni. She graduated from Alauddin State Islamic University Makassar. The research design is qualitative. It is conducted at the sixth semester students from English and Literature Department of Adab and Humanity Faculty of UIN Alauddin Makassar. The research's objective are to find out linguistics aspects interfere when the sixth semester students speak English and to find out the factors caused interference at the sixth semester students when they speak English.

Marwah Wahyuni conducted the research by analyzed the language interference from the collected data. The data obtained by observation sheet and interview. The observation is conducted with the help of a tape recorder.

She has done her research and found the result of interference occur such as phonological (53,7%), grammatical (33,6%) and lexical interference (3,7%). This study has revealed that phonological interference is dominant whether grammatical and lexical interference. Thus, then raise an issue if there is an existence of phonological interference on Indonesian speaker in speaking English. Then, factor causing interference are the lack of knowledge, Indonesian transfer, and the limited vocabularies of target language mastered by a learner.

Based on the research above, the researcher has a certain thought the differences with the previous one. On the previous study, her research the kind of interference are phonological, grammatical and lexical interference. However, these studies only focus on phonological interference. The subject of the study is also different. On her research, the subject is conducted at the sixth semester students from English and Literature Department of Adab and Humanity Faculty of UIN Alauddin Makassar, while these studies the subject is conducted at the second semester students from English Education Department of IAIN Surakarta.

The second previous study arranged by Annisa Lina Syarifah. Her research entitled "*Phonological Interference in the Spoken English Performed by Japanese Speaker in Teaching Process of 'Mind Your Language Video'*". She graduated from the State Islamic Institute of Surakarta. The research design is qualitative. The research is aimed to describe kind of phonological interference spoken by Japanese speaker in teaching process of *Mind Your Language Video* and to know the factors which resulted. The instruments that

used are divided into two; the main instrument and supporting instrument. The main instrument is the researcher its self, while the supporting instrument includes computer, journal, paper, pen, and Oxford dictionary to collect the data for finishing the research easily.

AnnisaLinaSyarifah has done her research and found four kinds of phonological interference; under-differentiation of phonemes (two phonemes), over-differentiation of phonemes (one phoneme), reinterpretation of distinction (error in stressing), and actual phone substitution (23 pairs distinctions). Thus, there are three factors causing phonological interference found from four factors. They are absence of corresponding distinctions in primary language (11 phonemes), presence of distinction (only) in primary language (one phoneme), and different phonemic system (one phoneme).

From the second previous study, the difference is the subject of the research. On her research, the subject of the study is Japanese who learns English in Mind Your Language's Video, while on these studies the subject of the research is students of English Education Department who learn English in IAIN Surakarta. In addition, her studies focus on Japanese and English phonological analysis, while on these studies focus on English, Indonesia and Javanese Language phonological analysis.

The third previous study, the researcher took from the journal of Advances in Social Science, Education and Humanities Research published on 14 March 2018 Volume 110 composed by Dedy Subandowo entitled "The Language Interference in English Speaking Skill for EFL Learners". This study focused on the forms of language interference in the students' speaking



skill and the factor affecting the language interference. On this study, the result concluded that students' mother tongue interference gives effect in their pronunciation, mother tongue interfered students' pronunciation highly, so that the students made mistake in different form because of some factor; the highest interference of their first language, the differences of sounds between English and their mother tongue.

Based on the journal above, there is a similarity with the background of the researcher's studies. The researcher raised the issue about the phonological interference in the spoken English, as on this journal discussed about. Besides that, there is a difference toward the researcher's studies. On this study, he discussed the phonological interference only from English and Indonesia Language's phonological systems. While on this research, the researcher discusses the phonological interference from English, Indonesia and Javanese Language's phonological systems.

The fourth previous study, the researcher took from the International Journal of English and Language Education published on 23 June 2013 Volume 1 Number 3 composed by Andi Pallawa Baso entitled "A Comparative Analysis between English and Indonesian Phonological Systems". This study dealt with the descriptions and analyses on phonological systems of English and Indonesian languages with supply several similarities and differences. The result on this study showed that the phonological systems of both languages have some similarities and discrepancies in terms of phonemic oppositions and phonetic features. The differences put the difficulties of the learners in learning the second language.

Based on the journal above, there is a similarity with the previous journal which composed by Dedy Subandowo. Both of these journals discussed the phonological interference from English and Indonesia Language's phonological systems. Besides different from this research, the researcher discusses the phonological interference from English, Indonesia and Javanese Language's phonological systems. In addition, the subject of this journal involved 20 English students of English Department of Tadulako University, and different from this research, the researcher takes 20 students of English Education Department of IAIN Surakarta.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Research design is the schema or plan that constitutes the entire research study. In conducting this research, the researcher applies descriptive qualitative research that is aimed to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately (Isaac, 1989: 46). As this study conducted to describe the phonological interference phenomenon that occur in students' spoken English of the second semester students' in IAIN Surakarta in factually, truthfully and accurately. This research belongs to qualitative research according to Moleong (2016: 157), the data of qualitative method are collected in the form of words, picture, and non-numerical oriented. In addition Moleong (2016: 157) defines that qualitative research yields the descriptive data in the form of written or oral words from observing people and behavior. It means that qualitative method yielded by observing the phenomenon from written and spoken data and the data are collected in the form of words, picture, and non-numerical oriented.

Qualitative method yields descriptive data that are appropriate with characteristic of qualitative research. As stated by Moloeng (2016: 11) that one of the characteristics of qualitative study is descriptive. In addition, Syarifah (cited in Henjum, 1993:212) stated that the characteristics of

qualitative research are qualitative research has the natural setting as the direct source of data and the researcher is the key instrument; qualitative research is descriptive; qualitative research is concerned with the process rather than the outcomes or products. It means qualitative research refers to study in real-world situation; nonmanipulative and noncontrolling, the researcher as the key instrument has direct contact with the phenomenon under investigation and qualitative study emphasizes to the process of the research.

From the explanation above, qualitative research is a research involving an interpretive, natural setting, understanding the real situation, and collecting empirical materials by observing the phenomenon from written and spoken data and the data are collected in the form of words, picture, and non-numerical oriented.

## **B. Research Setting**

### **a. Setting of Time**

This research was conducted on April 2019 to May 2019. This research is held by recording the students speaking performance. Considering to the time of collecting the data, the research was carried out in speaking class. The researcher recorded the participants' performance separately.

### **b. Setting of Place**

This research was conducted at the second semester of English Language Education Department of Cultures and Languages Faculty at

State Islamic Institute of Surakarta in academic year 2018/2019. It is located in Pandawa street, Pucangan, Kartasura, Sukoharjo.

### **C. Subject of the Study**

The research subject were the second semester students of English Language Education Department of State Islamic Institute of Surakarta in academic year 2018/2019. Those are 20 students from C and D class with ten students are used Indonesia Language and ten students are used Javanese Language as the mother tongue. In taking the subject, the researcher simply takes by selected based on the characteristics of the objective of the study. As Crossman (2018) describe as purposive sampling which is a non-probability sample that is selected based on characteristics of a population and the objective of the study. The researcher selected the 20 students from C and D class as the participants because they are native speakers from Indonesia Language and Javanese Language.

### **D. Data and Source of Data**

Data is the unit information which is recorded, can be analyzed and relevant with certain problem. According to Sutopo (2006: 58), data source of the qualitative research can be taken from behavior, phenomenon, documents, archives, and others. Moreover, Sutopo (2006: 56-61) states that the source of the data refers to the subject from where the data are taken as magazines, newspaper, literary work, column, even line, the source data can be informants, events, activities, places or location, pictures, recordings and

document or archives. There are two kinds of data resources that will be used in this research:

1. Events

In this study, the researcher observes the students' speaking performance. The students are asked to perform their speaking in front of the class. Then the researcher took their recording performance as the main data which had been transcribed by the researcher to simplify in data analysis.

2. Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). In this research, the researcher collected the students' recording on speaking English as the main data resources.

## **E. Technique of Collecting Data**

In collecting data, the researcher used observation and documentation.

1. Observation

Observation was used by observing the students' speaking performance. Then, it is followed by non-participatory observation technique, combined with recording technique and note taking. The researcher recorded the students' speaking performance in front of the class. Non-participatory technique means the researcher does not involve into dialogue or conversation (Sudaryanto, 1993: 134). The researcher just paid attention to the students' speaking performance.

## 2. Documentation

Students are performed in front of the class, then the researcher used recording technique by recorded with camera; it is used to record the utterances produced by the second semester students at English Language Education Department. In note taking, the researcher wrote all the information related to the topic of the research. In addition, the researcher used this technique to transfer the recorded data from camera by listening and replaying recording, and writing down the speaking into data script in appendix.

In identifying the study, the researcher needs some instruments to collect the data. There are two instruments include the main instrument and the supporting instrument. The main instrument includes the researcher its self, because this research is descriptive qualitative research. According to Moleong (2016: 168), the researcher during the whole process of the research takes roles as a designer, data collector, analyst, data interpreter, and reporter of the research result. In conducting the research, the researcher collected the data by using observation and documentation as the instruments. These used for taking an important data that related to the kinds and factors of phonological interference in speaking English at the second semester students at Cultures and Languages Faculty. In addition, supporting instrument includes camera, computer, journal, paper, pen, and Oxford dictionary. It used to obtain the information or the data of the study and to finish the research easily.

## F. Technique of Data Analysis

According to Moleong (2016: 248) data analysis is a process of organizing and classifying the data into a pattern, category and basic unit of analysis in order to find a theme and to formulate hypothesis as data suggest. After the data are collected, it must be analyzed. The technique that was used to analyze the data is error analysis. Before the data are analyzed, it was transcribed and decoded.

In this research, the researcher gave some codes of each datum in order to be easy in analyzing the data. The coding of the types of phonological interference is as follows:

- 1) The use of numbering to number the data. 01 means that the datum is number 01.
- 2) The use of abbreviation Romans word 'R' means Respondent, followed by number 01 until 20 to show the number of the respondent. For example: R.3 means that the datum is from Respondent 3<sup>rd</sup>.
- 3) The use of abbreviation Romans word 'IND' for Indonesian native speaker and 'JVN' for Javanese native speaker.
- 4) The use of abbreviation with Romans words in capital characters to show the types of phonological interference.
  - UDP : Under-differentiation of Phonemes
  - ODP : Over-differentiation of Phonemes
  - RD : Reinterpretation of Distinctions
  - APS : Actual Phone Substitution

Here is the example to read the coding data:



23/R.19/JVN/UDP means that the datum is number 23, the 19<sup>th</sup> respondent from Javanese native speaker and the type of phonological interference is Under-differentiation of Phonemes.

Based on this research, the researcher is analyzing the data used the following procedure according to Brown (1994):

1) Identifying the error.

In identifying the error, the researcher firstly, choose the standard of English phonological interference. The researcher used Oxford dictionary as the handbook for English standard pronunciation. The researcher used two application to help analyzing the data. The first is Audacity. Audacity is a free and open-source digital audio editor and recording application software. The researcher used Audacity to help in editing the recording audio into the better sound that can help the researcher easily analyzed. There are three step in editing the sound, (1) Reduce the noise, it is used to reduce the noise sound on the data recording (2) Equalization and normalize the sound, it is used to filter the sound and make the recording pleasant to be heard, and the last is (3) Limiter the sound, it is to reduce the high tone and lower tone then fix it.

After the sound edited by the Audacity application, the researcher analyzed the audio recording with application Praat. Praat is a free computer software package for speech analysis in phonetics. Praat helps the researcher in analyzing the students' utterance into the form of phonetics transcription. By using Praat, the researcher can be helped by the features of Praat which can help the researcher in transcribing the

recording into phonetics transcription. After the data are transcribed by Praat, then the researcher fix the students' spoken phonetics with the correct pronunciation by Oxford dictionary. The students' spoken phonetics that different from Oxford's phonetics then it is coded and analyzed. After collecting and coding the data then the data is analyzed. Here, the researcher used contrastive analysis to look for the difference pronunciation of Indonesian and Javanese speakers in pronouncing English. According to Kavanagh (2007: 283) states contrastive analysis is the systematic study of the linguistic systems of two language with a view to identifying their structural differences and similarities.

Secondly, is identifying the collected data whether it is an error or a mistake; it should be eliminated from the analysis. All of the data that have coded and analyzed the error then it classify based on the language interference. The researcher used Weinreich theory in eliminating the phonological interference; the types and factors of phonological interference. The data categorized as for types; they are under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinctions, and actual phonic substitution. And the factors are categorized; absence of corresponding distinctions in primary languages, presence of distinction (only) in primary language, different phonemic systems, and different pronunciation of equivalent phonemes.

## 2) Describing the error.

After identifying the error, the researcher described the error. The description is determined based on the data from document recording

which transcribed by the researcher into phonetics transcription by using Praat and analyzed the phonetics distinction based on the Oxford dictionary and classified the distinction into kinds of phonological interference and factors of phonological interference proposed by Weinreich theory.

### **G. Trustworthiness**

This research is conducted by applying qualitative research, therefore, it concerned with the trustworthiness of the data that would have been collected in the field. Sugiyono (2016: 366) reveals that there are four criteria to check the trustworthiness of data; credibility, dependability, transferability, and conformability. He also said that the most principle criterion is credibility. To examine the data credibility, there are seven techniques to do; extension observation, increase the diligence, triangulation, discussion with partner, member check, analyzing negative case, and using references.

In this research, the researcher used triangulation as a technique to examine the data validation. Moleong (2016: 330) stated that triangulation technique is the technique of examining the trustworthiness of the data which uses things outside the data in order to examine the data and to be compare of the data. Norman Denzin (1978) identified four basic types of triangulation:

#### **a. Data Triangulation**

The use of variety data sources including time, space, and persons in a research. Data triangulation is the process rechecked and compared information by researcher which obtained in different source.

b. Investigator Triangulation

The ability to confirm findings across investigators without prior discussion or collaboration between them can significantly enhance the credibility of findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and analyzing the data.

c. Theory Triangulation

Theory Triangulation is the use of multiple theories when examining a situation or phenomenon. The idea is to look at a situation or phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories do not have to be similar or compatible, in fact the more divergent they are, the more likely they are to identify different issues or concerns.

d. Methodological Triangulation

Methodological Triangulation is the use of multiple methods to conduct a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another.

Based on the kinds of triangulation above, the researcher used investigator triangulation to recheck the data. The researcher asked Mr. Dwi Cahyono, M.Pd as the investigator. The researcher got suggestion related to the findings.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

The researcher classifies the data in this research based on the types of phonological interference. The data that are found is qualitative data. This qualitative data that are in the form of phonological interference can be analyzed in a descriptive analysis. In the research finding, it presents the data found from the research. The data are classified based on the research problem. They are: 1) What are kinds of students' phonological interference in speaking English at the Second Semester Students of IAIN Surakarta? 2) What are phonological factors which result on students' phonological interference in speaking English at the Second Semester Students of IAIN Surakarta?

After collecting the data, the whole data of the occurrences phonological interference that are found by the researcher in the students' speaking performance are 608 interferences of 497 datum which some of words could be found more than one interference.

Table. 1.6

The finding table types of phonological interference

No	Types of Phonological Interference	Numbers	
		Indonesian Native Speaker	Javanese Native Speaker
1.	Under-differentiation of Phoneme	131	114
2.	Over-differentiation of Phoneme	65	58
3.	Reinterpretation of Distinction	76	53
4.	Actual Phone Substitution	62	49

Table. 1.7

Transcription of Indonesian native speaker utterance and the correct pronunciation

Code	Word	Indonesia n Native Speaker Pronunciation	Correct Pronunciation	Type of Phonological Interference	Information
078/R.4/I ND/ODP	About	/ə'bout/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
086/R.4/I ND/UDP	And	/end/	/ænd/	UDP	[æ] is interfered by [e]
093/R.4/I ND/RD	Made	/med/	/meid/	RD	[ei] is interfered by [e]
258/R.11/ IND/APS	Example	/ik'sa:mpl/	/ig'za:mpl /	APS	[g] is interfered by [k]

					[z] is interfered by [s]
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*(For more detail list of phonological interference could be seen in the appendix)*

Table 1.6 shows Indonesian native speaker utterances in Speaking English and the correct pronunciation according to the Oxford dictionary. Those utterances are taken from the students' speaking performance in the speaking class. Those utterances are transcribed into phonetics transcriptions. After comparing between Indonesian native speaker pronunciation and Oxford dictionary, it shows several words were mispronounced by the Indonesian native speaker. The mispronunciation could be identified into the kind of phonological interference.

### **1. The kinds of phonological interference in speaking English of Indonesian native speaker**

After recording the students' speaking performance, the researcher were collecting the utterances that are transcribed into phonetics transcription, then selecting the mispronunciation by the speaker and the researcher would classify the data result into four kinds of phonological interference defined by Weinrich.

#### a. Under-differentiation of Phonemes

Table 1.8

#### Under-differentiation of Phonemes

<b>Code</b>	<b>Word</b>	<b>Indonesia n Native Speaker</b>	<b>Correct Pronunci ation</b>	<b>Type of Phonologi cal</b>	<b>Information</b>
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		<b>Pronunciation</b>		<b>Interference</b>	
068/R.3/IND/UDP	Classmate	/ɑ:s/	/æz/	UDP	[æ] is interfered by [ɑ:]
074/R.3/IND/UDP	Illusion	/ɪ'lu:ʃən/	/ɪ'lu:ʒən/	UDP	[ʒ] is interfered by [ʃ]
153/R.7/IND/UDP	It	/i:t/	/ɪt/	UDP	[ɪ] is interfered by [i:]
064/R.3/IND/UDP	Achieving	/ə'ʃi:vɪŋ /	/ə'ʒi:vɪŋ/	UDP	[ʒ] is interfered by [ʃ]

*(For more detail list of phonological interference could be seen in the appendix)*

From the table 1.8, the researcher is able to describe the common error pattern of this first type made by Indonesian native speaker. According to Weinreich (1979: 18) under-differentiation of phonemes occurs when two sounds of secondary system whose counterparts are not distinguished in the primary system are confused. It means that the condition when Indonesian native speaker confused to distinguish the differentiation of two sounds in the English phonetic system. The researcher found some phenomenon when Indonesian confused to distinguish the [ʃ] sound and [ʒ] sound, [ɑ:] sound and [æ] sound, [ɪ] sound and [i:] sound.

For instance, The **068/R.3/IND/UDP** data, the word "classmate" is pronounced as /'klæsmeɪts/ while the correct pronunciation based on Oxford dictionary is /'kla:smets/. The



Indonesian speaker pronounced the word "*illusion*"(074/R.3/IND/UDP) is pronounced as /ɪ'lu:ʃən/, while according to Oxford dictionary the correct pronunciation is /ɪ'lu:zən/.

The 153/R.7/IND/UDP data, the word "*it*"is pronounced as /i:t/, but the correct pronunciation based on Oxford dictionary is /ɪt/. Actually, Indonesian language has no [ʃ], [ʒ], [æ], [ɑ:], [i:] and [ɪ] sound in the phonetic system. Thus, sometimes it could make the Indonesian native speaker confused to distinguish [ʃ] sound and [ʒ] sound, [æ] sound and [ɑ:] sound, [ɪ] sound and [i:] sound, because of the sounds are counterpart, Indonesian native speaker can distinguish them. Other words that are found with the same problem include *achieving*

(064/R.3/IND/UDP) [ʃ] is interfered by [ʒ], *worse*

(075/R.3/IND/UDP) [ɜ:] is interfered by [ɔ:], *ambition*

(085/R.3/IND/UDP) [æ] is interfered by [ɑ:], *become*

(152/R.7/IND/UDP) [ʌ] is interfered by [ɒ], *occasion*

(146/R.7/IND/UDP) [ʒ] is interfered by [ʃ].

#### b. Over-differentiation of Phonemes

Table 1.9

Code	Word	Indonesia n Native Speaker Pronunci	Correct Pronunci ation	Type of Phonologi cal Interferen	Information

		<b>ation</b>		<b>ce</b>	
055/R.3/I ND/ODP	Technolo gical	/,teknə'lə gikəl/	/,teknə'lə dʒik(ə)/	ODP	[dʒ] is interfered by [g]
119/R.5/I ND/ODP	Weight	/weɪg/	/weɪt/	ODP	[t] is interfered by [g], [g] is silent letter
161/R.7/I ND/ODP	Prophet	/'prɒpɪt/	/'prɒfɪt/	ODP	[f] is interfered by [p]

(For more detail list of phonological interference could be seen in the appendix)

Weinreich (1979: 18) stated that over-differentiation of phonemes occurs when the distinction of phonetic system in L1 is not required on producing L2. It means that there are several sounds in the first language which are transferred to produce into the second language. In this case, the researcher found phenomenon when Indonesian native speaker mispronounced [dʒ] sound with [g] sound, [t] sound with [g] sound, and [f] sound with [p] sound.

The Indonesian native speaker pronounced in the code **055/R.3/IND/ODP** "technological" as /,teknə'ləgikəl/, while according to Oxford dictionary the correct pronunciation is /,teknə'lədʒik(ə)/. The distinction of phonetic system of [g] sound in L1 is not required on producing L2, but it used contrastively in producing [dʒ] sound. The **119/R.5/IND/ODP** data, the word "weight" is pronounced as /weɪg/, but the correct pronunciation in the Oxford

dictionary is /weɪt/. The **161/R.7/IND/ODP** data, the word "prophet" is pronounced as /'prɒpɪt/, while in the Oxford dictionary the correct pronunciation is /'prɒfɪt/. Actually, in Indonesian language, the sound is pronounced as the written form, while in English sometimes the written form and the spoken form are different. The pronunciation of [g] sound is pronounced as the end of the vowel in the "weight" word. While the [p] sound is pronounced as the written form of "ph". Those two sounds are used contrastively to the second language. Other words that are found with the same problem include *generation* (**062/R.3/IND/ODP**) [dʒ] is interfered by [g], *right* (**070/R.3/IND/ODP**) [t] is interfered by [g], *three* (**197/R.9/IND/ODP**) [θ] is interfered by [t], *answer* (**233/R.10/IND/ODP**) [w] is silent letter.

c. Reinterpretation of Distinction

Table 2.0

Code	Word	Indonesia n Native Speaker Pronunci ation	Correct Pronunci ation	Type of Phonologi cal Interferen ce	Information
052/R.3/I ND/RD	Here	/hi:t/	/hɪər/	RD	[ɪə] is interfered by [i:]
101/R.4/I	Luxuries	/'lɒkʃəris/	/'lʌkʃəriz/	RD	[ʌ] is interfered

ND/RD					by [ʊ]
				RD	[ə] is interfered by [ʊ]
117/R.5/I ND/RD	Lazy	/'lezi/	/'leɪzi/	RD	[eɪ] is interfered by [e]

(For more detail list of phonological interference could be seen in the appendix)

According to Weinrich (1979:18) explained reinterpretation of distinctions occurs when bilingual distinguishes phonemes of the secondary system by features which in that system are merely concomitant or redundant, but which are relevant in his primary system. It means that there are several sounds in the second language which are contrast, but the phones used do not follow the usual pattern of the second language. In this case, the researcher found phenomenon when Indonesian native speaker mispronounced [ɪə] sound with [i:] sound, [ʌ] sound with [ʊ] sound, [ə] sound with [ʊ] sound, and [eɪ] sound with [e] sound.

From the table 2.0, the data **052/R.3/IND/RD** with the word "here" is pronounced as /hɪ:r/, while according to the Oxford dictionary, the correct pronunciation is /hɪər/. In Indonesia language there is no diphthong [ɪə], while respondent 3 is mispronounced as [i:] sound. The sound [ɪə] and [i:] are contrast in L2 but the phones used do not follow as in the Oxford dictionary. Moreover, the data **101/R.4/IND/RD** the word "luxuries" is pronounced as /'lʊ kʃʊəri/, while the correct pronunciation according to the Oxford dictionary is

/l ʌ kʃəriz/. Indonesian speaker usually speak as the written form, the sound [ʊ] as in the word “luxuries” showed the vowel [ʊ] in the written form, while in the correct pronunciation according to the Oxford dictionary do not follow the correct pattern. In addition, data **117/R.5/IND/RD** the word “lazy” is pronounced as /'lɛzi/, while the correct pronunciation in the Oxford dictionary is /'leɪ zi/. In Indonesia language, there is no sound [eɪ], while the sound [e] and [eɪ] are contrast in the first language but it do not follow the correct pronunciation according to the Oxford dictionary. Other words that are found with the same problem include *flower* (**244/R.10/IND/RD**) [aʊə] is interfered by [ɔ:w], *media* (**253/R.11/IND/RD**) [i:] is interfered by [e] and [iə] is interfered by [ia], *social* (**263/R.11/IND/RD**) [ə] is interfered by [Ia] and , *because* (**118/R.5/IND/RD**) [ɒ] is interfered by [aʊ].

d. Actual Phone Substitution

Table 2.1

Code	Word	Indonesia n Native Speaker Pronunci ation	Correct Pronunci ation	Type of Phonologi cal Interferen ce	Information
067/R.3/I	Is	/i:s/	/ɪz/	APS	[z] is interfered

ND/APS					by [s]
086/R.4/I	And	/end/	/ænd/	APS	[æ] is interfered
ND/APS					by [e]
108/R.5/I	Example	/ik'sa:mpɫ/	/ɪg'zɑ:mpɫ	APS	[g] is interfered
ND/APS			/		by [k]
					[z] is interfered
					by [s]

*(For more detail list of phonological interference could be seen in the appendix)*

According to Weinreich (1979:18) explained actual phone substitution applies to phonemes that are identically defined in two languages but whose normal pronunciation differs. It means that the phonological interference can occur when phonemes between first language and second language are identically but the pronunciations of those sounds are different. Indonesian native speaker may mispronounce English words because of the Indonesian native speaker produce sounds identical sounds to the target language (English) but those sounds have different pronunciation.

The data **067/R.3/IND/APS** , Indonesian native speaker pronounced the word "is" as /i:s/, while the correct pronunciation according to the Oxford dictionary is /ɪz/. The phoneme [z] and [s] are identically sounds, the written form of the phoneme [s] in English may pronounce as [s,z, and ʃ] sound, while in Indonesia language the sound [s] is only pronounced as [s]. This condition may be the reason

phonological interference of Indonesian native speaker in pronouncing English words.

The data **086/R.4/IND/APS**, Indonesian speaker pronounced the word “*and*” as /end/, while according to the Oxford dictionary the correct pronunciation is /ænd/. The phoneme [e] in Indonesia language and phoneme [æ] in English are identical sound. In addition, the phoneme [æ] does not exist in Indonesian phonological system. The identical sound between [e] and [æ] sound may be the reason the mispronounced of Indonesian native speaker in pronouncing English words.

The data **108/R.5/IND/APS**, the Indonesian native speaker pronounced the word “*example*” as /ɪk'sɑ:mpɫ/, while according to the Oxford dictionary is /ɪg'zɑ:mpɫ/. The phoneme [k] and [g] are identical sounds, the representation of the word “x” in Indonesian language is pronounced as [eks] which represent [k] sound, while in English the word “x” may be pronounced as phoneme [k, g, s, and z] sound. This condition may be the reason mispronunciation of the Indonesian native speaker in pronouncing English words. Other words that are found with the same problem include of (**264/R.11/IND/APS**) [v] is interfered by [f], *can* (**282/R.11/IND/APS**) [æ] is interfered by [e], *bad* (**359/R.14/IND/APS**) [æ] is interfered by [e], *exist* (**360/R.14/IND/APS**) [g] is interfered by [k] and [z] is interfered by [s].

## 2. The kinds of phonological interference in speaking English of Javanese native speaker

Table.2.2

Transcription of Javanese native speaker utterance and the correct pronunciation

Code	Word	Javanese Native Speaker Pronunciation	Correct Pronunciation	Type of Phonological Interference	Information
001/R.01/ JVN/UDP /APS	Is	/i:s/	/ɪz/	UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]
0003/R.1/ JVN/RD	Make	/mek/	/meɪk/	RD	[eɪ] is interfered by [e]
026/R.2/J VN/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]

*(For more detail list of phonological interference could be seen in the appendix)*

Table 2.2 shows Javanese native speaker utterances in Speaking English and the correct pronunciation according to the Oxford dictionary. Those utterances are taken from the students' speaking performance in the speaking class. Those utterances are transcribed into phonetics transcriptions. After comparing between



Javanese native speaker pronunciation and Oxford dictionary, it shows several words were mispronounced by the Javanese native speaker. The mispronunciation could be identified into the kind of phonological interference.

After recording the students' speaking performance, the researcher were collecting the utterances that are transcribed into phonetics transcription, then selecting the mispronunciation by the speaker and the researcher would classify the data result into four kinds of phonological interference defined by Weinreich.

a. Under Differentiation of Phonemes

Table 2.3

Code	Word	Javanese Native Speaker Pronunciation	Correct Pronunciation	Type of Phonological Interference	Information
142/R.6/J VN/UDP	Conclusion	/kɔ:n'klu:ʃə n/	/kən'klu: ʒən/	UDP	[ʒ] is interfered by [ʃ]
185/R.8/J VN/UDP	Worse	/wɔ:rs/	/wɜ:s/	UDP	[ɜ:] is interfered by [ɔ:]
389/R.15/ JVN/UDP	Done	/dɒn/	/dʌn/	UDP	[ʌ] is interfered by [ɒ]

*(For more detail list of phonological interference could be seen in the appendix)*

From the table 2.3, the researcher is able to describe the common error pattern of this first type made by Javanese native speaker. According to Weinreich (1979: 18) under-differentiation of phonemes occurs when two sounds of secondary system whose counterparts are not distinguished in the primary system are confused. It means that the condition when Javanese native speaker confused to distinguish the differentiation of two sounds in the English phonetic system. The researcher found some phenomenon when Javanese confused to distinguish the [ʃ] sound and [tʃ] sound, [ɔ:] sound and [ɜ:] sound, [ɒ] sound and [ʌ] sound.

For instance, the Javanese speaker pronounced the word “*conclusion*” (142/R.6/JVN/UDP) is pronounced as /kɔ:n'klu:ʃən/ while according to Oxford dictionary the correct pronunciation is /kən'klu:ʒən/. The 185/R.8/JVN/UDP data, the word “*worse*” is pronounced as /wɔ:rs/ while the correct pronunciation based on Oxford dictionary is /wɜ:s/. The 389/R.15/JVN/UDP data, the word “*done*” is pronounced as /dɒn/, but the correct pronunciation based on Oxford dictionary is /dʌn/. Actually, the Javanese language has no [ʃ], [ʒ], [ɔ:], [ɜ:], [ɒ], and [ʌ] sound in the phonetic system. Thus, sometimes it could make the Javanese native speaker confused to distinguish [ʃ] sound and [ʒ] sound, [ɔ:] sound and [ɜ:] sound, [ɒ] sound and [ʌ] sound, because Javanese native speaker think that there is no different between those sounds. Other words that are found with the same problem include *young* (297/R.12/JVN/UDP) [ʌ] is interfered by [ɒ],

*ambition* (490/R.20/JVN/UDP) [æ] is interfered by [ʌ], *discovering* (316/R.12/JVN/UDP) [ʌ] is interfered by [ɒ], *in* (177/R.8/JVN/UDP) [ɪ] is interfered by [i:], *working* (497/R.20/JVN/UDP) [ɜ:] is interfered by [ɔ:].

b. Over Differentiation of Phonemes

Table 2.4

Code	Word	Javanese Native Speaker Pronunciation	Correct Pronunciation	Type of Phonological Interference	Information
302/R.12/JVN/ODP	Doubt	/doʊb/	/daʊt/	ODP	[aʊt] is interfered by [oʊb]
326/R.13/JVN/ODP	Know	/noʊ/	/nəʊ/	ODP	[əʊ] is interfered by [oʊ]
337/R.13/JVN/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
418/R.17/JVN/ODP	Who	/wu:/	/hu:/	ODP	[h] is interfered by [w]

(For more detail list of phonological interference could be seen in the appendix)

Weinreich (1979: 18) stated that over-differentiation of phonemes occurs when the distinction of phonetic system in L1 is not

required on producing L2. It means that there are several sounds in the first language which are transferred to produce into the second language. In this case, the researcher found phenomenon when Javanese native speaker mispronounced [aʊ] sound with [oʊ] sound, [t] sound with [b] sound, [əʊ] sound with [oʊ], and [h] sound with [w] sound.

The Javanese native speaker pronounced in the code **303/R.12/JVN/ODP** "doubt" as /doʊb/, while according to Oxford dictionary the correct pronunciation is /daʊt/. The distinction of phonetic system of [oʊ] sound in L1 is not required on producing L2, but it used contrastively in producing [aʊ] sound. While the phoneme [b] is not required, it should be a silent letter in L2 word, but it is used contrastively to produce the word 'doubt. Moreover in Javanese language there is no silent letter, thus the phoneme [b] is pronounced while the phoneme [t] in the end of the word is unclearly pronounced.

The **326/R.13/JVN/ODP** data, the word "know" is pronounced as /noʊ/, but the correct pronunciation in the Oxford dictionary is /nəʊ/. Similarly the **337/R.13/JVN/ODP** data, the word "now" is pronounced as /noʊ/, while in the Oxford dictionary the correct pronunciation is /naʊ/. In the case of data **326/R.13/JVN/ODP** and data **337/R.13/JVN/ODP**, Javanese native speaker pronounced the word "know" and "now" as the same pronunciation even both of them have different word and meaning. The word [ow] is pronounced as [ou], this condition because in Javanese phonetics system there is

no phoneme [əʊ] and [aʊ]. The form of phoneme [ou] is used contrastively by the Javanese native speaker in pronouncing the English word.

The data **418/R.17/JVN/ODP**, the Javanese native speaker pronounced the word “*who*” as /wu:/, while the correct pronunciation according to the Oxford dictionary is /hu:/. In this case similar with the data **303/R.12/JVN/ODP** which there is a silent letter or a phoneme that unvoiced in a word. The phoneme [w] in L2 as the beginning of the word is a silent letter, but in Javanese language all of the word have sound. The word [h] in Javanese language can interpret as [ho] in Javanese language. Thus, the sound [h] can become one with the vowel [a,ɪ,u,e,o] in *aksara jawa*. While the word [w] is voiced sound. Other words that are found with the same problem include *high* (**024/R.1/JVN/ODP**) [g] is silent letter and should unpronounced, *might* (**380/R.15/JVN/ODP**) [t] is interfered by [g], *through* (**384/R.15/JVN/ODP**) [θ] is interfered by [t], *taught* (**396/R.16/JVN/ODP**) [ɔ:] is interfered by [aʊ] and [t] is interfered by [g]. *out* (**414/R.17/JVN/ODP**) [aʊ] is interfered by [oʊ].

c. Reinterpretation of Distinction

Table 2.5

Code	Word	Javanese Native Speaker	Correct Pronunciation	Type of Phonological	Information

		<b>Pronunciation</b>		<b>Interference</b>	
003/R.1/J VN/RD	Make	/mek/	/meɪk/	RD	[eɪ] is interfered by [e]
172/R.8/J VN/RD	Era	/'erə/	/'ɪərə/	RD	[ɪə] is interfered by [e]
179/R.8/J VN/RD	May	/maɪ/	/meɪ/	RD	[eɪ] is interfered by [aɪ]
296/R.12/ JVN/RD	Title	/'ti:təl/	/'taɪtəl/	RD	[aɪ] is interfered by [i:]

*(For more detail list of phonological interference could be seen in the appendix)*

According to Weinrich (1979:18) explained reinterpretation of distinctions occurs when bilingual distinguishes phonemes of the secondary system by features which in that system are merely concomitant or redundant, but which are relevant in his primary system. It means that there are several sounds in the second language which are contrast, but the phones used do not follow the usual pattern of the second language. In this case, the researcher found phenomenon when Javanese native speaker mispronounced [eɪ] sound with [e] sound, [ɪə] sound with [e] sound, [eɪ] sound with [aɪ] sound, and [aɪ] sound with [i:] sound.

From the table 3.4, the data **003/R.1/JVN/RD** with the word "make" is pronounced as /mek/, while according to the Oxford dictionary, the correct pronunciation is /meɪk/. In Javanese language

there is no diphthong [eɪ], while speaker is mispronounced as [e] sound. The sound [eɪ] and [e] are contrast in L2 but the phones used do not follow as in the Oxford dictionary. Moreover, the data **172/R.8/JVN/RD** the word “*era*” is pronounced as /'erə/, while the correct pronunciation according to the Oxford dictionary is /'ɪərə/. The sound [ɪə] and [e] are contrast in L2 but the phones used do not show the correct pattern as in the Oxford dictionary. In addition, data **179/R.8/JVN/RD** the word “*may*” is pronounced as /maɪ/, while the correct pronunciation in the Oxford dictionary is /meɪ/. The sound [aɪ] and [eɪ] are contrast in L2 but the phones used do not show the correct pattern as in the Oxford dictionary. The data **296/R.12/JVN/RD**, also showed reinterpretation of distinction in which the Javanese respondent pronounced the word “*title*” as /'ti:təl/, while according to the Oxford dictionary the correct pronunciation is /'taɪtəl/. The phoneme [aɪ] and [i:] are contrast in L2 but it does not show the correct pronunciation according to the Oxford dictionary. Other words that are found with the same problem include *great* (**005/R.1/JVN/RD**) [eɪ] is interfered by [i:] , *many* (**298/R.12/JVN/RD**) [e] is interfered by [ʌ] , *waste* (**047/R.2/JVN/RD**) [eɪ] is interfered by [ɑ:], , *take* (**425/R.17/JVN/RD**) [eɪ] is interfered by [e],

## d. Actual Phone Substitution

Table 2.6

<b>Code</b>	<b>Word</b>	<b>Javanese Native Speaker Pronunciation</b>	<b>Correct Pronunciation</b>	<b>Type of Phonological Interference</b>	<b>Information</b>
124/R.6/J VN/APS	Very	/'feri:/	/'veri:/	APS	[v] is interfered by [f]
404/R.16/ JVN/APS	Dashing	/'dæsiŋ/	/'dæʃiŋ/	APS	[ʃ] is interfered by [s]
421/R.17/ JVN/APS	Can	/ken/	/kæn/	APS	[æ] is interfered by [e]

*(For more detail list of phonological interference could be seen in the appendix)*

According to Weinreich (1979:18) explained actual phone substitution applies to phonemes that are identically defined in two languages but whose normal pronunciation differs. It means that the phonological interference can occur when phonemes between first language and second language are identically but the pronunciations of those sounds are different. Javanese native speaker may mispronounce English words because of the Javanese native speaker produce sounds that identical sounds to the target language (English) but those sounds have different pronunciation.



The data **124/R.6/JVN/APS**, Javanese native speaker pronounced the word “*very*” as /'feri:/, while the correct pronunciation according to the Oxford dictionary is /'veri:/. The phoneme [v] and [f] are identical sounds, in the Javanese language both of them have same sounds, but have different form. While in English, phoneme [v] and [f] have different form and sound. The phoneme [v] is voiced sound and the phoneme [f] is unvoiced sound. This condition may be the reason phonological interference of Javanese native speaker in pronouncing English words.

The data **404/R.16/JVN/APS**, Indonesian speaker pronounced the word “*dashing*” as /'dæsiŋ/, while according to the Oxford dictionary the correct pronunciation is /'dæʃiŋ/. The phoneme [s] in Javanese language and phoneme [ʃ] in English are identical sound. In addition, the phoneme [ʃ] does not exist in Javanese phonological system. The identical sound between [s] and [ʃ] sound may be the reason the mispronounced of Javanese native speaker in pronouncing English words.

The data **421/R.17/JVN/APS**, the Javanese native speaker pronounced the word “*can*” as /ken/, while according to the Oxford dictionary is /kæn/. The phoneme [e] in Javanese language and phoneme [æ] in English are identical sound. In addition, the phoneme [æ] does not exist in Javanese phonological system. This condition may be the reason mispronunciation of the Indonesian native speaker in pronouncing English words. Other words that are found with the

same problem include *presentation* (294/R.12/JVN/APS) [z] is interfered by [s], *there* (306/R.12/JVN/APS) [eə] is interfered by [e], *lack* (320/R.12/JVN/APS) [æ] is interfered by [e], *deserve* (335/R.13/JVN/APS) [z] is interfered by [s], *where* (477/R.20/JVN/RD) [eə] is interfered by [e].

### 3. The phonological factors which result on phonological interference in speaking English of Indonesian native speaker

Weinreich (1979: 64) explained there are four factors causing phonological interference include absence of corresponding distinctions in primary language, presence of distinction (only) in primary language, different phonetics system and different pronunciation of equivalent phonemes. The explanation of each factor will be explained follow:

#### a. Absence of corresponding distinctions in primary language

Absence of corresponding distinction in primary language means the condition where there is no distinction of identical sounds in primary language (Indonesian language) but there is a distinction of identical sounds in the target language (English). In English, there are several distinctions some identical sounds that make confuse Indonesian speaker. For example, distinction between [æ] and [ɑ:], the word (code) **068/R.3/IND/UDP** “*classmate*” as /'klæsmeɪts/ while according to the Oxford dictionary, the correct pronunciation of the word “*classmate*” is /'kla:smets/, Distinction between [ʒ] and [ʃ], the Indonesian native speaker tends to pronounce the word “*illusion*”

(074/R.3/IND/UDP) as /ɪ'lu:ʃən/ while according to the Oxford dictionary, the word should be pronounced as /ɪ'lu:ʒən/. In this case, the Indonesian native speaker tends to pronounce [ʒ] as [ʃ]. Distinction between [ɪ] and [i:], the Indonesian native speaker tends to pronounce the word “it” (153/R.7/IND/UDP) as /i:t/ while according to the Oxford dictionary, the word “it” should be pronounced as /ɪt/. In this case the Indonesian native speaker tends to pronounce [ɪ] as [i:]. Distinction between [ʃ] and [ʒ], the word “achieving” with the code 064/R.3/IND/UDP is pronounced as /ə'ʃi:vɪŋ /, while according to the Oxford dictionary is /ə'ʒi:vɪŋ/. It shows that the Indonesian native speaker tends to pronounce [ʃ] as [ʒ].

Those distinction are not recognized by the Indonesian native speaker. The Indonesian native speaker treats the similar sounds in English as the same sound, although those sounds are different in English language system. This condition may result on the phonological interference on their speaking performance. For this factor, the possibly condition may result on under-differentiation of phoneme type due to the presence of distinction only on target language.

b. Presence of distinction (only) in primary language

Presence of distinction (only) in primary language is opposite from the first point. This factor has a distinction of identical sounds in primary language (first language) but in the target language (second language) system has not recognize the distinction sounds. For

example, **063/R.3/IND/ODP** the word “*high*” is pronounced as /harg/, while the correct pronunciation according to the Oxford dictionary is /haɪ/. In addition, the word “*weight*” (**119/R.5/IND/ODP**) is pronounced as /weig/, while according to the Oxford dictionary the correct pronunciation is /weɪt/. the data **099/R.4/IND/ODP**, the word “*enough*” is pronounced as /ɪ'nʌg/, while the correct pronunciation according to the Oxford dictionary is /ɪ'nʌf/. In this case, the Indonesian native speaker pronounced as the written form, as in Indonesian language system a phoneme represents a sound and it sounds according to the written form. This condition may result on error pronunciation, when the sounds are not recognized in English. This factor called presence of distinction (only) in primary language.

c. Different phonemic system

Different phonemic system means sometimes there is difference of phonological system between L1 (Indonesia language) and L2 (English) on producing sounds from different manner of articulation and place of producing the sounds. In the other words, different phonemic system could be concluded that Indonesia language had different phonemic system with English phonemic system. For instance, the phoneme [f] and [v] have same pronunciation in Indonesia language, while in English they have different pronunciation. As the data **264/R.11/IND/APS**, the word “*of*” is pronounced as /ɒf/, while the correct pronunciation according to the Oxford dictionary is /ɒv/. The [f]

and [v] sounds in Indonesia is not Indonesian genuine consonants, they are loan sounds from English. But the use of [f] and [v] sounds are different as in English, in English the [f] sound is voiceless and [v] sound is voiced sound. Which means that the [v] sound is more heavy in the vocal cords caused by vibration in the vocal cords. This phonemic system does not exist in Indonesia language, this condition may be a factor to the phonological interference.

d. Different pronunciation of equivalent phonemes

Different pronunciation of equivalent phonemes means there are identical sounds between primary language (Indonesia language) and target language (English) that have different pronunciation. It means that there are two sounds that identical in Indonesia language and English which have different pronunciation. For instance, the data **051/R.3/IND/APS**, the word “*and*” is pronounced as /end/, while according to the Oxford dictionary the correct pronunciation is /ænd/. The sound [e] and [æ] have identical sounds, but actually have different pronunciation. In addition, the word “*especially*” (**349/R.14/IND/UDP**) is pronounced as /es'peʃəli:/, while the correct pronunciation according to the Oxford dictionary is /ɪs'peʃəli:/. The phoneme [e] and [ɪ] are identical sounds, but actually the pronunciation is different. This condition may result on error pronunciation, caused by the identical sounds between Indonesia language and English.

#### 4. The phonological factors which result on phonological interference in speaking English of Javanese native speaker

##### a. Absence of corresponding distinctions in primary language

Absence of corresponding distinction in primary language means the condition where there is no distinction of identical sounds in primary language (Javanese language) but there is a distinction of identical sounds in the target language (English). In English, there are several distinctions some identical sounds that make confuse Javanese native speaker. For example, distinction between [ʒ] and [ʃ], the word (code) **142/R.6/JVN/UDP** “*conclusion*” as /kɔ:n'klu:ʃən/ while according to the Oxford dictionary, the correct pronunciation of the word “*conclusion*” is /kən'klu:ʒən/. Distinction between [ʒ] and [ʃ], the Javanese native speaker tends to pronounce the word “*as*” (**337/R.13/JVN/UDP**) as /ʌs/ while according to the Oxford dictionary, the word should be pronounced as /æz/. In this case, the Javanese native speaker tends to pronounce [æ] as [ʌ]. Distinction between [ʌ] and [ɒ], the Indonesian native speaker tends to pronounce the word “*done*” (**388/R.15/JVN/UDP**) as /dɒn/ while according to the Oxford dictionary, the word “*done*” should be pronounced as /dʌn/. In this case the Javanese native speaker tends to pronounce [ʌ] as [ɒ]. Distinction between [ɜ:] and [ɔ:], the word “*worse*” with the code **184/R.8/JVN/UDP** is pronounced as /wɔ:rs/, while according to the Oxford dictionary is /wɜ:s/. It shows that the Javanese native speaker tends to pronounce [ɜ:] as [ɔ:].

Those distinction are not recognized by the Javanese native speaker. The Javanese native speaker treats the similar sounds in English as the same sound, although those sounds are different in English language system. This condition may result on the phonological interference on their speaking performance. For this factor, the possibly condition may result on under-differentiation of phoneme type due to the presence of distinction only on target language.

b. Presence of distinction (only) in primary language

Presence of distinction (only) in primary language is opposite from the first point. This factor has a distinction of identical sounds in primary language (first language) but in the target language (second language) system has not recognize the distinction sounds. For example, **302/R.12/JVN/ODP** the word “*doubt*” is pronounced as /doub/, while the correct pronunciation according to the Oxford dictionary is /daʊt/. In addition, the word “*taught*” (**396/R.16/JVN/ODP**) is pronounced as /taʊg/, while according to the Oxford dictionary the correct pronunciation is /tɔ:t/. The data **402/R.16/JVN/ODP**, the word “*though*” is pronounced as /ðouɡ/, while the correct pronunciation according to the Oxford dictionary is /ðəʊ/. In this case, the Javanese native speaker pronounced as the written form, as in Javanese language system a phoneme represents a sound and it sounds according to the written form. This condition may result on

error pronunciation, when the sounds are not recognized in English.

This factor called presence of distinction (only) in primary language.

c. Different phonemic system

Different phonemic system means sometimes there is difference of phonological system between L1 (Javanese language) and L2 (English) on producing sounds from different manner of articulation and place of producing the sounds. In the other words, different phonemic system could be concluded that Javanese language have different phonemic system with English phonemic system. For instance, the phoneme [f] and [v] have same pronunciation by Javanese, while in English they have different pronunciation. As the data **124/R.6/JVN/APS**, the word “*very*” is pronounced as /'feri:/, while the correct pronunciation according to the Oxford dictionary is /'veri:/. The [f] and [v] sounds in Javanese language is not Javanese genuine consonants, they are loan sounds from English. In Javanese language, there is no sound [v], the sound [v] is loaned sound from Indonesia language as the second language. While the [v] sound itself is not genuine consonant of Indonesia language. It is an English consonant that loaned in Indonesia language. But the use of [f] and [v] sounds in Javanese are different as in English, in English the [f] sound is voiceless and [v] sound is voiced sound. Which means that the [v] sound is more heavy in the vocal cords caused by vibration in the vocal



cords. This phonemic system does not exist in Javanese language, this condition may be a factor to the phonological interference.

d. Different pronunciation of equivalent phonemes

Different pronunciation of equivalent phonemes means there are identical sounds between primary language (Javanese language) and target language (English) that have different pronunciation. It means that there are two sounds that identical in Javanese language and English which have different pronunciation. For instance, the data **137/R.6/JVN/APS**, the word “*can*” is pronounced as /ken/, while according to the Oxford dictionary the correct pronunciation is /kæn/. The sound [e] and [æ] have identical sounds, but actually have different pronunciation. In addition, the word “*deliver*” (**422/R.17/JVN/UDP**) is pronounced as /de'livər/, while the correct pronunciation according to the Oxford dictionary is /dɪ'livər/. The phoneme [e] and [ɪ] are identical sounds, but actually the pronunciation is different. This condition may result on error pronunciation, caused by the identical sounds between Javanese language and English.

## **B. Discussion**

In this discussion presents the researcher's analysis of research finding above. As mention in the previous chapter, there were two problem proposed in this study. The finding of first research problem, that is analyzing kind of phonological interference and the second research problem that is analyzing the factor of phonological interference. The data analyzed in the previous explanation shows there is a phenomenon of phonological interference occurs when Indonesian and Javanese native speaker in speaking English. According to Weinreich (1979: 18-19) there are four kinds of phonological interference on his book titled *Language in Contact* include under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinction and actual phone substitution. Reinterpretation of distinction becomes the most used by the Indonesian and Javanese native speaker, follows over-differentiation of phonemes, actual phone substitution and the last under-differentiation of phonemes.

### **1. The kinds of phonological interference in speaking English of Indonesian native speaker**

In the under-differentiation of phonemes, the researcher found phenomenon when Indonesian native speaker confused to distinguish:

- a. [tʃ] sound and [ʃ] sound.

In Indonesia language the sound [tʃ] is replaced with sound [c] (Habibi:40). While the sound [ʃ] is replaced with the sound [s] (Habibi:43). In this case, the sound [tʃ] and [ʃ] have similar sound if it applied in a word. The case **064/R.3/IND/UDP** shows that Indonesian

native speaker pronounced the word “*achieving*” as /ə'ʃi:vɪŋ / while the correct pronunciation is /ə'ʃi:viŋ/. In this case shows that Indonesian native speaker treats the sound [ʃ] and [ʃ] as the same sound.

b. [ɪ] sound and [i:] sound

Indonesian native speaker confused in pronouncing the sound [ɪ] and [i:]. The sound [ɪ] does not exist in Indonesia phonetic system, when Indonesian native speaker pronounced the sound [ɪ], some of them may find problem. They may mispronounce into sound [i:] even they can mispronounce into sound [e]. The sound [ɪ] is produced in the close front area while the sound [i:] is a long close front vowel. The height of the tongue when producing the sound [i:] is higher than the sound [ɪ], the lips are slightly spread when producing the sound [i:] (Habibi:51). In the case **067/R.3/IND/APS**, the word “*is*” is pronounced as /i:s/ while the correct pronunciation is /ɪz/. In this case shows that Indonesian native speaker treats the sound [ɪ] and [i:] as the same sound.

c. Sound [æ] and [ɑ:]

Both of [æ] and [ɑ:] sounds do not exist in Indonesia language and those sounds are similar. The [æ] sound is short monophthong phoneme while [ɑ:] sound is long monophthong phoneme. While in Indonesia language there is no long monophthong phoneme and [æ] sound. This condition may cause Indonesian native speaker getting trouble to pronounce those sounds. In the case **085/R.4/IND/UDP**, the word “*ambition*” is pronounced as /ɑ:m'bɪʃən/, while the correct

pronunciation is /æm'bi(ə)n/. In this case shows that Indonesian native speaker treats the sound [æ] and [ɑ:] as the same sound.

d. [æ] sound and [ʌ] sound

Both of [æ] and [ʌ] sounds do not exist in Indonesia language. They sounds identical but actually they are different. The sound [æ] and [ʌ] are minimal pairs, this condition may result non-native English speaker could distinguish both of those sounds. In the case **208/R.9/IND/UDP**, the word “as” is pronounced as /ʌs/, while the correct pronunciation is /æz/. In this case shows that Indonesian native speaker treats the sound [æ] and [ʌ] as the same sound.

e. [ɒ] sound and [ʌ] sound

Sound [ɒ] and [ʌ] do not exist in Indonesia language. The [ɒ] sound are similar with [o] sound in Indonesia language, [ɒ] sound is pronounced rounded while [ʌ] sound is not. But sometimes both of those sound make Indonesian speaker confused in pronouncing English word. For instance, the data **152/R.7/IND/UDP**, the word “become” is pronounced as /bi'kɒm/, while the correct pronunciation is /bi'kʌm/. In this case shows that Indonesian native speaker treats the sound [ʌ] and [ɒ] as the same sound.

f. [ɔ:] sound and [ɑ:] sound

Both of [ɔ:] and [ɑ:] sounds do not exist in Indonesia language and both of them are long monophthong phoneme which do not accustom in Indonesia language. The data **241/R.10/IND/UDP**, shows Indonesian native speaker pronounced the word “fall” as /fɑ:l/, while

the correct pronunciation is /fɔ:l/. In this case shows that Indonesian native speaker treats the sound [ɔ:] and [ɑ:] as the same sound.

g. [ɜ:] sound and [ɔ:] sound

[ɜ:] sound and [ɔ:] sound do not exist in Indonesia language and both of them are long monophthong phoneme which do not accustom in Indonesia language. The data **096/R.4/IND/UDP**, shows the word “*working*” is pronounced as /'wɔ:rkɪŋ/, while the correct pronunciation is /'wɜ:kɪŋ/. In this case shows that Indonesian native speaker treats the sound [ɔ:] and [ɜ:] as the same sound.

h. [ʒ] sound and [ʃ] sound

The sound [ʒ] in the middle of a word is a problem for the learner, they tend to mispronounce it. The sound [ʒ] is one of the most difficult sounds to be pronounced since Indonesian does not have the [ʒ] sound. While [ʃ] sound is similar with [s] sound, but it should be made aware the pronunciation of [ʃ] sound the lips are rounded, while [s] is not. (Komariah:4-5). The case **074/R.3/IND/UDP**, the word “*illusion*” is pronounced as /ɪ'lu:ʃən/ while the correct pronunciation is /ɪ'lu:ʒən/. In this case shows that Indonesian native speaker treats the sound [ʒ] and [ʃ] as the same sound.

In the second kind of phonological interference, over-differentiation of phonemes, the researcher found phenomenon in which several sounds in the first language which are not normally contrastive in the second language then it applied contrastively to the second language:

a. [dʒ] sound and [g] sound

The sound [dʒ] in Indonesia language similar with the phoneme [j] (Kosasih:144). The phoneme [dʒ] and [g] are not normally contrastive, but it applied contrastively. The case **055/R.3/IND/ODP** shows that Indonesian native speaker pronounced the word “*technological*” as /,tekno'ləgikəl/, while the correct pronunciation is /,tekno'lədʒik(ə)l/. In this case shows that the phoneme [g] is used contrastively in pronouncing the [dʒ] sound.

b. [ð] sound and [t] sound

The sound [ð] does not exist in Indonesian language, it is understandable when Indonesian native speaker faced some difficulties in pronouncing English words containing [ð] sound (Kosasih:145-146). In the case **082/R.4/IND/ODP**, the word “*without*” is pronounced as /wɪ'tu:t/ while the correct pronunciation is /wɪ'ðaut/. In this case shows that the phoneme [t] is used contrastively in pronouncing the [ð] sound.

c. [aʊ] sound and [oʊ] sound

Compared to English, Indonesian language generally does not have differences between spelling the letter and pronouncing the sounds (Donal:55). In this case, the word “*about*” (**102/R.5/IND/ODP**) is pronounced as /ə'bout/ while the correct pronunciation is /ə'baʊt/. Diphthong [oʊ] is pronounced as the letter in the written form, while the diphthong [aʊ] does not exist in English phonetic system. In this case shows that the phoneme [oʊ] is used contrastively in pronouncing the [aʊ] sound.

d. [əʊ] sound and [oʊ] sound

Compared to English, Indonesian language generally does not have differences between spelling the letter and pronouncing the sounds (Donal:55). In the case **066/R.3/IND/ODP**, shows Indonesian native speaker pronounced the word “*know*” as /noʊ/, while the correct pronunciation is /nəʊ/. This condition shows that the phoneme [oʊ] is used contrastively in pronouncing the [əʊ] sound.

e. Silent letter

Silent letter is a letter that can not be heard when the word is spoken. It means that the letter is not pronounced but still written in the writing of the words (Sekarsarimurti:8). Silent letter does not exist in Indonesian phonemic system, this condition may result on mispronunciation in speaking English words. For instance, the data **119/R.5/IND/ODP**, shows Indonesian native speaker pronounced the word “*weight*” as /weɪg/, while the correct pronunciation is /weɪt/. There are some phoneme that should be not pronounced or called silent letters. This condition may result on phonological interference in which the use of phoneme that not normally contrastive in English is used contrastively in pronouncing the English word.

In the reinterpretation of distinction, the researcher found some phenomenon in which there are several sounds in the second language which are contrast, but the phonemes used do not follow the usual pattern of the second language, such as:

a. Vowels

There are some vowels in the second language which are contrast, but the phonemes used do not follow the usual pattern of the second language, those are:

1) [ə] sound and [ʌ] sound

The data **150/R.7/IND/RD** shows Indonesian native speaker pronounced the word “*successful*” as /sʌk'sesfəl/ while the correct pronunciation is /sək'sesfəl/. The sound [ə] is interfered by [ʌ] sound but the phoneme [ʌ] used do not follow the usual pattern of the second language.

2) [ə] sound and [ɑ:] sound

The data **254/R.11/IND/RD**, Indonesian native speaker pronounced the word “*familiar*” as /fɑ:'miliər/ while the correct pronunciation is /fə'miliə/. The sound [ə] is interfered by [ɑ:] sound but the phoneme [ɑ:] used do not follow the usual pattern of the second language.

3) [ə] sound and [ɒ] sound

Indonesian native speaker pronounced the word “*contain*” (**195/R.9/IND/RD**) as /kɒn'teɪn/, while the correct pronunciation is /kən'teɪn/. The sound [ə] is interfered by [ɒ] sound but the phoneme [ɒ] used do not follow the usual pattern of the second language.

4) [ʌ] sound and [ʊ] sound

The data **446/R.18/IND/RD** shows, Indonesian native speaker pronounced the word “*suffer*” as /'sʊfər/ while the correct



pronunciation is /'sʌfər/. The sound [ʌ] is interfered by [ʊ] sound but the phoneme [ʊ] used do not follow the usual pattern of the second language.

5) [i:] sound and [e] sound

Indonesian native speaker pronounced the word “*media*” (**220/R.9/IND/RD**) as /'media/ while the correct pronunciation is /'mi:diə/. The sound [i:] is interfered by [e] sound but the phoneme [e] used do not follow the usual pattern of the second language.

b. Diphthong

There are some diphthong in the second language which are contrast, but the phonemes used do not follow the usual pattern of the second language, those are:

1) [ɪə] sound and [i:] sound

The data **052/R.3/IND/RD** shows that Indonesian native speaker pronounced the word “*here*” as /hi:r/ while the correct pronunciation is /hɪər/. The sound [ɪə] is interfered by [i:] sound but the phoneme [i:] used do not follow the usual pattern of the second language.

2) [eɪ] sound and [e] sound

The data **093/R.4/IND/RD** shows that Indonesian native speaker pronounced the word “*made*” as /med/ while the correct pronunciation is /meɪd/. The sound [eɪ] is interfered by [e] sound

but the phoneme[e] used do not follow the usual pattern of the second language.

3) [aɪ] sound and [i:] sound

The Indonesian native speaker pronounced the word “*psychology*” (**112/R.5/IND/RD**) as /si:'kɒlədʒi:/ while the correct pronunciation is /saɪ'kɒlədʒi:/. The sound [aɪ] is interfered by [i:] sound but the phoneme[i:] used do not follow the usual pattern of the second language.

4) [eɪ] sound and [i:] sound

The data **155/R.7/IND/RD** shows Indonesian native speaker pronounced the word “*great*” as /gri:t/, while the correct pronunciation is /greɪt/. The sound [eɪ] is interfered by [i:] sound but the phoneme[i:] used do not follow the usual pattern of the second language.

5) [ʊə] sound and [u:] sound

The data **437/R.18/IND/RD** shows that Indonesian native speaker pronounced the word “*poor*” as /pu:r/ while the correct pronunciation is /pʊə(r)/. The sound [ʊə] is interfered by [u:] sound but the phoneme[u:] used do not follow the usual pattern of the second language.

c. Triphthong

In the Indonesian phonetic system there is no triphthong, this condition may result phonological interference. Here are some

phonemes in the second language which are contrast, but the phonemes used do not follow the usual pattern of the second language, those are:

- 1) [aɪə] is interfered by [ɪə]

In the data **056/R.3/IND/RD**, Indonesian native speaker pronounced the word “*society*” as /sɔ:’sɪəti:/ while the correct pronunciation is /sə’saɪəti:/. The sound [aɪə] is interfered by [ɪə] sound but the phoneme [ɪə] used do not follow the usual pattern of the second language.

- 2) [əʊɪ] is interfered by [oɪ]

Indonesian native speaker pronounced the word “*going*” (**365/R.14/IND/RD**) as /’gɔɪŋ/ while the correct pronunciation is /’gəʊɪŋ/. The sound [əʊɪ] is interfered by [oɪ] sound but the phoneme [oɪ] used do not follow the usual pattern of the second language.

- 3) [aɪə] is interfered by [ɪə]

In the data **216/R.9/IND/RD**, Indonesian native speaker pronounced the word “*prior*” as /’pɪrɪə/ while the correct pronunciation is /’praɪə/. The sound [aɪə] is interfered by [ɪə] sound but the phoneme [ɪə] used do not follow the usual pattern of the second language.

In the actual phone substitution, the researcher found some phenomenon in which there are phonemes that identically defined in two languages but whose normal pronunciation differs, such as:

- a. [z] sound and [s] sound

The [z] sound is the loan sound from English phonetic system. The sound [s] is similar to the sound [z] in the term of manner and place of articulation, but they differ in the voicing (Habibi:2016). The Indonesian native speaker pronounced the word “*is*” (067/R.3/IND/APS) as /i:s/, while the correct pronunciation is /ɪz/. The phoneme [z] and [s] are identical in English and Indonesian language but the pronunciation both of those sounds are different. This condition may result to the students’ phonological interference in pronouncing English word.

b. [æ] sound and [e] sound

The Indonesian native speaker pronounced the word “*and*” (051/R.3/IND/APS) as /end/ while the correct pronunciation is /ænd/. The phoneme [æ] and [e] are identical in English and Indonesian language but the pronunciation both of those sounds are different. This condition may result to the students’ phonological interference in pronouncing English word.

c. [ʃ] sound and [s] sound

The sound [ʃ] is often mispronounced with [s] by Indonesian. They should be made aware that the pronunciation of [ʃ] sound, the lips are rounded (Komariah:6). The Indonesian native speaker pronounced the word “*issues*” (053/R.3/IND/APS) as /'ɪsu:s/, while the correct pronunciation is /'ɪʃu:z/. The phoneme [ʃ] and [s] are identical in English and Indonesian language but the pronunciation

both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

d. [v] sound and [f] sound

Both of [v] and [f] sound are loan consonant from English. The English consonant of [v] are voiced, but some Indonesian are devoiced the sound [v] that eventually resulted in the production of [f] sound (Habibi:34). The Indonesian native speaker pronounced the word “*of*” (264/R.11/IND/APS) as /ɒf/ while the correct pronunciation is /ɒv/. The phoneme [v] and [f] are identical in English and Indonesian language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

e. [ɪ] sound and [e] sound

Both of [ɪ] and [e] sounds are identical in English and Indonesian phonemic system. For instance, Indonesian native speaker pronounced the word “*exist*” (360/R.14/IND/APS) as /ek'sɪst/ while the correct pronunciation is /ɪg'zɪst/. The phoneme [ɪ] and [e] are identical in English and Indonesian language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

f. [g] sound and [k] sound

The Indonesian native speaker pronounced the word “*example*” (470/R.19/IND/APS) as /ɪk'sɑ:mpl/ while the correct pronunciation is /ɪg'zɑ:mpl/. The phoneme [g] and [k] are identical in English and

Indonesian language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

g. [-t] sound and [-d] sound

The [-t] sound in the final position sometimes is hard to be pronounced. The sound [-d] and [-t] are identical in the final position, this condition may result on students' mispronunciation. For instance, in the data **049/R.3/IND/APS**, the Indonesian native speaker pronounced the word "*distinguished*" as /dɪs'tɪŋɡwɪʃed/ while the correct pronunciation is /dɪs'tɪŋɡwɪʃt/. The phoneme [-d] and [-t] are identical in English and Indonesian language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

## **2. The kinds of phonological interference in speaking English of Javanese native speaker**

In the under-differentiation of phonemes, the researcher found phenomenon when Javanese native speaker confused to distinguish:

a. [ɪ] sound and [i:] sound

Javanese native speaker confused in pronouncing the sound [ɪ] and [i:]. The sound [ɪ] does not exist in Indonesia phonetic system, when Indonesian native speaker pronounced the sound [ɪ], some of them may find problem. They may mispronounce into sound [i:] even they can mispronounce into sound [e]. The sound [ɪ] is produced in the

close front area while the sound [i:] is a long close front vowel. The height of the tongue when producing the sound [i:] is higher than the sound [ɪ], the lips are slightly spread when producing the sound [i:] (Habibi:51). In the case **131/R.6/JVN/UDP**, the word “it” is pronounced as /i:t/ while the correct pronunciation is /ɪt/. In this case shows that Javanese native speaker treats the sound [ɪ] and [i:] as the same sound.

b. [æ] sound and [ɑ:] sound

Both of [æ] and [ɑ:] sounds do not exist in Javanese language and those sounds are identical. The [æ] sound is short monophthong phoneme while [ɑ:] sound is long monophthong phoneme. While in Javanese language there is no long monophthong phoneme and [æ] sound. This condition may cause Javanese native speaker getting trouble to pronounce those sounds. In the case **307/R.12/JVN/UDP/ODP** the word “shadow” is pronounced as /'ʃɑ:doʊ/, while the correct pronunciation is /'ʃædəʊ/. In this case shows that Javanese native speaker treats the sound [æ] and [ɑ:] as the same sound.

c. [æ] sound and [ʌ] sound

Both of [æ] and [ʌ] sounds do not exist in Javanese language. They sounds identical but actually they are different. The sound [æ] and [ʌ] are minimal pairs, this condition may result non-native English speaker could distinguish both of those sounds. In the case **478/R.20/JVN/UDP**, the word “aspect” is pronounced as /'ʌspekt/,

while the correct pronunciation is /'æspekt/. In this case shows that Javanese native speaker treats the sound [æ] and [ʌ] as the same sound.

d. [ʌ] sound and [ɒ] sound

Sound [ʌ] and [ɒ] do not exist in Javanese language. The [ɒ] sound are similar with [o] sound in Javanese language, [ɒ] sound is pronounced rounded while [ʌ] sound is not. But sometimes both of those sound make Javanese speaker confused in pronouncing English word. For instance, the data **395/R.16/JVN/UDP**, the word “trouble” is pronounced as /'trɒbl/, while the correct pronunciation is /'trʌbl/. In this case shows that Javanese native speaker treats the sound [ʌ] and [ɒ] as the same sound.

e. [ɜ:] sound and [ɔ:] sound

[ɜ:] sound and [ɔ:] sound do not exist in Javanese language and both of them are long monophthong phoneme which do not accustom in Javanese language. The data **431/R.17/JVN/UDP**, shows the word “networking” is pronounced as /'netwɔ:rkɪŋ/, while the correct pronunciation is /'netwɜ:kɪŋ/. In this case shows that Javanese native speaker treats the sound [ɔ:] and [ɜ:] as the same sound.

f. [ʒ] sound and [ʃ] sound

The sound [ʒ] in the middle of a word is a problem for the learner, they tend to mispronounce it. The sound [ʒ] is one of the most difficult sounds to be pronounced since Javanese does not have the [ʒ] sound. While [ʃ] sound is similar with [s] sound, but it should be made aware the pronunciation of [ʃ] sound the lips are rounded, while [s] is



not. (Komariah:4-5). The case **142/R.6/JVN/UDP**, the word “*conclusion*” is pronounced as /kɔ:n'klu:ʃən/ while the correct pronunciation is /kən'klu:ʒən/. In this case shows that Javanese native speaker treats the sound [ʒ] and [ʃ] as the same sound.

In the second kind of phonological interference, over-differentiation of phonemes, the researcher found phenomenon in which several sounds in the first language which are not normally contrastive in the second language then it applied contrastively to the second language:

a. [ð] sound and [t] sound

The sound [ð] does not exist in Javanese language, it is understandable when Javanese native speaker faced some difficulties in pronouncing English words containing [ð] sound (Kosasih:145-146). In the case **384/R.15/JVN/ODP**, the word “*through*” is pronounced as /tru:/ while the correct pronunciation is /θru:/. In this case shows that the phoneme [t] is used contrastively in pronouncing the [ð] sound.

b. [aʊ] sound and [oʊ] sound

Compared to English, Javanese language generally does not have differences between spelling the letter and pronouncing the sounds (Donal:55). In this case, the word “*now*” (**405/R.16/JVN/ODP**) is pronounced as /noʊ/ while the correct pronunciation is /naʊ/. Diphthong [oʊ] is pronounced as the letter in the written form, while the diphthong [aʊ] does not exist in English phonetic system. In this case shows that the phoneme [oʊ] is used contrastively in pronouncing the [aʊ] sound.

c. [əʊ] sound and [oʊ] sound

Compared to English, Javanese language generally does not have differences between spelling the letter and pronouncing the sounds (Donal:55). In the case **325/R.13/JVN/ODP**, shows Javanese native speaker pronounced the word “*know*” as /noʊ/, while the correct pronunciation is /nəʊ/. This condition shows that the phoneme [oʊ] is used contrastively in pronouncing the [əʊ] sound.

d. [f] sound and [p] sound

The sound [f] and [p] do not normally contrastive. But in the case **040/R.2/JVN/ODP** shows that Javanese native speaker mispronounced the word “*prophet*” as /'prɒpɪt/, while the correct pronunciation is /'prɒfɪt/. In English pronunciation the letter “ph” is mostly pronounced as [f]. This condition shows that the phoneme [p] is used contrastively in pronouncing the [f] sound.

e. [f] sound and [g] sound

Both of the sound [f] and [g] do not normally contrastive, but in the case **495/R.20/JVN/ODP** shows that Javanese native speaker pronounced the word “*enough*” as /ɪ'nʌg/ while the correct pronunciation is /ɪ'nʌf/. In English pronunciation the letter “gh” at the end of the word is mostly pronounced as [f]. This condition shows that the phoneme [g] is used contrastively in pronouncing the [f] sound.

f. Silent letter

Silent letter is a letter that can not be heard when the word is spoken. It means that the letter is not pronounced but still written in the

writing of the words (Sekarsarimurti:8). Silent letter does not exist in Javanese phonemic system, this condition may result on mispronunciation in speaking English words. For instance, the data **036/R.2/JVN/ODP**, shows Javanese native speaker pronounced the word “*written*” as /'writən/, while the correct pronunciation is /'rɪtn/. The letter [w] that should be not pronounced or called silent letters. This condition may result on phonological interference in which the use of phoneme that not normally contrastive in English is used contrastively in pronouncing the English word.

In the reinterpretation of distinction, the researcher found some phenomenon in which there are several sounds in the second language which are contrast, but the phonemes used do not follow the usual pattern of the second language, such as:

a. Vowels

There are some vowels in the second language which are contrast, but the phonemes used do not follow the usual pattern of the second language, those are:

1) [ə] sound and [ʌ] sound

The data **321/R.12/JVN/RD** shows Javanese native speaker pronounced the word “*attention*” as /ʌ'tenʃən/ while the correct pronunciation is /ə'tenʃ(ə)n/. The sound [ə] is interfered by [ʌ] sound but the phoneme [ʌ] used do not follow the usual pattern of the second language.

2) [ə] sound and [ɒ] sound

Javanese native speaker pronounced the word “*method*” (**311/R.12/JVN/RD**) as /'meθɒd/, while the correct pronunciation is /'meθəd/. The sound [ə] is interfered by [ɒ] sound but the phoneme [ɒ] used do not follow the usual pattern of the second language.

3) [ʌ] sound and [ɔ:] sound‘

The data **043/R.2/JVN/RD** shows, Javanese native speaker pronounced the word “*other*” as /'ɔ:ðɜ:/ while the correct pronunciation is /'ʌðə/. The sound [ʌ] is interfered by [ɔ:] sound but the phoneme [ɔ:] used do not follow the usual pattern of the second language.

4) [i:] sound and [e] sound

Javanese native speaker pronounced the word “*media*” (**344/R.14/IND/RD**) as /'mediə/ while the correct pronunciation is /'mi:diə/. The sound [i:] is interfered by [e] sound but the phoneme [e] used do not follow the usual pattern of the second language.

5) [ə] sound and [ɪə] sound

The data **179/R.8/JVN/RD** shows Javanese native speaker pronounced the word “*social*” as /'sɔ:ʃɪəl/ while the correct pronunciation /'səʊʃəl/. The sound [ə] is interfered by [ɪə] sound but the phoneme [ɪə] used do not follow the usual pattern of the second language.

6) [e] sound and [ʌ] sound

The Javanese native speaker pronounced the word “*many*” (**298/R.12/JVN/RD**) as /'mʌni:/ while the correct pronunciation is /'meni:/. The sound [e] is interfered by [ʌ] sound but the phoneme[ʌ] used do not follow the usual pattern of the second language.

7) [ɪ] sound and [ʊɪ] sound

The data **381/R.15/JVN/RD** shows, Indonesian native speaker pronounced the word “*build*” as /boɪld/ while the correct pronunciation /bɪld/. The sound [ɪ] is interfered by [ʊɪ] sound but the phoneme[ʊɪ] used do not follow the usual pattern of the second language.

b. Diphthong

There are some diphthong in the second language which are contrast, but the phonemes used do not follow the usual pattern of the second language, those are:

1) [ɪə] sound and [i:] sound

The data **310/R.12/JVN/RD** shows that Javanese native speaker pronounced the word “*clear*” as /kli:r/ while the correct pronunciation is /kliə/. The sound [ɪə] is interfered by [i:] sound but the phoneme[i:] used do not follow the usual pattern of the second language.

2) [eɪ] sound and [e] sound

The data **340/R.13/JVN/RD** shows that Javanese native speaker pronounced the word “*grateful*” as /'gretfəl/ while the

correct pronunciation is /'grɛɪfʊl/. The sound [eɪ] is interfered by [e] sound but the phoneme[e] used do not follow the usual pattern of the second language.

3) [aɪ] sound and [i:] sound

The Javanese native speaker pronounced the word “*title*” (**295/R.12/JVN/RD**) as /'ti:təl/ while the correct pronunciation is /'taɪtəl/. The sound [aɪ] is interfered by [i:] sound but the phoneme[i:] used do not follow the usual pattern of the second language.

4) [eɪ] sound and [i:] sound

The **406/R.16/JVN/RD** shows Javanese native speaker pronounced the word “*great*” as /gri:t/, while the correct pronunciation is /grɛɪt/. The sound [eɪ] is interfered by [i:] sound but the phoneme[i:] used do not follow the usual pattern of the second language.

5) [ʊə] sound and [ʊe] sound

The data **048/R.2/JVN/RD** shows that Javanese native speaker pronounced the word “*influence*” as /'ɪnfluəns/ while the correct pronunciation is /'ɪnfluəns/. The sound [ʊə] is interfered by [ʊe] sound but the phoneme[ʊe] used do not follow the usual pattern of the second language.

6) [ɪə] sound and [e] sound

The data **171/R.8/JVN/RD** shows that Javanese native speaker pronounced the word “*era*” as /'erə/ while the correct

pronunciation is /'iəɹə/. The sound [iə] is interfered by [e] sound but the phoneme[e] used do not follow the usual pattern of the second language.

7) [iə] is interfered by [ia]

The data **180/R.8/JVN/RD** shows that Javanese native speaker pronounced the word “*media*” as /'media/ while the correct pronunciation is /'mi:diə/ . The sound [iə] is interfered by [ia] sound but the phoneme[ia] used do not follow the usual pattern of the second language.

8) [eə] is interfered by [ɑ:]

The data **339/R.13/JVN/RD** shows that Javanese native speaker pronounced the word “*awareness*” as /ə'wɑ:rnəs/ while the correct pronunciation is /ə'weənəs/. The sound [eə] is interfered by [ɑ:] sound but the phoneme[ɑ:] used do not follow the usual pattern of the second language.

c. Triphthong

In the Javanese phonetic system there is no triphthong, this condition may result phonological interference. The data **323/R.12/JVN/RD** shows that Javanese native speaker pronounced the word “*via*” as /'via/ while the correct pronunciation is /'vaiə/. The sound [aiə] is interfered by [ia] sound but the phoneme[ia] used do not follow the usual pattern of the second language.

d. Consonant

There are consonants in the second language which are contrast, but the phonemes used do not follow the usual pattern of the second language. The Javanese native speaker pronounced the word “*figure*” (181/R.8/JVN/RD) as /'fɪdʒər/ while the correct pronunciation is /'fɪgər/. The sound [g] is interfered by [dʒ] sound but the phoneme [dʒ] used do not follow the usual pattern of the second language

In the actual phone substitution, the researcher found some phenomenon in which there are phonemes that identically defined in two languages but whose normal pronunciation differs, such as:

a. [z] sound and [s] sound

The [z] sound is the loan sound from English phonetic system. The sound [s] is similar to the sound [z] in the term of manner and place of articulation, but they differ in the voicing (Habibi:2016). The Javanese native speaker pronounced the word “*does*” (126/R.6/JVN/APS) as /dʌs/, while the correct pronunciation is /dʌz/. The phoneme [z] and [s] are identical in English and Javanese language but the pronunciation both of those sounds are different. This condition may result to the students’ phonological interference in pronouncing English word.

b. [æ] sound and [e] sound

The Javanese native speaker pronounced the word “*can*” (137/R.6/JVN/APS) as /kən/ while the correct pronunciation is /kæn/. The phoneme [æ] and [e] are identical in English and Javanese language but the pronunciation both of those sounds are different. This



condition may result to the students' phonological interference in pronouncing English word.

c. [ʃ] sound and [s] sound

The sound [ʃ] is often mispronounced with [s] by Javanese. They should be made aware that the pronunciation of [ʃ] sound, the lips are rounded (Komariah:6). The Javanese native speaker pronounced the word “*dashing*” (403/R.16/JVN/APS) as /'dæsiŋ/, while the correct pronunciation is /'dæʃiŋ/. The phoneme [ʃ] and [s] are identical in English and Javanese language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

d. [v] sound and [f] sound

Both of [v] and [f] sound are loan consonant from English. The English consonant of [v] are voiced, but some Javanese are devoiced the sound [v] that eventually resulted in the production of [f] sound (Habibi:34). The Javanese native speaker pronounced the word “*very*” (124/R.6/JVN/APS) as /'feri:/ while the correct pronunciation is /'veri:/. The phoneme [v] and [f] are identical in English and Javanese language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

e. [ɪ] sound and [e] sound

Both of [ɪ] and [e] sounds are identical in English and Javanese phonemic system. For instance, Javanese native speaker pronounced

the word “*especially*” (421/R.17/JVN/APS) as /es'peʃəli:/ while the correct pronunciation is /ɪs'peʃəli:/. The phoneme [ɪ] and [e] are identical in English and Javanese language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

f. [eə] sound and [e] sound

The Javanese native speaker pronounced the word “*where*” (477/R.20/JVN/APS) as /wer/ while the correct pronunciation is /weə(r)/. The phoneme [eə] and [e] are identical in English and Javanese language but the pronunciation both of those sounds are different. This condition may result to the students' phonological interference in pronouncing English word.

### 3. The phonological factors in Speaking English of Indonesian native speaker

The next discussion is about factors that influence phonological interference. There are four factors phonological interference are stated by Weinreich include absence corresponding distinction in primary language, presence of distinction (only) in primary language, different phonemic system and different pronunciation of equivalent phonemes. In this case, presence of distinction (only) in primary language becomes the most used by the Indonesian native speaker, follows by absence corresponding distinction in primary language, different pronunciation of equivalent phonemes and the last different phonemic system.

a. Absence corresponding distinction in primary language

This condition occurs when Indonesian native speaker confused to distinguish English identical sounds because the Indonesian have no the distinction. For this factor, the possibly condition may result on under-differentiation of phoneme type. The result shows that Indonesian native speaker confused to distinguish; [tʃ] and [ʃ] sound, [ɪ] and [i:] sound, [æ] and [ɑ:] sound, [ʒ] and [ʒ] sound, [ɜ:] and [ɔ:] sound, [ʌ] and [ɒ] sound, [æ] and [ʌ] sound, and the [ɔ:] and [ɑ:] sound.

All of those sound do not exist in Indonesian phonetic system, this condition may result on students' confusing to pronounce English word because of the identical sounds that exist in English. For instance, Indonesian native speaker pronounced the word “*question*” (234/R.10/IND/UDP) as /'kwesʃən/ and the correct pronunciation is /'kwes tʃ ən/. The sound [tʃ] and [ʃ] are identical pronounced but the pronunciation is different. The [ɪ] and [i:] interference shows in the word “*is*” (166/R.8/JVN/UDP), most of the students pronounced as /i:s/ while the correct pronunciation is /ɪz/. The [æ] and [ɑ:] interference shows in the word “*ambition*” (085/R.4/IND/UDP) the student pronounced the word as / æ m' bɪʃ ən/ while the correct pronunciation is /æ m' bɪʃ(ə)n/.

The interference of [ʒ] and [ʒ] sound shows in the word “*illusion*” (074/R.3/IND/UDP) in which the student pronounced the word as /ɪ'lu:ʒən/ while the correct pronunciation is /ɪ'lu: ʒ ən/. The [ɜ:]

and [ɔ:] interference shows in the word “*worse*” (**075/R.3/IND/UDP**) in which the student pronounced the word as /w ɔ:rs/ while the correct pronunciation is /w ɜ: s/. The [ʌ] and [ɒ] interference shows in the word

“*become*” (**152/R.7/IND/UDP**) in which the student pronounced the word as /br'k ɒ m/ while the correct pronunciation is /br'k ʌ m/.

The interference of [æ] and [ʌ] sound shows from the word “*as*” (**208/R.9/IND/UDP**) in which the student pronounced as / ʌ s/ while the correct pronunciation is /æz/. The last interference shows from the sound [ɔ:] and [ɑ:]. The word “*fall*” (**241/R.10/IND/UDP**) pronounced as /f ɑ:l/ while the correct pronunciation is /f ɔ: l/. Based on the result of

students' phonological interference above shows that Indonesian native speaker confused to distinguish; [tʃ] and [ʃ] sound, [ɪ] and [i:] sound, [æ] and [ɑ:] sound, [ʒ] and [ʃ] sound, [ɜ:] and [ɔ:] sound, [ʌ] and [ɒ] sound, [æ] and [ʌ] sound, and the [ɔ:] and [ɑ:] sound.

b. Presence of distinction (only) in primary language

This factor has a distinction of identical sounds in primary language (Indonesian language) but in the target language (English) system has not recognize the distinction sounds. In this case, the researcher found phenomenon in which there is a distinction in Indonesian language but in English has no that rule. For instance, the data **063/R.3/IND/ODP** the word “*high*” is pronounced as /harg/, while the correct pronunciation according to the Oxford dictionary is /haɪ/. In addition, the word “*weight*” (**119/R.5/IND/ODP**) is pronounced as /weɪg/, while according to the Oxford dictionary the correct

pronunciation is /weɪt/. the data **099/R.4/IND/ODP**, the word “*enough*” is pronounced as /ɪ'nʌg/, while the correct pronunciation according to the Oxford dictionary is /ɪ'nʌf/. In this case, the Indonesian native speaker pronounced as the written form, as in Indonesian language system a phoneme represents a sound and it sounds according to the written form. This condition may result on error pronunciation, when the sounds are not recognized in English.

c. Different phonemic system

Different phonemic system means when there is difference of phonological system between L1 (Indonesia language) and L2 (English) on producing sounds from different manner of articulation and place of producing the sounds. In the other words, different phonemic system could be concluded that Indonesia language have different phonemic system with English phonemic system. For instance, the phoneme [f] and [v] have same pronunciation in Indonesia language, while in English they have different pronunciation. As the data **264/R.11/IND/APS**, the word “*of*” is pronounced as /ɒf/, while the correct pronunciation according to the Oxford dictionary is /ɒv/. The [f] and [v] sounds in Indonesia is not Indonesian genuine consonants, they are loan sounds from English. But the use of [f] and [v] sounds are different as in English, in English the [f] sound is voiceless and [v] sound is voiced sound. Which means that the [v] sound s more heavy in the vocal cords caused by vibration in the vocal cords. This phonemic

system does not exist in Indonesia language, this condition may be a factor to the phonological interference.

d. Different pronunciation of equivalent phonemes

Different pronunciation of equivalent phonemes means there are identical sounds between primary language (Indonesia language) and target language (English) that have different pronunciation. It means that there are two sounds that identical in Indonesia language and English which have different pronunciation. For instance, the data **051/R.3/IND/APS**, the word “*and*” is pronounced as /end/, while according to the Oxford dictionary the correct pronunciation is /ænd/. The sound [e] and [æ] have identical sounds, but actually have different pronunciation. In addition, the word “*especially*” (**349/R.14/IND/UDP**) is pronounced as /es'peʃəli:/, while the correct pronunciation according to the Oxford dictionary is /ɪs'peʃəli:/. The phoneme [e] and [ɪ] are identical sounds, but actually the pronunciation is different. This condition may result on error pronunciation, caused by the identical sounds between Indonesia language and English.

Those are some factor of phonological interference in speaking English of Indonesian native speaker. There are some differences between Indonesian language and English because of there is differentiation of the mother tongue can make the Indonesian native speaker does phonological interference. This condition may happen if foreign speaker learns Indonesian language, they can face with the language interference in learning Indonesian language.

#### 4. The phonological factors in Speaking English of Javanese native speaker

The next discussion is about factors that influence phonological interference. There are four factors phonological interference are stated by Weinreich include absence corresponding distinction in primary language, presence of distinction (only) in primary language, different phonemic system and different pronunciation of equivalent phonemes. In this case, presence of distinction (only) in primary language becomes the most used by the Indonesian native speaker, follows by absence corresponding distinction in primary language, different pronunciation of equivalent phonemes and the last different phonemic system.

##### a. Absence corresponding distinction in primary language

This condition occurs when Javanese native speaker confused to distinguish English identical sounds because the Javanese have no the distinction. For this factor, the possibly condition may result on under-differentiation of phoneme type. The result shows that Javanese native speaker confused to distinguish; [ɪ] and [i:] sound, [æ] and [ɑ:] sound, [ʒ] and [ʒ] sound, [ɜ:] and [ɔ:] sound, [ʌ] and [ɒ] sound, and the [æ] and [ʌ] sound..

All of those sound do not exist in Javanese phonetic system, this condition may result on students' confusing to pronounce English word because of the identical sounds that exist in English. For instance, The [ɪ] and [i:] interference showed by the Javanese native speaker in the word "in" (177/R.8/JVN/UDP), most of the students

pronounced as /i:n/ while the correct pronunciation is /ɪn/. The [æ] and [ɑ:] interference shows in the word “as” (025/R.1/JVN/UDP) the student pronounced the word as /ɑ:s/ while the correct pronunciation is /æ:s/. The interference of [ʒ] and [ʃ] sound shows in the word “conclusion” (142/R.6/JVN/UDP) in which the student pronounced the word as /kɔ:n'klu:ʃən/ while the correct pronunciation is /kən'klu:ʒən/.

The [ɜ:] and [ɔ:] interference shows in the word “working” (378/R.15/JVN/UDP) in which the student pronounced the word as /'wɜ:rkɪŋ/ while the correct pronunciation is /'wɜ:kɪŋ/. The [ʌ] and [ɒ] interference shows in the word “done” (388/R.15/JVN/UDP) in which the student pronounced the word as /dɒn/ while the correct pronunciation is /dʌn/. And the last interference of [æ] and [ʌ] sound shows from the word “aspect” (478/R.20/JVN/UDP) in which the student pronounced as /'ʌspekt/ while the correct pronunciation is /'æspekt/. Based on the result of students' phonological interference above shows that Javanese native speaker confused to distinguish; [ɪ] and [i:] sound, [æ] and [ɑ:] sound, [ʒ] and [ʃ] sound, [ɜ:] and [ɔ:] sound, [ʌ] and [ɒ] sound, and the [æ] and [ʌ] sound.

b. Presence of distinction (only) in primary language

Presence of distinction (only) in primary language is opposite from the first point. This factor has a distinction of identical sounds in primary language (first language) but in the target language (second language) system has not recognize the distinction sounds. For



example, **302/R.12/JVN/ODP** the word “*doubt*” is pronounced as /doub/, while the correct pronunciation according to the Oxford dictionary is /daʊt/. In addition, the word “*taught*” (**396/R.16/JVN/ODP**) is pronounced as /taʊg/, while according to the Oxford dictionary the correct pronunciation is /tɔ:t/. The data

**402/R.16/JVN/ODP**, the word “*though*” is pronounced as /ðoʊg/, while the correct pronunciation according to the Oxford dictionary is /ðəʊ/. In this case, the Javanese native speaker pronounced as the written form, as in Javanese language system a phoneme represents a sound and it sounds according to the written form. This condition may result on error pronunciation, when the sounds are not recognized in English. This factor called presence of distinction (only) in primary language.

c. Different phonemic system

Different phonemic system means sometimes there is difference of phonological system between L1 (Javanese language) and L2 (English) on producing sounds from different manner of articulation and place of producing the sounds. In the other words, different phonemic system could be concluded that Javanese language have different phonemic system with English phonemic system. For instance, the phoneme [f] and [v] have same pronunciation by Javanese, while in English they have different pronunciation. As the data **124/R.6/JVN/APS**, the word “*very*” is pronounced as /'feri:/, while the correct pronunciation according to the Oxford dictionary is /'veri:/. The [f] and [v] sounds in Javanese language is not Javanese genuine

consonants, they are loan sounds from English. In Javanese language, there is no sound [v], the sound [v] is loaned sound from Indonesia language as the second language. While the [v] sound itself is not genuine consonant of Indonesia language. It is an English consonant that loaned in Indonesia language. But the use of [f] and [v] sounds in Javanese are different as in English, in English the [f] sound is voiceless and [v] sound is voiced sound. Which means that the [v] sound is more heavy in the vocal cords caused by vibration in the vocal cords. This phonemic system does not exist in Javanese language, this condition may be a factor to the phonological interference.

d. Different pronunciation of equivalent phonemes

Different pronunciation of equivalent phonemes means there are identical sounds between primary language (Javanese language) and target language (English) that have different pronunciation. It means that there are two sounds that identical in Javanese language and English which have different pronunciation. For instance, the data **137/R.6/JVN/APS**, the word “*can*” is pronounced as /ken/, while according to the Oxford dictionary the correct pronunciation is /kæn/. The sound [e] and [æ] have identical sounds, but actually have different pronunciation. In addition, the word “*deliver*” (**422/R.17/JVN/UDP**) is pronounced as /de'livər/, while the correct pronunciation according to the Oxford dictionary is /dɪ'livər/. The phoneme [e] and [ɪ] are identical sounds, but actually the pronunciation is different. This condition may

result on error pronunciation, caused by the identical sounds between Javanese language and English.

Those are some factor of phonological interference in speaking English of Javanese native speaker. There are some differences between Javanese language and English because of there is differentiation of the mother tongue can make the Javanese native speaker does phonological interference. This condition may happen if foreign speaker learns Javanese language, they can face with the language interference in learning Javanese language.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From those research findings, the researcher wants to conclude the kind of phonological interference in speaking English at the second semester students' of IAIN Surakarta and factors result those phonological interference. The researcher found two main points:

1. Kind of phonological interference in speaking English at the second semester students' of IAIN Surakarta include:
  - a. Under-differentiation of Phoneme occurs when there is a distinction of two sound in the second language (English) while Indonesian and Javanese are not recognized those sounds, it could make the Indonesian and Javanese confused to distinguish. The Indonesian native speakers are confused to distinguish the sound; [ʃ] and [ʒ], [ɪ] and [i:], [æ] and [ɑ:], [ʒ] and [ʒ], [ɜ:] and [ɔ:], [ʌ] and [ɒ], [æ] and [ʌ], [əʊ] and [o:] and the last [ɔ:] and [ɑ:]. While the Javanese native speaker are confused to distinguish the sound; [ɪ] and [i:], [æ] and [ɑ:], [ʒ] and [ʒ], [ɜ:] and [ɔ:], [ʌ] and [ɒ], [əʊ] and [o:], and the last [æ] and [ʌ].
  - b. Over-differentiation of Phoneme occurs when there is distinctions of several sounds in the first language (Indonesia or Javanese language) which may transfer to produce English sound. The Indonesian native speaker may transfer some Indonesian sound in producing English

- c. sound, those are; [dʒ] is interfered by [g], [ð] is interfered by [t], [aʊ] is interfered by [oʊ], [əʊ] is interfered by [oʊ] and appearing silent letters. While the Javanese may transfer Javanese sound in producing English sound, those are [ð] is interfered by [t], [aʊ] is interfered by [oʊ], [əʊ] is interfered by [oʊ], [f] is interfered by [p], and appearing silent letters.
- d. Reinterpretation of Distinction occurs when there is different interpretation done by Indonesian and Javanese native speakers in pronouncing English words while the phonemes used do not follow the usual pattern in English. The reinterpretation of distinction is the most kind of phonological interference done by the second semester students' of IAIN Surakarta.
- e. Actual Phone Substitution occurs when Indonesian and Javanese native speakers could not distinguish the identical sound pattern of the first (Indonesian or Javanese language) and the second language (English). Based on the result, the Indonesian native speakers could distinguish the sound; [z] and [s], [-d] and [-t], [æ] and [e], [ʃ] and [s], [g] and [k], [v] and [f] and the last [ɪ] and [e]. While the Javanese native speaker could distinguish the sound; [z] and [s], [æ] and [e], [v] and [f], [eə] and [e], [ʃ] and [s], and the last [ɪ] and [e].

2. Factors causing phonological interference in speaking English at the second semester students' of IAIN Surakarta include:

a. Absence of corresponding distinction in primary language

This condition occurs when Indonesian and Javanese native speaker are confused to distinguish English identical sounds because their system language have no the distinction. For this factor, the possibly condition may result on under-differentiation of phoneme type.

b. Presence of distinction (only) in primary language

Presence of distinction (only) in primary language is opposite from the first point. This factor has a distinction of identical sounds in primary language (first language) but in the target language (second language) system has not recognize the distinction sounds. Silent letters are the most done by the students which result due to this factor.

c. Different phonemic system

The result shows that Indonesian and English have different phonemic system in pronouncing the sound [v] and [f]. In addition, Javanese and English language have different phonemic system in pronouncing [v] and [f].

d. Different pronunciation of equivalent phonemes

Means there are identical sounds between primary language and target language (English) that have different pronunciation. For this factor, the possibly condition may result on actual phone substitution type.

## **B. Suggestion**

After discussing and concluding the data analysis based on the mispronunciation of Indonesian and Javanese speaker in speaking English, some suggestion are dedicated to the English students, the English teacher and the other researcher. The suggestions are presented as follow:

### 1. To the English students

After reading the thesis, the researcher hopes that the English learners understand about the type of phonological interference. The students who are interested in studying the language interference, they can study further about the subject by using the kind of interference which support that matter.

### 2. To the English teacher

The researcher hopes that the English teacher uses this thesis as the references in learning the language interference. The English teacher can study further about the Indonesian and Javanese phonological interference which can support that matter.

### 3. To the other researcher

The researcher hopes that the other researcher who takes phonological interference as the research could take this thesis as the references. The other researcher can study further about the Indonesian and Javanese phonological interference which can support that matter.

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# APPENDICES

TABLE ANALYSIS

Code	Word	Student's Pronunciation	Correct Pronunciation	Type of Phonological Interference	Information
001/R.1/J VN/UDP/ APS	Is	/i:s/	/ɪz/	UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]
002/R.1/J VN/UDP	Hope	/hɔ:p/	/həʊp/	UDP	[əʊ] is interfered by [ɔ:]
003/R.1/J VN/RD	Make	/mek/	/meɪk/	RD	[eɪ] is interfered by [e]
004/R.1/J VN/UDP	Success	/sʌk'ses/	/sək'ses/	UDP	[ə] is interfered by [ʌ]
005/R.1/J VN/RD	Great	/gri:t/	/greɪt/	RD	[eɪ] is interfered by [i:]
006/R.1/J VN/RD/A PS	Stays	/stais/	/steɪz/	RD	[eɪ] is interfered by [aɪ]
				APS	[z] is interfered by [s]
007/R.1/ JVN/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
008/R.1/ JVN/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
009/R.1/J VN/RD/U DP	Ladies	/'ledi:z/	/'leɪdɪz/	RD	[eɪ] is interfered by [e]
				UDP	[ɪ] is interfered by [i:]
010/R.1/J	History	/'hɪstɔ:ri:/	/'hɪstəri:/	UDP	[ə] is interfered



VN/UDP					by [ɔ:]
011/R.1/J VN/UDP	Beginning	/bi:'gi:ni:ŋ/ /	/bɪ'ɡɪnɪŋ/ 	UDP	[ɪ] is interfered by [i:]
012/R.1/J VN/ODP	Prophet	/'prɒpɪt/ 	/'prɒfɪt/ 	ODP	[f] is interfered by [p]
013/R.1/J VN/UDP	Marco Polo	/'mɑ:rkɔ:/ /'pɔ:lɔ:/	/'mɑ:kəʊ/ /'pəʊləʊ/ 	UDP	[əʊ] is interfered by [ɔ:]
014/R.1/J VN/ODP	Leonardo	/leo'nɑ:rdɔ :/	/li:ə'nɑ:də ʊ/ 	ODP	[i:ə] is interfered by [eə]
015/R.1/J VN/APS	Can	/ken/ 	/kæn/ 	APS	[æ] is interfered by [e]
016/R.1/J VN/RD	Waste	/wɔ:st/ 	/weɪst/ 	RD	[eɪ] is interfered by [ɔ:]
017/R.1/J VN/UDP	Golden	/'gɒldən/ 	/'gəʊldən/ 	UDP	[əʊ] is interfered by [v]
018/R.1/J VN/UDP	Don't	/dɒnt/ 	/dəʊnt/ 	UDP	[əʊ] is interfered by [v]
019/R.1/J VN/UDP/ APS	Goals	/gɔ:ls/ 	/gəʊlz/ 	UDP APS	[əʊ] is interfered by [ɔ:] [z] is interfered by [s]
020/R.1/J VN/RD/O DP	Sturdy	/'stɑ:rdi:/	/'stɜ:di:/	RD ODP	[ɜ:] is interfered by [ʌ] [r] is silent letter
021/R.1/J VN/RD	Almighty	/ɔ:l'mɪgti:/	/ɔ:l'maɪti:/	RD	[aɪ] is interfered by [ɪg]
022/R.1/J VN/UDP	Today	/tə'deɪ/ 	/tə'deɪ/ 	UDP	[ə] is interfered by [ʊ]
023/R.1/J VN/RD	Lazy	/'lezi:/	/'leɪzi:/	RD	[eɪ] is interfered by [e]
024/R.1/J VN/ODP	High	/haɪg/ 	/haɪ/ 	ODP	[gh] is silent letter

025/R.1/J VN/UDP/ APS	As	/ɑ:s/	/æz/	UDP	[æ] is interfered by [ɑ:]
				APS	[z] is interfered by [s]
026/R.2/J VN/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
027/R.2/J VN/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
028/R.2/J VN/UDP	Until	/ʌn'tɪl/	/ən'tɪl/	UDP	[ə] is interfered by [ʌ]
029/R.2/J VN/UDP	Open	/'ɔ:pən/	/'əʊpən/	UDP	[əʊ] is interfered by [ɔ:]
030/R.2/J VN/UDP/ APS	Is	/i:s/	/ɪz/	UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]
031/R.2/J VN/UDP	This	/ði:s/	/ðɪs/	UDP	[ɪ] is interfered by [i:]
032/R.2/J VN/UDP	Hold	/hɔ:ld/	/həʊld/	UDP	[əʊ] is interfered by [ɔ:]
033/R.2/J VN/UDP	Hopes	/hɔ:ps/	/həʊps/	UDP	[əʊ] is interfered by [ɔ:]
034/R.2/J VN/RD	Impassion ed	/ɪm'pɔ:ʃən əd/	/ɪm'pæʃən d/	RD	[æ] is interfered by [ɔ:]
035/R.2/J VN/UDP	Success	/sʊk'ses/	/sæk'ses/	UDP	[ə] is interfered by [ʊ]
036/R.2/J VN/ODP	Written	/'rɪtən/	/'rɪtn/	ODP	[w] is silent letter
037/R.2/J VN/UDP	History	/'hɪstɔ:ri:/	/'hɪstəri:/	UDP	[ə] is interfered by [ɔ:]
038/R.2/J VN/UDP	Become	/br'kɒm/	/br'kʌm/	UDP	[ʌ] is interfered by [ɒ]

039/R.2/J VN/RD	Said	/saɪd/	/sed/	RD	[e] is interfered by [aɪ]
040/R.2/J VN/ODP	Prophet	/'prɒpɪt/	/'prɒfɪt/	ODP	[f] is interfered by [p]
041/R.2/J VN/UDP	Marco Polo	/'mɑ:rkɔ:/ /'pɔ:lɔ:/	/'mɑ:kəʊ/ /'pəʊləʊ/	UDP	[əʊ] is interfered by [ɔ:]
042/R.2/J VN/ODP	Leonardo	/leo'na:rd ɔ:/	/li:ə'na:də ʊ/	ODP	[i:ə] is interfered by [eə]
043/R.2/J VN/UDP	Other	/'ɔ:ðər/	/'ʌðə/	UDP	[ʌ] is interfered by [ɔ:]
044/R.2/J VN/RD	Great	/gri:t/	/greɪt/	RD	[eɪ] is interfered by [i:]
045/R.2/J VN/UDP	Golden	/'gɒldən/	/'gəʊldən/	UDP	[əʊ] is interfered by [ɒ]
046/R.2/J VN/UDP	So	/sɔ:/	/səʊ/	UDP	[əʊ] is interfered by [ɔ:]
047/R.2/J VN/RD	Waste	/wa:st/	/weɪst/	RD	[eɪ] is interfered by [ɑ:]
048/R.2/J VN/UDP	Influence	/'ɪnfluəns/	/'ɪnfluəns/	UDP	[ʊə] is interfered by [ʊe]
049/R.3/I ND/APS	Distinguish hed	/dɪs'tɪŋgwɪ ʃed/	/dɪs'tɪŋgwɪ ʃt/	APS	[t] is interfered by [d]
050/R.3/I ND/RD	Guest	/gɑ:st/	/gest/	RD	[e] is interfered by [ɑ:]
051/R.3/I ND/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
052/R.3/I ND/RD	Here	/hi:r/	/hɪər/	RD	[ɪə] is interfered by [i:]
053/R.3/I ND/APS	Issues	/'ɪsu:s/	/'ɪʃu:z/	APS	[ʃ] is interfered by [s]
					[z] is interfered by [s]

054/R.3/IND/UDP	Today	/tə'deɪ/	/tə'deɪ/	UDP	[ə] is interfered by [ʊ]
055/R.3/IND/ODP/UDP	Technological	/ˌteknə'lɒgɪkəl/	/ˌteknə'lɒdʒɪk(ə)l/	ODP	[dʒ] is interfered by [g]
				UDP	[ə] is interfered by [ɒ]
056/R.3/IND/UDP/RD	Society	/sə:'siəti:/	/sə'saɪəti:/	UDP	[ə] is interfered by [ɔ:]
				RD	[aɪə] is interfered by [ɪə]
057/R.3/IND/ODP	How	/haʊ/	/haʊ/	ODP	[aʊ] is interfered by [oʊ]
058/R.3/IND/ODP	About	/ə'baʊt/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
059/R.3/IND/UDP	Focus	/'fə:kəs/	/'fəʊkəs/	UDP	[əʊ] is interfered by [ɔ:]
060/R.3/IND/UDP	Control	/kə:n'trɔ:l/	/kən'trəʊl/	UDP	[ə] is interfered by [ɔ:]
					[əʊ] is interfered by [ɔ:]
061/R.3/IND/UDP	Only	/'ɔ:nli:/	/'əʊnli:/	UDP	[əʊ] is interfered by [ɔ:]
062/R.3/IND/ODP/APS	Generations	/ˌdʒenə'reɪʃəns/	/ˌdʒenə'reɪʃənz/	ODP	[dʒ] is interfered by [g]
				APS	[z] is interfered by [s]
063/R.3/IND/ODP	High	/haɪg/	/haɪ/	ODP	[gh] is silent letter
064/R.3/IND/UDP	Achiving	/ə'ʃi:vɪŋ /	/ə'ʃi:vɪŋ/	UDP	[ʃ] is interfered by [ʒ]
065/R.3/IND/RD	Violent	/'viələnt /	/'vaɪələnt/	RD	[aɪə] is interfered by [ɪə]

066/R.3/IND/ODP	Know	/noʊ/	/nəʊ/	ODP	[əʊ] is interfered by [oʊ]
067/R.3/IND/UDP/APS	Is	/i:s/	/ɪz/	UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]
068/R.3/IND/UDP	Classmates	/'klæsmeɪts/	/'kla:smetɪs/	UDP	[ɑ:] is interfered by [æ]
069/R.3/IND/ODP	Own	/oʊn/	/əʊn/	ODP	[əʊ] is interfered by [oʊ]
070/R.3/IND/ODP	Right	/raɪt/	/raɪt/	ODP	[gh] is silent letter
071/R.3/IND/UDP	Most	/mɔ:st/	/məʊst/	UDP	[əʊ] is interfered by [ɔ:]
072/R.3/IND/UDP	Older	/'ɔ:ldər/	/'əʊldə/	UDP	[əʊ] is interfered by [ɔ:]
073/R.3/IND/UDP	Clothes	/klɔ:ðz/	/kləʊðz/	UDP	[əʊ] is interfered by [ɔ:]
074/R.3/IND/UDP	Illusion	/ɪ'lu:ʃən/	/ɪ'lu:ʒən/	UDP	[ʒ] is interfered by [ʃ]
075/R.3/IND/UDP	Worse	/wɔ:rs/	/wɜ:s/	UDP	[ɜ:] is interfered by [ɔ:]
				ODP	[r] is silent letter
076/R.4/IND/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
077/R.4/IND/UDP	Going	/'gɔɪŋ/	/'gəʊɪŋ/	UDP	[əʊɪ] is interfered by [oɪ]
078/R.4/IND/ODP	About	/ə'baʊt/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
079/R.4/IND/UDP	Don't	/dɒnt/	/dəʊnt/	UDP	[əʊ] is interfered by [ɒ]

080/R.4/IND/UDP	Go	/gɔ:/	/gəʊ/	UDP	[əʊ] is interfered by [ɔ:]
081/R.4/IND/UDP	Nowhere	/'nɔ:weər/.	/'nəʊweə(r)/	UDP	[əʊ] is interfered by [ɔ:]
082/R.4/IND/ODP	Without	/wɪ'tu:t/	/wɪ'daʊt/	ODP	[ð] is interfered by [t]
					[aʊ] is interfered by [ɔ:]
083/R.4/IND/UDP	No	/nɔ:/	/nəʊ/	UDP	[əʊ] is interfered by [ɔ:]
084/R.4/IND/RD	Follow	/'fɒləʊ/	/'fɒləʊ/	ODP	[əʊ] is interfered by [oʊ]
085/R.4/IND/UDP	Ambition	/ɑ:m'biʃən/	/æm'biʃ(ə)n/	UDP	[æ] is interfered by [ɑ:]
086/R.4/IND/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
087/R.4/IND/UDP	Goal	/gɔ:l/	/gəʊl/	UDP	[əʊ] is interfered by [ɔ:]
088/R.4/IND/UDP/APS	Nothing	/'nʌθɪŋ/	/'nʌθɪŋ/	UDP	[ʌ] is interfered by [ɒ]
				ODP	[θ] is interfered by [t]
089/R.4/IND/UDP/APS	Is	/i:s/	/ɪz/	UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]
090/R.4/IND/RD	Traceless	/'træsləs/	/'treɪsləs/	RD	[eɪ] is interfered by [ʌ]
091/R.4/IND/ODP	Know	/noʊ/	/nəʊ/	ODP	[əʊ] is interfered by [oʊ]
092/R.4/IND/UDP	Most	/mɔ:st/	/məʊst/	UDP	[əʊ] is interfered by [ɔ:]

093/R.4/I ND/RD	Made	/med/	/meɪd/	RD	[eɪ] is interfered by [e]
094/R.4/I ND/UDP	Today	/tə'deɪ/	/tə'deɪ/	UDP	[ə] is interfered by [ʊ]
095/R.4/I ND/RD	Monotono us	/mɒ'nɒtən əs/	/mə'nɒtən əs/	RD	[ə] is interfered by [ʊ]
096/R.4/I ND/UDP/ ODP	Working	/'wɔ:rkɪŋ/	/'wɜ:kɪŋ/	UDP	[ɜ:] is interfered by [ɔ:]
				ODP	[r] is silent letter
097/R.4/I ND/UDP/ APS	Towards	/tə'wɔ:ds/	/tə'wɔ:dz/	UDP	[ə] is interfered by [ʊ]
				APS	[z] is interfered by [s]
098/R.4/I ND/UDP	Motivated	/'mɔ:tɪveɪ ɪd/	/'məʊtɪveɪ tɪd/	UDP	[əʊ] is interfered by [ɔ:]
099/R.4/I ND/ODP	Enough	/'ɪnʌg/	/'ɪnʌf/	ODP	[f] is interfered by [g]
100/R.4/I ND/UDP/ ODP	Forget	/fə:r'get/	/fə'get/	UDP	[ə] is interfered by [ɔ:]
				ODP	[r] is silent letter
101/R.4/I ND/RD/U DP/APS	Luxuries	/'lʊkʃʊrɪs/	/'lʌkʃəɪz/	RD	[ʌ] is interfered by [ʊ]
				UDP	[ə] is interfered by [ʊ]
				APS	[z] is interfered by [s]
102/R.5/I ND/ODP	About	/ə'baʊt/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
103/R.5/I ND/UDP/ APS	Is	/i:s/	/ɪz/	UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]

104/R.5/IND/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
105/R.5/IND/UDP	Transition	/træ:n'sɪʃən/	/træn'sɪʒən/	UDP	[æ] is interfered by [ɑ:]
					[ʒ] is interfered by [ʃ]
106/R.5/IND/UDP	So	/sə:/	/səʊ/	UDP	[əʊ] is interfered by [ɔ:]
107/R.5/IND/UDP	It	/i:t/	/ɪt/	UDP	[ɪ] is interfered by [i:]
108/R.5/IND/APS	Example	/ɪk'sɑ:mpl/	/ɪg'zɑ:mpl /	APS	[g] is interfered by [k]
					[z] is interfered by [s]
109/R.5/IND/RD	Directly	/daɪ'rektli:/	/də'rektli:/	RD	[ə] is interfered by [aɪ]
110/R.5/IND/RD	Indirectly	/,ɪndaɪ'rektli:/	/,ɪndə'rektli:/	RD	[ə] is interfered by [aɪ]
111/R.5/IND/UDP	Emotionally	/ɪ'mə:ʃənli:/	/ɪ'məʊʃənl i:/	UDP	[əʊ] is interfered by [ɔ:]
112/R.5/IND/RD	Psychology	/si:'kɒlədʒ i:/	/saɪ'kɒlədʒ i:/	RD	[aɪ] is interfered by [i:]
113/R.5/IND/ODP	Show	/ʃəʊ/	/ʃəʊ/	ODP	[əʊ] is interfered by [oʊ]
114/R.5/IND/RD	Power	/'pə:wə(r)/	/'paʊə(r)/	RD	[aʊə] is interfered by [ɔ:wə]
115/R.5/IND/ODP	Knowledge	/kə'nɒlɪdʒ/	/'nɒlɪdʒ/	ODP	[k] is silent letter
116/R.5/IND/UDP	Usually	/'ju:səli:/	/'ju:ʒəli:/	UDP	[ʒ] is interfered by [s]
117/R.5/IND/	Lazy	/'lezi/	/'leɪzi/	RD	[eɪ] is interfered



ND/RD					by [e]
118/R.5/I ND/RD	Because	/bi'kaʊz/	/bi'kɔz/	RD	[ɒ] is interfered by [aʊ]
119/R.5/I ND/ODP	Weight	/weɪg/	/weɪt/	ODP	[gh] is silent letter
120/R.5/I ND/UDP	Lonely	/'lɔ:nli/	/'ləʊnli/	UDP	[əʊ] is interfered by [ɔ:]
121/R.5/I ND/RD	Violence	/'viɒləns/	/'vaɪələns/	RD	[aɪə] is interfered by [ɪə]
122/R.6/J VN/UDP/ RD	Motivator	/'mɔ:tɪvə:t ɔ:r/	/'məʊtɪveɪ tə/	UDP	[əʊ] is interfered by [ɔ:]
				RD	[eɪ] is interfered by [ɑ:]
				UDP	[ə] is interfered by [ɔ:]
123/R.6/J VN/UDP	Communit y	/kɔ:'mu:nɪ ti:/	/kə'mju:nɪ ti:/	UDP	[ə] is interfered by [ɔ:]
124/R.6/J VN/APS	Very	/'feri:/	/'veri:/	APS	[v] is interfered by [f]
125/R.6/J VN/ODP	About	/ə'buʊt/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
126/R.6/J VN/APS	Does	/dʌs/	/dʌz/	APS	[z] is interfered by [s]
127/R.6/J VN/ODP	Know	/noʊ/	/nəʊ/	ODP	[aʊ] is interfered by [oʊ]
128/R.6/J VN/UDP/ APS	Is	/i:s/	/ɪz/	UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]
129/R.6/J VN/RD	Make	/mek/	/meɪk/	RD	[eɪ] is interfered by [e]

130/R.6/J VN/UDP	So	/sə:/	/səʊ/	UDP	[əʊ] is interfered by [ɔ:]
131/R.6/J VN/UDP	It	/i:t/	/ɪt/	UDP	[ɪ] is interfered by [i:]
132/R.6/J VN/ODP	How	/hoʊ/	/haʊ/	ODP	[aʊ] is interfered by [oʊ]
133/R.6/J VN/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
134/R.6/J VN/UDP/ APS	Goals	/gə:ls/	/gəʊlz/	UDP	[əʊ] is interfered by [ɔ:]
				APS	[z] is interfered by [s]
135/R.6/J VN/UDP	Don't	/dɒnt/	/dəʊnt/	UDP	[əʊ] is interfered by [ɒ]
136/R.6/J VN/UDP	Only	/'ɔ:nli/	/'əʊnli/	UDP	[əʊ] is interfered by [ɔ:]
137/R.6/J VN/APS	Can	/ken/	/kæn/	APS	[æ] is interfered by [e]
138/R.6/J VN/APS	Example	/ɪk'sɑ:mpl: /	/ɪg'zɑ:mpl :/	APS	[g] is interfered by [k]
					[z] is interfered by [s]
139/R.6/J VN/UDP	Police	/pə'li:s/	/pə'li:s/	UDP	[ə] is interfered by [ɒ]
140/R.6/J VN/UDP/ ODP	Forget	/fə:r'get/	/fə'get/	UDP	[ə] is interfered by [ɔ:]
				ODP	[r] is silent letter
141/R.6/J VN/ODP	Without	/wi'ðəʊt/	/wi'ðaʊt/	ODP	[aʊ] is interfered by [oʊ]
142/R.6/J VN/UDP	Conclusio n	/kə:n'klu:f ən/	/kən'klu:ʒ ən/	UDP	[ə] is interfered by [ɔ:]
					[ʒ] is interfered

					by [ʃ]
143/R.7/IND/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
144/R.7/IND/RD/APS	Praise	/praɪs/	/preɪz/	RD	[eɪ] is interfered by [aɪ]
				APS	[z] is interfered by [s]
145/R.7/IND/UDP	So	/sə:/	/səʊ/	UDP	[əʊ] is interfered by [ɔ:]
146/R.7/IND/UDP	Occasion	/ɔ:'keɪʃən/	/ə'keɪʒən/	UDP	[ə] is interfered by [ɔ:]
					[ʒ] is interfered by [ʃ]
147/R.7/IND/ODP	Without	/wɪ'dʊʊt/	/wɪ'daʊt/	ODP	[aʊ] is interfered by [oʊ]
148/R.7/IND/ODP	About	/ə'bʊʊt	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
149/R.7/IND/UDP/APS	Is	/i:s/	/ɪz/	UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]
150/R.7/IND/UDP	Successful	/sʌk'sesfʊl /	/sæk'sesfʊl /	UDP	[ə] is interfered by [ʌ]
151/R.7/IND/UDP	Hope	/hɒp/	/həʊp/	UDP	[əʊ] is interfered by [ɒ]
152/R.7/IND/UDP	Become	/bɪ'kʊm/	/bɪ'kʌm/	UDP	[ʌ] is interfered by [ɒ]
153/R.7/IND/UDP	It	/i:t/	/ɪt/	UDP	[ɪ] is interfered by [i:]
154/R.7/IND/RD	Make	/mek/	/meɪk/	RD	[eɪ] is interfered by [e]
155/R.7/IND	Great	/gri:t/	/greɪt/	RD	[eɪ] is interfered

ND/RD					by [i:]
156/R.7/I ND/ODP	Right	/raɪg/	/raɪt/	ODP	[gh] is silent letter
157/R.7/I ND/UDP	So	/səʊ/	/səʊ/	UDP	[əʊ] is interfered by [ɔ:]
158/R.7/I ND/ODP	Now	/nəʊ/	/nəʊ/	ODP	[aʊ] is interfered by [oʊ]
159/R.7/I ND/UDP	History	/'hɪstɔ:ri/	/'hɪstəri/	UDP	[ə] is interfered by [ɔ:]
160/R.7/I ND/UDP	Beginning	/bi:'gi:ni:ŋ /	/br'gɪnɪŋ/	UDP	[ɪ] is interfered by [i:]
161/R.7/I ND/ODP	Prophet	/'prɒpɪt/	/'prɒfɪt/	ODP	[f] is interfered by [p]
162/R.7/I ND/UDP	Marco Polo	/'mɑ:rkɔ:/ /'pɔ:lɔ:/	/'mɑ:kəʊ/ /'pəʊləʊ/	UDP	[əʊ] is interfered by [ɔ:]
163/R.8/I ND/UDP	Today	/tə'deɪ/	/tə'deɪ/	UDP	[ə] is interfered by [u:]
164/R.8/I ND/ODP	Would	/wəʊld/	/wɒd/	ODP	[l] is silent letter
165/R.8/J VN/ODP	About	/ə'baʊt/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
166/R.8/J VN/UDP/ APS	Is	/i:s/ /ɪz/		UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]
167/R.8/J VN/UDP	So	/səʊ/	/səʊ/	UDP	[əʊ] is interfered by [ɔ:]
168/R.8/J VN/UDP	Coercion	/kɔ:'ɜ:fən/	/kəʊ'ɜ:fən/	UDP	[əʊ] is interfered by [ɔ:]
169/R.8/J VN/UDP	Intimidate	/ɪ'nɪ:mi:d eɪt/	/ɪn'tɪmɪdeɪ t/	UDP	[ɪ] is interfered by [i:]
170/R.8/J VN/APS	And	/end/	/ænd/	APS	[æ] is interfered

					by [e]
171/R.8/J VN/RD	Era	/'erə/	/'iərə/	RD	[iə] is interfered by [e]
172/R.8/J VN/UDP	Only	/'ɔ:nli:/	/'əʊnli:/	UDP	[əʊ] is interfered by [ɔ:]
173/R.8/J VNRD	Directly	/dar'rektli: /	/də'rektli:/	RD	[ə] is interfered by [aɪ]
174/R.8/J VN/UDP	Also	/'ɔ:lsɔ:/	/'ɔ:lsəʊ/	UDP	[əʊ] is interfered by [ɔ:]
175/R.8/J VN/UDP	Technology	/tek'mɒlb dʒi:/	/tek'mɒlə dʒi:/	UDP	[ə] is interfered by [ɒ]
176/R.8/J VN/UDP	It	/i:t/	/ɪt/	UDP	[ɪ] is interfered by [i:]
177/R.8/J VN/UDP	In	/i:n/	/ɪn/	UDP	[ɪ] is interfered by [i:]
178/R.8/J VN/RD	May	/maɪ/	/meɪ/	RD	[eɪ] is interfered by [aɪ]
179/R.8/J VN/UDP/ RD	Social	/'sɔ:ʃɪəl/	/'səʊʃəl/	UDP	[əʊ] is interfered by [ɔ:]
				RD	[ə] is interfered by [ɪə]
180/R.8/J VN/RD	Media	/' <u>media</u> /	/'mi:diə/	RD	[i:] is interfered by [e]
					[iə] is interfered by [ɪə]
181/R.8/J VN/RD	Figure	/'fɪdʒər/	/'fɪgər/	RD	[g] is interfered by [dʒ]
182/R.8/J VN/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
183/R.8/J VN/UDP	Post	/pɔ:st/	/pəʊst/	UDP	[əʊ] is interfered by [ɔ:]
184/R.8/J	Worse	/wɔ:rs/	/wɜ:s/	UDP	[ɜ:] is interfered

VN/UDP/ ODP					by [ɔ:]
				ODP	[r] is silent letter
185/R.8/J VN/ODP	Audience	/'aʊdiəns/	/'ɔ:diəns/	ODP	[ɔ:] is interfered by [aʊ]
186/R.8/J VN/ODP	Often	/'ɒftən/	/'ɒf(ə)n/	ODP	[t] is silent letter
187/R.8/J VN/APS	Can	/ken/	/kæn/	APS	[æ] is interfered by [e]
188/R.8/J VN/UDP	Over	/'ɔ:vər/	/'əʊvə(r)/	UDP	[əʊ] is interfered by [ɔ:]
189/R.8/J VN/ODP	Account	/ə'koʊnt/	/ə'kaʊnt/	ODP	[aʊ] is interfered by [oʊ]
190/R.8/J VN/UDP	Inappropri ate	/,ɪnə'prɔ:p rɪt	/,ɪnə'prəʊ prɪt/	UDP	[əʊ] is interfered by [ɔ:]
191/R.8/J VN/UDP/ APS	Photos	/'fɔ:tɔ:s/	/'fəʊtəʊz/	UDP	[əʊ] is interfered by [ɔ:]
				APS	[z] is interfered by [s]
192/R.9/I ND/UDP	Hoax	/hɒks/	/həʊks/	UDP	[əʊ] is interfered by [ɒ]
193/R.9/I ND/APS	News	/nju:s/	/nju:z/	APS	[z] is interfered by [s]
194/R.9/I ND/UDP	So	/sɔ:/	/səʊ/	UDP	[əʊ] is interfered by [ɔ:]
195/R.9/I ND/UDP	Contain	/kən'teɪn/	/kən'teɪn/	UDP	[ə] is interfered by [ɒ]
196/R.9/I ND/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
197/R.9/I ND/ODP	Three	/tri:/	/θri:/	ODP	[θ] is interfered by [t]
198/R.9/I ND/RD	Making	/'mækiŋ/	/'meɪkiŋ/	RD	[eɪ] is interfered by [æ]

199/R.9/IND/APS	Spreading	/'sprɪdɪŋ/	/'spredɪŋ/	APS	[e] is interfered by [ɪ]
200/R.9/IND/RD	Dealing	/'deɪlɪŋ/	/'di:lɪŋ/	RD	[i:] is interfered by [e]
201/R.9/IND/UDP	Already	/ɑ:l'redi:/	/ɔ:l'redi:/	UDP	[ɔ:] is interfered by [ɑ:]
202/R.9/IND/RD	Material	/mɑ:'tɪəriəl /	/mə'tiəriəl /	RD	[ə] is interfered by [ɑ:]
					[ɪə] is interfered by [ə]
					[ɪə] is interfered by [ɪə]
203/R.9/IND/APS	That	/ðet/	/ðæt/	APS	[æ] is interfered by [e]
204/R.9/IND/APS	Language	/'leŋgwɪdʒ /	/'læŋgwɪdʒ /	APS	[æ] is interfered by [e]
205/R.9/IND/RD	Real	<u>/ri:l/</u>	/ri:əl/	RD	[i:ə] is interfered by [i:]
206/R.9/IND/UDP	Information	/,ɪnfə:r'meɪʃən/	/,ɪnfə'meɪʃən/	UDP	[ə] is interfered by [ɔ:]
207/R.9/IND/RD	Made	/med/	/meɪd/	RD	[eɪ] is interfered by [e]
208/R.9/IND/UDP/APS	As	/ʌs/	/æz/	UDP	[æ] is interfered by [ʌ]
				APS	[z] is interfered by [s]
209/R.9/IND/RD/APS	Viruses	/'vərəsɪs/	/'vaɪərəsɪz /	RD	[aɪə] is interfered by [ə]
				APS	[z] is interfered by [s]
210/R.9/IND/UDP	Usually	/'ju:suəli:/	/'ju:ʒuəli:/	UDP	[ʒ] is interfered by [s]

211/R.9/IND/UDP	Develop	/dɪ'veləp/	/dɪ'veləp/	UDP	[ə] is interfered by [ɒ]
212/R.9/IND/UDP	Method	/'meθəd/	/'meθəd/	UDP	[ə] is interfered by [ɒ]
213/R.9/IND/RD	Via	/'vi:a/	/'vi:ə/	RD	[i:ə] is interfered by [i:a]
214/R.9/IND/APS	Use	<u>/j u: s/</u>	/ju:z/	APS	[z] is interfered by [s]
215/R.9/IND/RD	Title	/'ti:t/	/'tɪt/	RD	[aɪ] is interfered by [i:]
216/R.9/IND/RD	Prior	/'pɪər/	/'praɪər/	RD	[aɪə] is interfered by [ɪə]
217/R.9/IND/UDP/RD	Provide	/prɒ'ved/	/prə'ved/	UDP	[ə] is interfered by [ɒ]
				RD	[aɪ] is interfered by [ə]
218/R.9/IND/UDP	Incorrect	/,ɪnkɒ'rekt/ /	/,ɪnkə'rekt/ /	UDP	[ə] is interfered by [ɒ]
219/R.9/IND/RD/APS	Makers	/'mekərs/	/'meɪkəz/	RD	[eɪ] is interfered by [e]
				APS	[z] is interfered by [s]
220/R.9/IND/RD	Media	<u>/'medi a/</u>	/'mi:diə/	RD	[i:] is interfered by [e]
					[iə] is interfered by [ɪa]
221/R.9/IND/UDP	Most	/mɒst/	/məʊst/	UDP	[əʊ] is interfered by [ɒ]
222/R.9/IND/UDP	Consume	/kɒn'sju:m/ /	/kən'sju:m/ /	UDP	[ə] is interfered by [ɒ]
223/R.9/IND/UDP	Don't	/dɒnt/	/dəʊnt/	UDP	[əʊ] is interfered



ND/UDP					by [p]
224/R.9/I ND/UDP	Photos	/'fɔ:tɔ:s/	/'fəʊtəʊz/	UDP	[əʊ] is interfered by [ɔ:]
				APS	[z] is interfered by [s]
225/R.9/I ND/ODP	Know	/kə'noʊ/	/nəʊ/	ODP	[əʊ] is interfered by [oʊ]
					[k] is silent letter
226/R.9/I ND/ODP	Truth	/tru:t/	/tru:θ/	ODP	[θ] is interfered by [t]
227/R.10/I ND/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
228/R.10/I ND/RD	Event	/i'vənt/	/i'vent/	RD	[e] is interfered by [ə]
229/R.10/I ND/UDP/ RD	Motivator	/'mɒtɪvə:t ɔ:r/	/'məʊtɪveɪ tər/	UDP	[əʊ] is interfered by [p]
				RD	[eɪ] is interfered by [ɑ:]
				UDP	[ə] is interfered by [ɔ:]
230/R.10/I ND/ODP	About	/ə'bu:t/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
231/R.10/I ND/ODP	Know	/kə'noʊ/	/nəʊ/	ODP	[k] is silent letter
					[əʊ] is interfered by [oʊ]
232/R.10/I ND/UDP	Hope	/hɒp/	/həʊp/	UDP	[əʊ] is interfered by [p]
233/R.10/I ND/ODP	Answer	/'ɑ:nswər/	/'ɑ:nsə(r)/	ODP	[w] is silent letter
234/R.10/I	Question	/'kwesʃən/	/'kwestʃən/	UDP	[ʃ] is interfered

ND/UDP					by [ʃ]
235/R.10/I ND/UDP/ PS	As	/ʌs/	/æz/	UDP	[æ] is interfered by [ʌ]
				APS	[z] is interfered by [s]
236/R.10/I ND/APS	Example	/ɪk'sɑ:mpl/	/ɪg'zɑ:mpl /	APS	[g] is interfered by [k]
					[z] is interfered by [s]
237/R.10/I ND/ODP	High	/haɪg/	/haɪ/	ODP	[gh] is silent letter
238/R.10/I ND/ODP	Should	/ʃɔld/	/ʃʊd/	ODP	[l] is silent letter
239/R.10/I ND/UDP	Hardfully	/'hɑ:rdfɒli :/	/'hɑ:rdfəli: /	UDP	[ə] is interfered by [ʊ]
240/R.10/I ND/UDP	Don't	/dɒnt/	/dəʊnt/	UDP	[əʊ] is interfered by [ɒ]
241/R.10/I ND/UDP	Fall	/fɑ:l/	/fɔ:l/	UDP	[ɔ:] is interfered by [ɑ:]
242/R.10/I ND/UDP	Consider	/kɒn'sɪdər/	/kən'sɪdə(r )/	UDP	[ə] is interfered by [ɒ]
243/R.10/I ND/UDP	Only	/'ɒnli:/	/'əʊnli:/	UDP	[əʊ] is interfered by [ɒ]
244/R.10/I ND/RD	Flower	/'flɔ:wər/	/'flaʊə/	RD	[aʊə] is interfered by [ɔ:w]
245/R.10/I ND/UDP	Already	/ɑ:l'redi:/	/ɔ:l'redi:/	UDP	[ɔ:] is interfered by [ɑ:]
246/R.10/I ND/ODP/ UDP	Wrote	/wɹɒt/	/rəʊt/	ODP	[w] is silent letter
				UDP	[əʊ] is interfered by [ɒ]

247/R.10/IND/ODP/RD	Writing	/'wraɪtɪŋ/	/'raɪtɪŋ/	ODP	[w] is silent letter
				RD	[aɪ] is interfered by [ɪ]
248/R.10/IND/UDP/APS	Contains	/kən'teɪns/	/kən'teɪnz/	UDP	[ə] is interfered by [ɒ]
				APS	[z] is interfered by [s]
249/R.10/IND/ODP	Strategy	/'strætɪdʒi:/	/'strætɪdʒi:/	ODP	[dʒ] is interfered by [g]
250/R.10/IND/UDP	Motivate	/'mɒtɪveɪt/	/'məʊtɪveɪt/	UDP	[əʊ] is interfered by [ɑ:]
251/R.11/IND/UDP	Beloved	/bɪ'ləʊvɪd/	/bɪ'ləʊvɪd/	UDP	[ʌ] is interfered by [ɒ]
252/R.11/IND/ODP	Audience	/'ɔːdiəns/	/'ɔːdiəns/	ODP	[ɔ:] is interfered by [aʊ]
253/R.11/IND/RD	Media	/'media/	/'miːdiə/	RD	[i:] is interfered by [e]
					[iə] is interfered by [ia]
254/R.11/IND/RD	Familiar	/fə'mɪliər/	/fə'mɪliə(r)/	RD	[ə] is interfered by [ɑ:]
255/R.11/IND/RD	Era	/'erʌ/	/'ɪərə/	RD	[ɪə] is interfered by [e]
					[ə] is interfered by [ʌ]
256/R.11/IND/APS	Has	/hæs/	/hæz/	APS	[z] is interfered by [s]
257/R.11/IND/APS	Example	/ɪk'sɑːmpl/	/ɪg'zɑːmpl/	APS	[g] is interfered by [k]
					[z] is interfered by [s]

258/R.11/IND/APS	Application	/,eplɪ'keɪʃən/	/,æplɪ'keɪʃ(ə)n/	APS	[æ] is interfered by [e]
259/R.11/IND/APS	That	/ðet/	/ðæt/	APS	[æ] is interfered by [e]
260/R.11/IND/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
261/R.11/IND/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
262/R.11/IND/UDP	Supported	/sʊ'pɔ:rtɪd/	/sə'pɔ:tɪd/	UDP	[ə] is interfered by [ʊ]
263/R.11/IND/UDP/RD	Social	/'sɔ:ʃɪəl/	/'səʊʃəl/	UDP	[əʊ] is interfered by [ɔ:]
				RD	[ə] is interfered by [ɪə]
264/R.11/IND/APS	Of	/ɒf/	/ɒv/	APS	[v] is interfered by [f]
265/R.11/IND/UDP	Only	/'ɒnli:/	/'əʊnli:/	UDP	[əʊ] is interfered by [ɒ]
266/R.11/IND/UDP	Connection	/kɔ:'nekʃən/	/kə'nekʃən/	UDP	[ə] is interfered by [ɔ:]
267/R.11/IND/RD	Already	/ɑ:l'redi:/	/ɔ:l'redi:/	RD	[ɔ:] is interfered by [ɑ:]
268/R.11/IND/UDP	Also	/'ɑ:lsə:/	/'ɔ:lsəʊ/	UDP	[ɔ:] is interfered by [ɑ:]
					[əʊ] is interfered by [ɔ:]
269/R.11/IND/RD	Duplicate	/'du:plɪkɪt/	/'dju:plɪkɪt/	RD	[dju:] is interfered by [du:]
270/R.11/IND/RD	Negative	/'nega:tɪv/	/'negətɪv/	RD	[ə] is interfered by [ɑ:]
271/R.11/IND/ODP	Author	/'aʊθər/	/'ɔ:θər/	ODP	[ɔ:] is interfered

ND/ODP					by [aʊ]
272/R.11/I ND/RD	Inspire	/ɪn'spaɪr/	/ɪn'spaɪər/	RD	[aɪə] is interfered by [ɪ]
273/R.11/I ND/ODP	How	/hoʊ/	/haʊ/	ODP	[aʊ] is interfered by [oʊ]
274/R.11/I ND/UDP/ APS	Those	/ðoʊz/	/ðəʊz/	UDP	[əʊ] is interfered by [v]
				APS	[z] is interfered by [s]
275/R.11/I ND/UDP	Information	/,ɪnfə:'meɪʃən/	/,ɪnfə'meɪʃən/	UDP	[ə] is interfered by [ɔ:]
276/R.11/I ND/RD	Individual	/,ɪndɪ'vɪdʊəl/	/,ɪndɪ'vɪdʒəəl/	RD	[dʒə] is interfered by [dʊ]
277/R.11/I ND/RD	Institution	/,ɪnstɪ'tu:ʃən/	/,ɪnstɪ'tju:ʃən/	RD	[tju:] is interfered by [tu:]
278/R.11/I ND/ODP	Would	/wɔld/	/wɒd/	ODP	[l] is silent letter
279/R.11/I ND/UDP	Emotional	/ɪ'mə:ʃənəl/	/ɪ'məʊʃənəl/	UDP	[əʊ] is interfered by [ɔ:]
280/R.11/I ND/UDP	Scope	/skɒp/	/skəʊp/	UDP	[əʊ] is interfered by [ʊ]
281/R.11/I ND/UDP/ APS	As	/ʌs/	/æz/	UDP	[æ] is interfered by [ʌ]
				APS	[z] is interfered by [s]
282/R.11/I ND/APS	Can	/ken/	/kæn/	APS	[æ] is interfered by [e]
283/R.11/I ND/RD	Here	/hi:r/	/hɪər/	RD	[ɪə] is interfered by [i:]
284/R.11/I ND/UDP	Hoax	/hɒks/	/həʊks/	UDP	[əʊ] is interfered

					by [v]
285/R.11/IND/UDP/RD	Provocative	/prɒ'vɒkə:tɪv/	/prə'vɒkətɪv/	UDP	[ə] is interfered by [v]
				RD	[ə] is interfered by [ɑ:]
286/R.11/IND/RD	Sensational	/sen'sɑ:fənəl/	/sen'seɪʃənəl/	RD	[eɪ] is interfered by [ɑ:]
287/R.11/IND/ODP	Often	/'ɒftən/	/'ɒf(ə)n/	ODP	[t] is silent letter
288/R.11/IND/UDP/APS	Photos	/'fə:tɔ:s/	/'fəʊtəʊz/	UDP	[əʊ] is interfered by [ɔ:]
				APS	[z] is interfered by [s]
289/R.11/IND/UDP/RD	Manipulated	/me'nɪpələɪtɪd/	/mə'nɪpjələɪtɪd/	UDP	[ə] is interfered by [e]
				RD	[pjʊ] is interfered by [pʊ]
290/R.11/IND/ODP/APS	Videos	/'vɪdeɪs/	/'vɪdɪəʊz/	ODP	[ɪəʊ] is interfered by [eə]
				APS	[z] is interfered by [s]
291/R.11/IND/RD	Participating	/pɑ:'tɪsɪpɪŋ/	/pɑ:'tɪsɪpeɪtɪŋ/	RD	[eɪtɪ] is interfered by [ɪ]
292/R.11/IND/UDP	Anti	/'ʌnti:/	/'ænti:/	UDP	[æ] is interfered by [ʌ]
293/R.11/IND/ODP	About	/ə'baʊt/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
294/R.12/JVN/APS	Presentation	/,prezen'teɪʃən/	/,prezen'teɪʃən/	APS	[z] is interfered by [s]
295/R.12/JVN/RD	Title	/'ti:təl/	/'taɪtəl/	RD	[aɪ] is interfered

					by [i:]
296/R.12/J VN/UDP	Oldest	/'ɒldɪst/	/'əʊldɪst/	UDP	[əʊ] is interfered by [ɒ]
297/R.12/J VN/UDP	Young	/jʌŋ/	/jʌŋ/	UDP	[ʌ] is interfered by [ɒ]
298/R.12/J VN/RD	Many	/'mʌni:/	/'meni:/	RD	[e] is interfered by [ʌ]
299/R.12/J VN/UDP	Nope	/nɔ:p/	/nəʊp/	UDP	[əʊ] is interfered by [ɔ:]
300/R.12/J VN/UDP	So	/sɔ:/	/səʊ/	UDP	[əʊ] is interfered by [ɔ:]
301/R.12/J VN/UDP	Know	/nɔ:/	/nəʊ/	UDP	[əʊ] is interfered by [ɔ:]
302/R.12/J VN/ODP	Doubt	/doʊb/	/daʊt/	ODP	[aʊt] is interfered by [oʊb]
					[b] is silent letter
303/R.12/J VN/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]
304/R.12/J VN/APS	At	/et	/æt/	APS	[æ] is interfered by [e]
305/R.12/J VN/RD	Students	/'stu:dənts /	/'stju:dənt s/	RD	[tju:] is interfered by [tu:]
306/R.12/J VN/APS	There	/ðer/	/ðeər/	APS	[eə] is interfered by [e]
307/R.12/J VN/UDP/ ODP	Shadow	/'ʃɑ:dəʊ/ /	/'ʃædəʊ/ /	UDP	[æ] is interfered by [ɑ:]
				ODP	[əʊ] is interfered by [oʊ]
308/R.12/J	Today	/tə'deɪ/	/tə'deɪ/.	UDP	[ə] is interfered

VN/UDP					by [ʊ]
309/R.12/J VN/RD	Making	/'mekɪŋ/	/'meɪkɪŋ/	RD	[eɪ] is interfered by [e]
310/R.12/J VN/RD	Clear	/kli:r/	/klɪə(r)/	RD	[ɪə] is interfered by [i:]
311/R.12/J VN/UDP	Method	/'meθɒd/	/'meθəd/	UDP	[ə] is interfered by [ɒ]
312/R.12/J VN/APS	Can	/ken/	/kæn/	APS	[æ] is interfered by [e]
313/R.12/J VN/UDP	Usually	/'ju:sʊəli:/	/'ju:zʊəli:/	UDP	[ʒ] is interfered by [s]
314/R.12/J VN/UDP	Egotistical	/ēgə'ti:sti: kəl/	/ēgə'ti:sti: kəl/	UDP	[ə] is interfered by [ɒ]
315/R.12/J VN/UDP	Common	/'kɒmən/	/'kɒmən/	UDP	[ə] is interfered by [ɒ]
316/R.12/J VN/UDP	Discoverin g	/dɪs'kɒvəri ŋ/	/dɪs'kʌvəri ŋ/	UDP	[ʌ] is interfered by [ɒ]
317/R.12/J VN/UDP	Consisting	/kɒn'sɪstɪŋ /	/kən'sɪstɪŋ /	UDP	[ə] is interfered by [ɒ]
318/R.12/J VN/UDP	Broken	/'brɒkən/	/'brəʊkən/	UDP	[əʊ] is interfered by [ɒ]
319/R.12/J VN/UDP	Home	/hɒm/	/həʊm/	UDP	[əʊ] is interfered by [ɒ]
320/R.12/J VN/APS	Lack	/lek/	/læk/	APS	[æ] is interfered by [e]
321/R.12/J VN/UDP	Attention	/ʌ'tenʃən/	/ə'tenʃ(ə)n /	UDP	[ə] is interfered by [ʌ]
322/R.12/J VN/RD	Resume	/rɪ'su:m /	/rɪ'zju:m/	RD	[zju:] is interfered by [su:]
323/R.12/J VN/RD	Via	/'viə/	/'vaɪə/	RD	[aɪə] is interfered by [ɪə]



324/R.13/J VN/ODP	About	/ə'bu:t/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
325/R.13/J VN/ODP	Know	/noʊ/	/nəʊ/	ODP	[əʊ] is interfered by [oʊ]
326/R.13/J VN/RD	Believe	/bə'li:v/	/bɪ'li:v/	RD	[ɪ] is interfered by [ə]
327/R.13/J VN/RD	Their	/ðeɪr/	/ðeə/	RD	[eə] is interfered by [eɪ]
328/R.13/J VN/UDP	Success	/sʌk'ses/	/sək'ses/	UDP	[ə] is interfered by [ʌ]
329/R.13/J VN/RD	Previous	'pɹevɪəs/	'pɹi:viəs/	RD	[i:] is interfered by [e]
					[iə] is interfered by [io]
330/R.13/J VN/UDP/ APS	Because	/bɪ'kæs/	/bɪ'kɒz/	UDP	[ɒ] is interfered by [ə]
				APS	[z] is interfered by [s]
331/R.13/J VN/UDP	Tall	/tɑ:l/	/tɔ:l/	UDP	[ɔ:] is interfered by [ɑ:]
332/R.13/J VN/RD	Suitable	/'suɪtəbl/	/'sju:təbl/	RD	[sju:] is interfered by [soɪ]
333/R.13/J VN/APS	Desire	/dɪ'saɪər/	/dɪ'zɑɪə/	APS	[z] is interfered by [s]
334/R.13/J VN/UDP	Don't	/dɒnt/	/dəʊnt/	UDP	[əʊ] is interfered by [ɒ]
335/R.13/J VN/APS	Deserve	/dɪ'sɜ:v/	/dɪ'zɜ:v/	APS	[z] is interfered by [s]
336/R.13/J VN/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
337/R.13/J	As	/ʌs/	/æz/	UDP	[æ] is interfered

VN/UDP/ APS					by [ʌ]
				APS	[z] is interfered by [s]
338/R.13/J VN/RD/U DP	Also	/'ʌlsə:/	/'ɔ:lsəʊ/	RD	[ɔ:] is interfered by [ʌ]
				UDP	[əʊ] is interfered by [ɔ:]
339/R.13/J VN/RD	Awareness	/ə'wɑ:rnəs /	/ə'weənəs/	RD	[eə] is interfered by [ɑ:]
340/R.13/J VN/RD	Grateful	/'gretfʊl/	/'gretfɔ:l/	RD	[eɪ] is interfered by [e]
341/R.14/I ND/ODP	About	/ə'bɔ:t/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
342/R.14/I ND/RD	Modern	/'mɒdərən/	/'mɒdən/	RD	[ə] is interfered by [erə]
343/R.14/I ND/UDP/ RD	Social	/'sɔ:ʃiəl/	/'səʊʃəl/	UDP	[əʊ] is interfered by [ɔ:]
				RD	[ə] is interfered by [ɪə]
344/R.14/I ND/RD	Media	/mediə/	/'mi:diə/	RD	[i:] is interfered by [e]
					[iə] is interfered by [ɪə]
345/R.14/I ND/UDP/ APS	Is	/i:s/	/ɪz/	UDP	[ɪ] is interfered by [i:]
				APS	[z] is interfered by [s]
346/R.14/I ND/UDP	Developin g	/dɪ'veləpɪŋ /	/dɪ'veləpɪŋ /	UDP	[ə] is interfered by [ɒ]
347/R.14/I ND/ODP	World	/wɔ:ld/	/wɜ:ld/	UDP	[ɜ:] is interfered by [ɔ:]
348/R.14/I	Popular	/'pɒpʊlər/	/'pɒpjʊlər/	RD	[pjʊ] is

ND/RD					interfered by [ʊ]
349/R.14/IND/UDP	Especialy	/es'peʃəli:/	/is'peʃəli:/	UDP	[ɪ] is interfered by [e]
350/R.14/IND/UDP	Among	/ə'mɒŋ/	/ə'mʌŋ/	UDP	[ʌ] is interfered by [ɒ]
351/R.14/IND/ODP	However	/hə:w'evər /	/həʊ'evə(r) /	ODP	[aʊ] is interfered by [ɔ:w]
352/R.14/IND/UDP	Control	/kɔ:n'trɔ:l/	/kən'trəʊl/	UDP	[ə] is interfered by [ɔ:]
					[əʊ] is interfered by [ɔ:]
353/R.14/IND/UDP/APS	As	/ʌs/	/æz/	UDP	[æ] is interfered by [ʌ]
				APS	[z] is interfered by [s]
354/R.14/IND/ODP	Know	/noʊ/	/nəʊ/	ODP	[əʊ] is interfered by [oʊ]
355/R.14/IND/APS	Effect	/e'fekt/	/ɪ'fekt/	APS	[ɪ] is interfered by [e]
356/R.14/IND/RD	Cure	/kʊr/	/kjʊə/	RD	[jʊə] is interfered by [ʊ]
357/R.14/IND/ODP	Know	/k'noʊ/	/nəʊ/	ODP	[k] is silent letter
					[əʊ] is interfered by [oʊ]
358/R.14/IND/RD	Makes	/meks/	/meiks/	RD	[eɪ] is interfered by [e]
359/R.14/IND/APS	Bad	/bed/	/bæd/	APS	[æ] is interfered by [e]
360/R.14/IND/APS	Exist	/ek'sɪst/	/ɪg'zɪst/	APS	[ɪ] is interfered by [e]
					[g] is interfered

					by [k] [z] is interfered by [s]
361/R.14/IND/UDP	Today	/tə'deɪ/	/tə'deɪ/	UDP	[ə] is interfered by [ʊ]
362/R.14/IND/UDP	Focus	/'fɔ:kəs/	/'fəʊkəs	UDP	[əʊ] is interfered by [ɔ:]
					[ə] is interfered by [ʊ]
363/R.14/IND/UDP	Cellphone	/'sel,fə:n/	/'sel,fəʊn/	UDP	[əʊ] is interfered by [ɔ:]
364/R.14/IND/RD/UD	Instagram	/'ɪnstɑ:græm/	/'ɪnstəgræm/	RD	[ə] is interfered by [ɑ:]
				UDP	[æ] is interfered by [ɑ:]
365/R.14/IND/UDP	Going	/'gɔɪŋ/	/'gəʊɪŋ/	UDP	[əʊɪ] is interfered by [oɪ]
366/R.14/IND/RD	Reality	/re'ælti:/	/ri(:)'ælti: /	RD	[i:'æ] is interfered by [e'a]
367/R.14/IND/UDP/ODP	Although	/ɑ:l'dəʊ/	/ɔ:l'dəʊ/	UDP	[ɔ:] is interfered by [ɑ:]
				ODP	[əʊ] is interfered by [oʊ]
368/R.15/JVN/APS	And	/ænd/	/ænd/	APS	[æ] is interfered by [e]
369/R.15/JVN/RD	Precious	/'preʃɪəs/	/'preʃəs/	RD	[ə] is interfered by [ɪə]
370/R.15/JVN/UDP	Today	/tə'deɪ/	/tə'deɪ/	UDP	[ə] is interfered by [ʊ]
371/R.15/J	Material	/mə:'tɪəriəl	/mə'tɪəriəl	UDP	[ə] is interfered

VN/UDP/ RD		/l/	/		by [ɑ:]
				RD	[tɹə] is interfered by [ʃə]
372/R.15/J VN/ODP	About	/ə'boʊt/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
373/R.15/J VN/UDP	So	/sə:/	/səʊ/	UDP	[əʊ] is interfered by [ɔ:]
374/R.15/J VN/UDP/ RD	Encourage	/ɪn'kʌrɪk/	/ɪn'kʌrɪdʒ/	UDP	[ʌ] is interfered by [v]
				RD	[dʒ] is interfered by [k]
375/R.15/J VN/UDP	Only	/'ɒnli:/	/'əʊnli:/	UDP	[əʊ] is interfered by [v]
376/R.15/J VN/RD	Make	/mek/	/meɪk/	RD	[eɪ] is interfered by [e]
377/R.15/J VN/UDP/ APS	Goals	/gəʊls/	/gəʊlz/	UDP	[əʊ] is interfered by [v]
				APS	[z] is interfered by [s]
378/R.15/J VN/UDP/ ODP	Working	/'wɜ:rkɪŋ/	/'wɜ:kɪŋ/	UDP	[ɜ:] is interfered by [ɔ:]
				ODP	[r] is silent letter
379/R.15/J VN/RD	Riding	/'ri:dɪŋ/	/'raɪdɪŋ/	RD	[aɪ] is interfered by [i:]
380/R.15/J VN/ODP	Might	/maɪg/	/maɪt/	ODP	[gh] is silent letter
381/R.15/J VN/RD	Build	/bɔɪld/	/bɪld/	RD	[ɪ] is interfered by [oɪ]
382/R.15/J VN/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
383/R.15/J VN/UDP	Go	/gə:/	/gəʊ/	UDP	[əʊ] is interfered by [ɔ:]

384/R.15/J VN/ODP	Through	/tru:/	/θru:/	ODP	[θ] is interfered by [t]
385/R.15/J VN/UDP	Process	/ <u>'prɒses/</u>	/'prəuses/	UDP	[əʊ] is interfered by [ɒ]
386/R.15/J VN/ODP	Without	/wi'ðout/	/wi'ðaʊt/	ODP	[aʊ] is interfered by [oʊ]
387/R.15/J VN/UDP	Commitment	/kɒ'mɪtmənt/	/kə'mɪtmənt/	UDP	[ə] is interfered by [ɒ]
388/R.15/J VN/UDP	Done	/dɒn/	/dʌn/	UDP	[ʌ] is interfered by [ɒ]
389/R.15/J VN/UDP	Consulting	/kɒn'sʌltɪŋ /	/kən'sʌltɪŋ /	UDP	[ə] is interfered by [ɒ]
390/R.15/J VN/UDP	Potential	/pə'tenʃəl/	/pəʊ'tenʃəl /	UDP	[əʊ] is interfered by [ɒ]
391/R.15/J VN/RD/UDP	Accompanied	/ʌ'kɒmpəni: i:d/	/ə'kʌmpən i:d/	UDP	[ə] is interfered by [ʌ]
392/R.16/J VN/ODP	So	/soʊ/	/səʊ/	ODP	[əʊ] is interfered by [oʊ]
393/R.16/J VN/APS	Can	/ken/	/kæn/	APS	[æ] is interfered by [e]
394/R.16/J VN/ODP	Without	/wi'ðout/	/wi'ðaʊt/	ODP	[aʊ] is interfered by [oʊ]
395/R.16/J VN/UDP	Trouble	/'trɒbl/	/'trʌbl/	UDP	[ʌ] is interfered by [ɒ]
396/R.16/J VN/ODP	Taught	/taʊg/	/tɔ:t/	ODP	[ɔ:] is interfered by [aʊ]
					[t] is interfered by [g]
397/R.16/J VN/UDP	Successful	/sʌk'sesfəl /	/sək'sesfəl /	UDP	[ə] is interfered by [ʌ]
398/R.16/J VN/UDP	Hope	/hɒp/	/həʊp/	UDP	[əʊ] is interfered by [ɒ]

399/R.16/J VN/UDP/ APS	As	/ʌs/	/æz/	UDP	[æ] is interfered by [ʌ]
				APS	[z] is interfered by [s]
400/R.16/J VN/APS/ RD	Experienc e	/eks'perie ns/	/iks'piəriə ns/	APS	[ɪ] is interfered by [e]
				RD	[ɪə] is interfered by [e]
					[ɪə] is interfered by [ɪe]
401/R.16/J VN/ODP	Upright	/'ʌpraɪg/	/'ʌpraɪt/	ODP	[gh] is silent letter
402/R.16/J VN/ODP	Though	/ðoʊg/	/ðəʊ/	ODP	[əʊ] is interfered by [oʊg]
403/R.16/J VN/APS	Dashing	/'dæʃɪŋ/	/'dæʃɪŋ/	APS	[ʃ] is interfered by [s]
404/R.16/J VN/ODP	Right	/raɪg/	/raɪt/	ODP	[gh] is silent letter
405/R.16/J VN/ODP	Now	/noʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
406/R.16/J VN/RD	Great	/gri:t/	/greɪt/	RD	[eɪ] is interfered by [i:]
407/R.17/J VN/ODP	About	/ə'boʊt/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
408/R.17/J VN/ODP/ APS	Thousand	/'təʊsənd/	/'θaʊzənd/	ODP	[θ] is interfered by [t]
					[aʊ] is interfered by [oʊ]
				APS	[z] is interfered by [s]
409/R.17/J VN/APS	And	/end/	/ænd/	APS	[æ] is interfered by [e]

410/R.17/J VN/APS	Than	/ðen/	/ðæn/	APS	[æ] is interfered by [e]
411/R.17/J VN/RD	Individual	/,ɪndɪ'vɪdʊ əl	/,ɪndɪ'vɪdʒ oʊl/	RD	[dʒʊ] is interfered by [dʊ]
412/R.17/J VN/APS	That	/ðet/	/ðæt/	APS	[æ] is interfered by [e]
413/R.17/J VN/UDP	Don't	/dɒnt/	/dəʊnt/	UDP	[əʊ] is interfered by [ɒ]
414/R.17/J VN/ODP	Out	/oʊt/	/aʊt/	ODP	[aʊ] is interfered by [oʊ]
415/R.17/J VN/UDP	Control	/kɒn'trɒl/	/kæn'trəʊl/	UDP	[ə] is interfered by [ɒ]
					[əʊ] is interfered by [ɒ]
416/R.17/J VN/UDP	Usually	/'ju:soʊli:/	/'ju:zʊəli:/	UDP	[z] is interfered by [s]
417/R.17/J VN/ODP	Who	/wu:/	/hu:/	ODP	[h] is interfered by [w]
418/R.17/J VN/RD	Popularity	/'pɒpʊ'lær ɪti:/	/'pɒpjʊ'læ rɪti:/	RD	[pjʊ] is interfered by [pʊ]
419/R.17/J VN/ODP	How	/hoʊ/	/haʊ/	ODP	[aʊ] is interfered by [oʊ]
420/R.17/J VN/APS	Can	/ken/	/kæn/	APS	[æ] is interfered by [e]
421/R.17/J VN/APS	Especially	/es'peʃəli:/	/ɪs'peʃəli:/	APS	[ɪ] is interfered by [e]
422/R.17/J VN/APS	Deliver	/de'livər/	/dɪ'livər/	APS	[ɪ] is interfered by [e]
423/R.17/J VN/APS/ UDP	Emotional ly	/e'mɒʃənəl i:/	/ɪ'məʊʃənəl i:/	APS	[ɪ] is interfered by [e]



				UDP	[əʊ] is interfered by [ʊ]
424/R.17/J VN/RD	Sexually	/'seksʊəli: /	/'seksjʊəli :/	RD	[sjʊ] is interfered by [sʊ]
425/R.17/J VN/RD	Take	/tek/	/teɪk/	RD	[eɪ] is interfered by [e]
426/R.17/J VN/UDP	Both	/bʊθ/	/bəʊθ/	UDP	[əʊ] is interfered by [ʊ]
427/R.17/J VN/RD	Via	/'viə/	/'vaɪə/	RD	[aɪə] is interfered by [ɪə]
428/R.17/J VN/UDP	Phone	/fə:n/	/fəʊn/	UDP	[əʊ] is interfered by [ɔ:]
429/R.17/J VN/ODP	Thoughts	/touts/	/θɔ:ts/	ODP	[θ] is interfered by [t]
					[ɔ:] is interfered by [ou]
430/R.17/J VN/UDP/ RD	Social	/'sɒʃɪəl/ /	/'səʊʃəl/ /	UDP	[əʊ] is interfered by [ʊ]
				RD	[ə] is interfered by [ɪə]
431/R.17/J VN/UDP	Networkin g	/'netwɔ:kɪ ŋ/	/'netwɜ:kɪ ŋ/	UDP	[ɜ:] is interfered by [ɔ:]
432/R.18/I ND/APS	Especially	/es'peʃəli:/	/ɪs'peʃəli:/	APS	[ɪ] is interfered by [e]
433/R.18/I ND/UDP/ APS	Alcoholis m	/'ʌlkəhəʊlɪs m/	/'ælkəhəʊlɪ zm/	UDP	[æ] is interfered by [ʌ]
					[ə] is interfered by [ʊ]
				APS	[z] is interfered by [s]
434/R.18/I	Most	/mɒst/	/məʊst/	UDP	[əʊ] is interfered

ND/UDP					by [ɒ]
435/R.18/IND/RD	Serious	/'seriʊs/	/'siəriəs/	RD	[ɪə] is interfered by [e]
					[ɪə] is interfered by [ɪʊ]
436/R.18/IND/APS	Escape	/es'keɪp/	/ɪs'keɪp/	APS	[ɪ] is interfered by [e]
437/R.18/IND/RD	Poor	/pu:r/	/pʊə(r)/	RD	[ʊə] is interfered by [u:]
438/R.18/IND/UDP	Forget	/fə:r'get/	/fə'get/	UDP	[ə] is interfered by [ɔ:]
				ODP	[r] is silent letter
439/R.18/IND/UDP	Cold	/kɒld/	/kəʊld/	UDP	[əʊ] is interfered by [ɒ]
440/R.18/IND/ODP/APS	Thousand	/'θaʊsənd/	/'θaʊzənd/	ODP	[aʊ] is interfered by [oʊ]
				APS	[z] is interfered by [s]
441/R.18/IND/ODP	Eighteen	/,eɪg'ti:n/	/,eɪ'ti:n/	ODP	[gh] is silent letter
442/R.18/IND/UDP/RD	Society	/sə'siəti:/	/sə'saɪəti:/	UDP	[ə] is interfered by [ɒ]
				RD	[aɪə] is interfered by [ɪə]
443/R.18/IND/RD	Modern	/'mɒdərən/	/'mɒdən/	RD	[ə] is interfered by [erə]
444/R.18/IND/RD	Prostitution	/,prɒstri'tu:ʃən/	/,prɒstri'tju:ʃən/	RD	[tju:] is interfered by [tu:]
445/R.18/IND/APS	Can	/ken/	/kæn/	APS	[æ] is interfered by [e]
446/R.18/IND	Suffer	/'sʊfər/	/'sʌfər/	RD	[ʌ] is interfered

ND/RD					by [ʊ]
447/R.18/I ND/APS/ RD	Diseases	/di'saɪsɪs/	/dɪ'zi:zɪz/	APS	[z] is interfered by [s]
				RD	[i:] is interfered by [aɪ]
448/R.18/I ND/UDP	Don't	/dɒnt/	/dəʊnt/	UDP	[əʊ] is interfered by [ɒ]
449/R.18/I ND/UDP	Go	/gɔ:/	/gəʊ/	UDP	[əʊ] is interfered by [ɔ:]
450/R.18/I ND/UDP	Solution	/sə'lʊ:ʃən/	/sə'lu:ʃən/	UDP	[ə] is interfered by [ɒ]
451/R.18/I ND/UDP/ APS	As	/ʌs/	/æz/	UDP	[æ] is interfered by [ʌ]
				APS	[z] is interfered by [s]
452/R.18/I ND/RD	Education	/,ɛdu:'keɪʃ ən/	/,ɛdʒu(:)'k eɪʃən/	RD	[dʒu:] is interfered by [du:]
453/R.19/I ND/UDP/ RD	Opportunit y	/,ɒpə'tu:nɪ ti:/	/,ɒpə'tju:n iti:/	UDP	[ə] is interfered by [ɒ]
				RD	[tju:] is interfered by [tu:]
454/R.19/I ND/APS	Deliver	/de'lɪvə/	/dɪ'lɪvə/	APS	[ɪ] is interfered by [e]
455/R.19/I ND/ODP	About	/ə'bu:t/	/ə'baʊt/	ODP	[aʊ] is interfered by [oʊ]
456/R.19/I ND/RD	Making	/'meɪkɪŋ/	/'meɪkɪŋ/	RD	[eɪ] is interfered by [e]
457/R.19/I ND/UDP	According	/ʌ'kɔ:rdɪŋ/	/ə'kɔ:dɪŋ/	UDP	[ə] is interfered by [ʌ]
458/R.19/I	Posibilitie	/pɒsɪ'bɪlɪti	/pəʊzɪ'bɪlɪ	RD	[əʊ] is interfered

ND/RD/APS	s	:s/	ti:z/		by [p]
				APS	[z] is interfered by [s]
459/R.19/IND/ODP/APS	Shows	/ʃoʊs/	/ʃəʊz/	ODP	[əʊ] is interfered by [oʊ]
				APS	[z] is interfered by [s]
460/R.19/IND/ODP	High	/haɪg/	/haɪ/	ODP	[gh] is silent letter
461/R.19/IND/UDP/ODP	Works	/wɜ:rkʃ./	/wɜ:ks/	UDP	[ɜ:] is interfered by [ɔ:]
				ODP	[r] is silent letter
462/R.19/IND/UDP/RD	Naturally	/'nætʃərəli:/	/'næʃrəli:/	UDP	[æ] is interfered by [ʌ]
				RD	[tʃ] is interfered by [tʃ]
463/R.19/IND/UDP/RD	Characteristic	/,kærɪktə'rɪstɪk/	/,kærɪktə'rɪstɪk/	UDP	[æ] is interfered by [ʌ]
				RD	[ɪ] is interfered by [ʌ]
464/R.19/IND/ODP	Thoughts	/tɔ:ts/	/θɔ:ts/	ODP	[θ] is interfered by [t]
465/R.19/IND/UDP	So	/səʊ/	/səʊ/	UDP	[əʊ] is interfered by [p]
466/R.19/IND/RD	Daily	/'daɪli:/	/'deɪli:/	RD	[eɪ] is interfered by [aɪ]
467/R.19/IND/UDP	Also	/'ɔ:lsəʊ/	/'ɔ:lsəʊ/	UDP	[əʊ] is interfered by [p]
468/R.19/IND/UDP/ODP/APS	Clothes	/kləʊðz/	/kləʊðz/	UDP	[əʊ] is interfered by [p]
				ODP	[ð] is interfered by [t]

				APS	[z] is interfered by [s]
469/R.19/IND/UDP/APS	Confused	/kɒn'fju:sd /	/kən'fju:zd /	UDP	[ə] is interfered by [v]
				APS	[z] is interfered by [s]
470/R.19/IND/APS	Example	/ɪk'sɑ:mpl/	/ɪg'zɑ:mpl /	APS	[g] is interfered by [k]
					[z] is interfered by [s]
471/R.19/IND/ODP	How	/hoʊ/	/haʊ/	ODP	[aʊ] is interfered by [oʊ]
472/R.19/IND/UDP/RD	Career	/kæ'ri:r/	/kə'riə/	UDP	[ə] is interfered by [ʌ]
				RD	[ɪə] is interfered by [i:]
473/R.20/JVN/APS/UDP	Beloved	/be'lɒvɪd/	/brɪ'lʌvɪd/	APS	[ɪ] is interfered by [e]
				UDP	[ʌ] is interfered by [v]
474/R.20/JVN/RD	So	/soʊ/	/səʊ/	RD	[əʊ] is interfered by [oʊ]
475/R.20/JVN/UDP/RD	Opportunity	/,ɒpər'tu:nɪti:/	/,ɒpə'tju:nɪti:/	UDP	[ə] is interfered by [v]
				RD	[tju:] is interfered by [tu:]
476/R.20/JVN/ODP	Know	/noʊ/	/nəʊ/	ODP	[əʊ] is interfered by [oʊ]
477/R.20/JVN/APS	Where	/wer/	/weə(r)/	APS	[eə] is interfered by [e]
478/R.20/J	Aspect	/'ʌspekt/	/'æspekt/	UDP	[æ] is interfered

VN/UDP					by [ʌ]
479/R.20/J VN/UDP	Career	/kə'ri:r/	/kə'riə/	UDP	[ə] is interfered by [ʌ]
480/R.20/J VN/UDP	Home	/hɒm/	/həʊm/	UDP	[əʊ] is interfered by [ɒ]
481/R.20/J VN/ODP	Out	/oʊt/	/aʊt/	ODP	[aʊ] is interfered by [oʊ]
482/R.20/J VN/ODP	Without	/wi'toʊt/	/wi'dəʊt/	ODP	[ð] is interfered by [t]
					[aʊ] is interfered by [oʊ]
483/R.20/J VN/APS	There	/ðer/	/ðeə/	APS	[eə] is interfered by [e]
484/R.20/J VN/ODP	Would	/wɔld/	/wɒd/	ODP	[l] is silent letter
485/R.20/J VN/UDP	Hold	/hɒld	/həʊld/	UDP	[əʊ] is interfered by [ɒ]
486/R.20/J VN/UDP/ APS	Transpose	/træns'pɒs / /	/træns'pəʊ z/ /	UDP	[əʊ] is interfered by [ɒ]
				APS	[z] is interfered by [s]
487/R.20/J VN/UDP	Program	/'prɒgræm / /	/'prəʊgræ m/ /	UDP	[əʊ] is interfered by [ɒ]
488/R.20/J VN/ODP	Following	/'fɒləʊɪŋ/	/'fɒləʊɪŋ/	ODP	[əʊ] is interfered by [ɒ]
489/R.20/J VN/APS/ ODP	Shadow	/'ʃedəʊ/. /	/'ʃædəʊ/ /	APS	[æ] is interfered by [e]
				ODP	[əʊ] is interfered by [oʊ]
490/R.20/J VN/UDP	Ambition	/ʌm'biʃən/	/æm'biʃ(ə) n/ /	UDP	[æ] is interfered by [ʌ]
491/R.20/J VN/UDP	Most	/mɒst/	/məʊst/	UDP	[əʊ] is interfered

					by [p]
492/R.20/J VN/UDP	Today	/tə'deɪ/	/tə'deɪ/	UDP	[ə] is interfered by [p]
493/R.20/J VN/UDP	Don't	/dɒnt/	/dəʊnt/	UDP	[əʊ] is interfered by [p]
494/R.20/J VN/ODP	Now	/nəʊ/	/naʊ/	ODP	[aʊ] is interfered by [oʊ]
495/R.20/J VN/ODP	Enough	/ɪ'nʌg/	/ɪ'nʌf/	ODP	[f] is interfered by [g]
496/R.20/J VN/RD/A PS	Always	/ˈɹlweɪs/	/ˈɔ:lweɪz/	RD	[ɔ:] is interfered by [ʌ]
				APS	[z] is interfered by [s]
497/R.20/J VN/UDP/ ODP	Working	/ˈwɔ:rkɪŋ/	/ˈwɜ:kɪŋ/	UDP	[ɜ:] is interfered by [ɔ:]
				ODP	[r] is silent letter

## RESPONDENT 1

This is the hope all of us as students, parents, and lecturers in all university. The first step to make success is having a dream. Make great dreaming and keep it stays upright and if we haven't had a dream then now is the time. Let the dream enslave us and make it come true. Ladies and gentleman, we are great people. Then there we will find our success named perceptible in all time history is the beginning of dreams. Look at our Prophet Muhammad, Marco Polo, Isaac Newton and Leonardo Davinci. They can success with a dream. OK, ladies and gentleman. We are in the golden age. Don't waste out time with useless activity. And now I will explain you. There is a there are a what there are the tips to success in the reaching goals:

The first become a sturdy that can pass through a variety of obstacles.

Second is add knowledge and learn to be better person.

The third is never give up and always think positive.

The fourth is always pray to Almighty God.

OK. Ladies and gentleman, that's all what I can speech today and remember don't be lazy set our dream as high as we can. Never give up and try to keep better in this future.



## PHONETICS TRANSCRIPTION RESPONDENT 1

/ðɪs/ /i:s/ /ðə/ /h ɔ: ps/ /ɔ:l/ /ɒf/ / ʌ s/ /æŋ/ /'stju:dənts/, /'peərənts/, /end/ /'lektʃərəŋ/

/ɪn/ /ɔ:l/ /'ju:nɪ'vɜ:rsɪti:/. /ðə/ /fɜ:rst/ /step/ /tu:/ /mek/ /s ʌ k'ses/ /i:s/ /'hævɪŋ/ /ə/ /dri:m/. /mek/ /grɪ:t/ /'dri:mɪŋ/ /end/ /ki:p/ /ɪt/ /staus/ /'ʌpraɪt/ /end/ /ɪf/ /wi:/ /hævnt/ /hæd/ /ə/ /dri:m/ /ðen/ /nou / /i:s/ /ðə/ /taɪm/. /let/ /ðə/ /dri:m/ /en'self/ / ʌ s/ /end/ /mek/ /ɪt/ /kʌm/ /tru:/. /

/'ledi:s/ /end/ /'dʒentlmən/, /wi:/ /ɑ:r/ /grɪ:t/ /'pi:pl/. /ðen/ /ðeər/ /wi:/ /wɪl/ /faɪnd/ /'aʊər/ /s ʌ k'ses/ /neɪmd/ /pər'septəbl/ /ɪn/ /ɔ:l/ /taɪm/ /'hɪst ɔ: ri:/ /i:s/ /ðə/ /

/'bi: gi:ni:ŋ/ /ɒf/ /dri:mŋ/. /lɒk/ /æt/ /'aʊər/ /'prɒpɪt/ /mə'hæmɪd/, /'mɑ:rkɔ: / /'p ɔ: lɔ: /, /Isak/ /'nju:t(ə)n/ /end/ /leo'nɑ:d ɔ: / /dɑ:/ /'vɪŋfɪ:/. /ðeɪ/ /ken/ /s ʌ k'ses/ /

/wɪð/ /ə/ /dri:m/. /'əʊ'keɪ/, /'ledi:s/ /end/ /'dʒentlmən/. /wi:/ /ɑ:r/ /ɪn/ /ðə/ /'g n ldən/. /d n nt/ /wɔ:st/ /aʊt/ /taɪm/ /wɪð/ /'ju:sls/ /æk'tɪvɪti:/. /end/ /nou / /aɪ/ /wɪl/ /

/'ks'pleɪn/ /ju:/. /ðeər/ /i:s/ /ə/ /ðeər/ /ɑ:r/ /ə/ /wɒt/ /ðeər/ /ɑ:r/ /ðə/ /tɪps/ /tu:/ /s ʌ k'ses/ /ɪn/ /ðə/ /'ri:ʃɪŋ/ /g ɔ: ls/ /

/ðə/ /fɜ:rst/ /bɪ'kʌm/ /ə/ /'st ʌ rdi:/ /ðæt/ /ken/ /pɑ:s/ /θru:/ /ə/ /və'raɪti:/ /ɒf / /'ɒbstækls/. /

/'sekənd/ /i:s/ /æd/ /'nɒlɪdʒ/ /end/ /lɜ:n/ /tu:/ /bi:/ /'betər/ /'pɜ:rsn/. /

/ðə/ /θɜ:rd/ /i:s/ /'nevər/ /gɪv/ /ʌp/ /end/ /'ɔ:lweɪz/ /θɪŋk/ /'pɒsətɪf/. /

/ðə/ /fɜ:θ/ /i:s/ /'ɔ:lweɪz/ /preɪ/ /tu:/ /ɔ:l'm lgti:/ /gɒd/. /'əʊ'keɪ/. /'ledi:s/ /end/ /'dʒentlmən/, /ðæts/ /ɔ:l/ /wɒt/ /aɪ/ /ken/ /spi:ʃ/ /tu:'deɪ/ /end/ /rɪ'membər/ /d n nt/ /bi:/ /'lezi:/ /set/ /'aʊər/ /dri:m/ / ɑ:s / /haɪg/ / ɑ:s / /wi:/ /

/'ken/. /'nevər/ /gɪv/ /ʌp/ /end/ /traɪ/ /tu:/ /ki:p/ /'betər/ /ɪn/ /ðɪs/ /'fju:ʃər/. /

**RESPONDENT 2**

If you have not had a dream yet. This is the time.

What will you become in five years from now ?

Decide your dream in from now. Plan your dream in good and right ways. Let you dream until all of the dream come true. Open your eyes my student. Let me praise the things once more to you all that having dream is sight a person who lives and hold the hopes. His or her will be impassioned and keep away from any kind of illness and pressure. You can open story of great people then you find that their success and achievement that make their name written in the history of life tumble out become from a dream. Said a Prophet Muhammad SAW, Marco Polo, Leonardo Da Vinci, Isaac Newton and other hundreds of great people. They all start out from a dream. For the reason this is your time to build your dreams. What you want in life and then it is the time to dream. Your age is golden age so do not waste the way. I want you to create a life that is meaningful and gives happiness to you. And I learn how to use it to give influence and difference to other people's life.

## PHONETICS TRANSCRIPTION RESPONDENT 2

/ɪf/ /ju:/ /hæv/ /nɒt/ /hæd/ /ə/ /dri:m/ /jet/. /ðɪs/ /i:s/ /ðə/ /taɪm/.

/wɒt/ /wɪl/ /ju:/ /bɪ'kʌm/ /ɪn/ /faɪv/ /jɪər/ /frɒm/ /noo / ?

/dɪ'saɪd/ /jɔ:r/ /dri:m/ /ɪn/ /gʊd/ /end/ /raɪt/ /weɪs/. /let/ /ju:/ /dri:m/ / Δ n'tɪl/ /ɔ:l/ /ɒf/  
/ðə/ /dri:m/ /kʌm/ /tru:/. /'ɔ:pən/ /jɔ:r/ /aɪs/ /maɪ/ /'stju:dənt/. /let/ /mi:/ /preɪs/ /ðə/  
/θɪŋs/ /wʌns/ /mɔ:r/ /tu:/ /ju:/ /ɔ:l/ /ðæt/ /'hævɪŋ/ /dri:m/ /i:s/ /saɪt/ /ə/ /'pɜ:rsn/ /hu:/  
/lɑɪ fs/ /end/ /h ɔ: ld/ /ðə/ /h ɔ: ps/. /hɪs/ /hɜ:r/ /wɪl/ /bi:/ /ɪm'pɔ:ʃənəd/ /end/  
/ki:p/

/ə'weɪ/ /frɒm/ /'eni:/ /kɑɪnd/ /ɒf/ /'ɪlnɪs/ /end/ /'preʃər/. /ju:/ /kæn/ /'ɔ:pən/ /'stɔ:ri:/  
/ɒf/ /greɪt/ /'pi:pl/ /ðen/ /ju:/ /faɪnd/ /ðæt/ /ðeər/ /sok'ses/ /end/ /ə'ʃi:vmənt/ /ðæt/  
/meɪk/ /ðeər/ /neɪm/ /'wɪrɪn/ /ɪn/ /ðə/ /'hɪst ɔ: ri:/ /ɒf/ /laɪf/ /'tʌmbəl/ /aʊt/ /bɪ'k ɔ:  
m/

/frɒm/ /ə/ /dri:m/.

/saɪ d/ /ə/ /'propɪt/ /mə'hæmɪd/, /'mɑ:rkɔ: / /'p ɔ:lɔ: /, /leo'nɑ:rdɔ: / /dɑ: /  
/'vɪnʃɪ:/,

/'ɪsək/ /'nju:t(ə)n/ /end/ /'ɔ:ðər/ /'hʌndrəds/ /ɒf/ /grɪ:t/ /'pi:pl/. /ðeɪ/ /ɑ:r/ /stɑ:rt/  
/aʊt/ /frɒm/ /ə/ /dri:m/. /fɔ:r/ /ðə/ /'ri:zn/ /ði:s/ /i:s/ /jɔ:r/ /taɪm/ /tu:/ /bɪld/ /jɔ:r/  
/dri:ms/. /wɒt/ /ju:/ /wɒnt/ /ɪn/ /laɪf/ /end/ /ðen/ /ɪt/ /i:s/ /ðə/ /taɪm/ /tu:/ /dri:m/.

/jɔ:r/ /eɪdʒ/ /i:s/ /'g n ldən/ /eɪdʒ/ /s ɔ: / / du: / /nɒt/ /wɑ:st/ /ðə/ /weɪ/. /aɪ/ /wɒnt/  
/ju:/

/tu:/ /kri:( )'eɪt/ /ə/ /laɪf/ /ðæt/ /i:s/ /'mi:nɪŋfʊl/ /end/ /grɪvs/ /'hæpɪnəs/ /tu:/

/ju:/. /ænd/ /aɪ/ /lɜ:rn/ /hoo / /tu:/ /ju:s/ /ɪt/ /tu:/ /grɪv/ /'ɪnfloens/ /end/ /'dɪfrəns/ /tu:/  
/'ʌðər/ /'pi:pls/ /laɪf/.

### RESPONDENT 3

Good afternoon Prime Minister, distinguished guests and fellow Youth Representatives. I am here on behalf of my school and to give a voice to today's school. I will discuss some of the issues that force teenagers in today's technological society as well as why and how they came about. Although the main issue I will focus on its all the different elements that control and manipulate new young people from not only today's society but from the past generations as well.

What is the first thought when I say teenagers? Is it that we're responsible, smart, high achieving or diligent? No, it's that we're violent, out of the control, narcissistic or just plain rude. I know far a fact that this is not an accurate representation of who am I or who my friends and classmates are. Every teen is different and individual in their own right, just the same as adults. I think most teenagers are just looking for meaning in their lives and trying to reach a point of independence. Every older generation makes the claim that teens today are out of the control, have no discipline, are into crime, their clothes are weird, their music is noise, many others. It is a subjective illusion that leaves no room for corrections. This is nothing new. Older generations would like to think that they were well-behaved. Obviously, it can't be true that every generation is getting worse because that would mean the world was a utopia.

### PHONETICS TRANSCRIPTION RESPONDENT 3

/gʊd/ /'ɑ:ftər'nu:n/ /praɪm/ /'mɪnɪstər/, /dɪs'tɪŋgwɪʃed/ /g **ɑ:**sts/ /**ɛ**nd/ /'feləʊ/ /ju:θ/  
 /,reprɪ'sentətɪvz/. /aɪ/ /æm/ /**hɪ:**r/ /vɒn/ /bɪ'ha:lf/ /**v**f/ /maɪ/ /sku:l/ /**ɛ**nd/ /tu:/ /gɪv/ /ə/  
 /vɔɪs/ /tu:/ /**tʉ:**'deɪs/ /sku:l/. /aɪ/ /wɪl/ /dɪs'kʌs/ /sʌm/ /**v**f/ /ði:/ /'ɪsu:s/ /ðæt/ /feɪs/  
 /'ti:n,eɪdʒərs/ /ɪn/ /tə'deɪs/ /,teknə'lgɪk(ə)l/ /s **ɔ:**'s **ɪ**əti:/ /æ**s**/ /wel/ /æ**s**/ /waɪ/ /**ɛ**nd/  
 /**h**oʊ / /ðeɪ/ /keɪm/ /ə'boʊ t/. /ðə/ /meɪn/ /'ɪsu:/ /aɪ/ /wɪl/ /bi:/ /'fɔ:kəs/ /vɒn/ /ɪts/  
 /ɔ:l/

/ðə/ /'dɪfrənt/ /'elɪmənts/ /ðæt/ /k **ɔ:**n'trɔ:l/ /**ɛ**nd/ /mə'nɪpələɪt/ /nju:/ /jʌŋ/ /'pi:pl/  
 /frɒm/ /nɒt/ /'ɔ:nlɪ:/ /**tʉ:**'deɪs/ /s **ɔ:**'s **ɪ**əti:/ /bʌt/ /frɒm/ /ðə/ /pɑ:st/ /,genə'reɪfəns/  
 /æ**s**/ /wel/.

/wɒt/ /**i:**s/ /ðə/ /fɜ:rst/ /θɔ:t/ /ðæt/ /kʌ**m**s/ /tu:/ /maɪnd/ /wen/ /aɪ/ /seɪ/ /'ti:n,eɪdʒərs/?

/**i:**s/ /ɪt/ /ðæt/ /wɪər/ /ɪs'pɒnsəbl/, /smɑ:rt/, /haɪg/ /ə'fɪ:vɪŋ/ /ɔ:r/ /'dɪlɪdʒənt/?

/ nəʊ/, /ɪts/ /ðæt/ /wɪər/ /'v **ɪ**ənt/, /aʊt/ /**v**f/ /ðə/ /k **ɔ:**n'trɔ:l/, /,nɑ:rsɪ'sɪstɪk/  
 /ɔ:r/

/dʒʌst/ /pleɪn/ /ru:d/. /aɪ/ /**n**oʊ / /fɑ:r/ /ə/ /fækt/ /ðæt/ /ðɪs/ /**i:**s/ /nɒt/ /ən/ /'ækjʊrɪt/  
 /,reprɪsən'teɪfən/ /**v**f/ /hu:/ /aɪ/ /æm/, /ɔ:r/ /hu:/ /æm/ /aɪ/ /ɔ:r/ /hu:/ /maɪ/ /frendz/  
 /**ɛ**nd/ /'klæsmets/ /ɑ:r/. /'evrɪ/ /ti:n/ /**i:**s/ /'dɪfrənt/ /**ɛ**nd/ /,ɪndr'vɪdʊəl/ /ɪn/ /ðeər/  
 /**oʊ** n/ /raɪg/, /dʒʌst/ /ðə/ /seɪm/ /æ**s**/ /'ædʌlts/. /aɪ/ /θɪŋk/ /m **ɔ:**st/ /'ti:n,eɪdʒərs/ /ɑ:r/  
 /dʒʌst/ /'lɒkɪŋ/ /fɔ:r/ /'mɪ:nɪŋ/ /ɪn/ /ðeər/ /laɪ **f**s/ /**ɛ**nd/ /'traɪŋ/ /tu:/ /rɪ:f/ /ə/ /pɔɪnt/  
 /**v**f/ /,ɪndɪ'pendənʃ/.

/'evrɪ:/ /'ɔ:ldər/ /,genə'reɪfən/ /meɪks/ /ðæt/ /ti:ns/ /**tʉ:**'deɪ/ /ɑ:r/ /aʊt/ /**v**f/ /ðə/  
 /k **ɔ:**n'trɔ:l/, /hæv/ /nəʊ/ /'dɪsɪplɪn/, /ɑ:r/ /'ɪntu:/ /kraɪm/, /ðeər/ /kl **ɔ:**ðz/ /ɑ:r/  
 /wɪəd/, /ðeər/ /'mju:ʃɪk/ /ɪz/ /nɔɪs/, /ɪt'setrə/. /ɪts/ /ə/ /səb'dʒektɪv/ /ɪ'lu:ʃən/ /ðæt/  
 /li:vs/ /nəʊ/ /ru:m/ /fɔ:r/ /kə'rekʃəns/. /ðɪs/ /**i:**s/ /'nʌθɪŋ/ /nju:/. /'ɔ:ldər/  
 /,genə'reɪfəns/ /wʊd/ /laɪk/ /tu:/ /θɪŋk/ /ðæt/ /ðeɪ/ /wɜ:r/ /wel-br'heɪvd/  
 /ti:ns/. /'ɒbvɪəsli:/, /ɪt/ /kɑ:nt/ /bi:/ /tru:/ /ðæt/ /'evrɪ:/ /,genə'reɪfən/ /**i:**s/ /'getɪŋ/  
 /wɔ:rs/ /br'kɒz/ /ðæt/ /wʊd/ /mi:n/ /ðə/ /wɜ:ld/ /wɒs/ /ə/ /ju:'təʊpʒə/.

#### **RESPONDENT 4**

Now, we are going to talk about dream. Dreams are very important. If you don't have a dream you will go nowhere. Dreams are necessary. Without dreams, there will be no ambition to chase. And there will be no goal to reach. We are nothing without dreams. Not having dreams is like chasing a traceless murder. It is like dreadful goose chase. We must know what we want to do and follow that ambition. We can't achieve anything in life without goals, for these goals, we need to dream.

Everyone has dreams. Big ones or small ones. Even the most successful people had a dream and that is has made what they are today.

Dreaming is essential for a human being. Without dreams, you will lose interest in life and finally you will hate to live. You will be bored and tired of the same monotonous daily routines of your life and you will not even find the most exciting things you do. But with dreams, you can find a purpose to live. You will start working hard towards the dream and finally you find interest in life. You will never tire and always be motivated. This is the way to be successful person.

But with dreams, comes great responsibility. It is just not enough to dream and forget about the dream. But some people had a dream, but a little people wake up and work for it.

If you don't have a dream, you can never enjoy the luxuries of life or that life has offer to you. You will never feel that ecstatic of feeling achievement or you will never get pride of what you do. All these things are necessary for human beings and without dreams there is no motivation. You will be failure in life. You will not be able achieve in life. So this quality is very improvement.

**PHONETICS TRANSCRIPTION RESPONDENT 4**

/noo/, /wi:/ /ɑ:r/ /'gooη/ /tu:/ /tɔ:k/ /ə'buoo t/ /dri:m/. /dri:ms/ /ɑ:r/ /'veri:/  
 /ɪm'pɔ:tənt/. /ɪf/ /ju:/ /doont/ /hæv/ /ə/ /dri:m/ /ju:/ /wɪl/ /g ɔ: / /'n ɔ: weər/.  
 /dri:ms/  
 /ɑ:r/ /'nesɪsəri:/. /wɪ't ɔ: t/ /dri:ms/, /ðeər/ /wɪl/ /bi:/ /n ɔ: / /ɑ:m'biʃ(ə)n/  
 /tu:/  
 /ʃeɪs/. /end/ /ðeər/ /wɪl/ /bi:/ /n ɔ: / /g ɔ: l/ /tu:/ /ri:ʃ/. /wi:/ /ɑ:r/ /'nootɪŋ/ /wɪ't  
ɔ: t/  
 /dri:ms/. /nɒt/ /'hævɪŋ/ /dri:ms /i:s/ /laɪk/ /'ʃeɪsɪŋ/ /ə/ /'trʌsɫəs/ /'mɜ:rdər/. /ɪt/ /i:s/  
 /laɪk/ /'dredfʊl/ /gu:s/ /ʃeɪs/. /wi:/ /mʌst/ /noo/ /wɒt/ /wi:/ /wɒnt/ /tu:/ / du: /  
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 /'fɒl n w/ /ðæt/ /ɑ:m'biʃ(ə)n/. /wi:/ /kɑ:nt/ /ə'ʃi:v/ /'eniθɪŋ/ /ɪn/ /laɪf/ /wɪ't ɔ:  
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 /'evrɪwʌn/ /hæs/ /dri:ms/. /bɪg/ /wʌns/ /ɔ:r/ /smɔ:l/ /wʌns/. /'i:vən/ /ðə/ /m ɔ: st/  
 /sək'sesfʊl/ /'pi:pl/ /hæd/ /ə/ /dri:m/ /end/ /ðæt/ /i:s/ /hæs/ /med/ /wɒt/ /ðeɪ/ /ɑ:r/  
 /t ɔ: 'deɪ/. /'dri:m/ /i:s/ /ɪ'senʃəl/ /fɔ:r/ /ə/ /'hju:mən/ /'bi:ɪŋ/. /wɪ't ɔ: t/ /dri:ms/.  
 /ju:/  
 /wɪl/ /lu:s/ /'ɪntrɪst/ /ɪn/ /laɪf/ /end/ /'fɑ:nəli:/ /ju:/ /wɪl/ /heit/ /tu:/ /laɪf/. /ju:/ /wɪl/  
 /bi:/ /bɔ:d/ /end/ /'taɪəd/ /vf/ /ðə/ /seɪm/ /mɒ'nɒt n əs/ /'deɪli:/ /ru:'ti:ns/ /vf/ /jɔ:r/  
 /laɪf/ /end/ /ju:/ /wɪl/ /nɒt/ /'i:vən/ /fɑ:nd/ /ðə/ /m ɔ: st/ /ɪk'saɪtɪŋ/ /θɪŋs/ /ju:/  
 / du: / . /bʌt/ /wɪð/ /dri:ms/. /ju:/ /kæn/ /fɑ:nd/ /ə/ /'pɜ:pəs/ /tu:/ /lɪv/. /ju:/ /wɪl/  
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 /laɪf/. /ju:/ /wɪl/ /'nevər/ /'taɪər/ /end/ /'ɔ:lweɪz/ /bi:/ /'m ɔ: trɪveɪtɪd/. /ðɪs/ /i:s/ /ðə/  
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 /bʌt/ /wɪð/ /dri:ms/. /kʌms/ /greɪt/ /rɪs pɒnsə'bɪlɪti:/. /i:t/ /i:s/ /dʒʌst/ /nɒt/ /ɪ'nʌg/  
 /tu:/ /dri:m/ /end/ /fɔ:r'get/ /ə'buoo t/ /ðə/ /dri:m/. /bʌt/ /sʌm/ /'pi:pl/ /hæd/ /ə/  
 /dri:m/, /bʌt/ /ə/ /'lɪt/ /'pi:pl/ /weɪk/ /ʌp/ /end/ /wɔ:rk/ /fɔ:r/ /ɪt/.  
 /ɪf/ /ju:/ /d n nt/ /hæv/ /ə/ /dri:m/, /ju:/ /kæn/ /'nevər/ /ɪn' dʒɔ:/ /ðə/ /'l ɔ kʃ ɔ rɪs/  
 /vf/  
 /laɪf/ /ɔ:r/ /ðæt/ /laɪf/ /hæs/ /'vfər/ /tu:/ /ju:/. /ju:/ /wɪl/ /'nevər/ /fi:l/ /ðæt/  
 /eks'tætɪk/ /vf/ /'fi:lɪŋ/ /ə'ʃi:vmənt/ /ɔ:r/ /ju:/ /wɪl/ /'nevər/ /get/ /praɪd/ /vf/ /wɒt/  
 /ju:/ / du: / . /ɔ:l/ /ðɪ:z/ /θɪŋs/ /ɑ:r/ /'nesɪsəri:/ /fɔ:r/ /'hju:mən/ /'bi:ɪŋs/ /ænd/  
 /wɪ'ðəʊt/ /dri:ms /ðeər/ /i:s/ /n ɔ: / /m ɔ:ti'veɪʃən/. /ju:/ /wɪl/ /bi:/ /'feɪljər/ /ɪn/  
 /laɪf/. /ju:/ /wɪl/ /nɒt/ /bi:/ /'eɪbl/ /ə'ʃi:v/ /ɪn/ /laɪf/. /s ɔ: / /ðɪs/ /'kwɒlɪti:/ /i:s/ /'veri:/  
 /ɪm'pru:vmənt/.

## RESPONDENT 5

In this presentation we will discuss about bullying.

What is the definition of teenager's problem?

Teenager's problem come from two word. The first is teenager and second is problem. teenager is a transition from children to adulthood. And then is problem, problem is a situation that have to be solve. So, teenager's problem is a something that teenagers have to solve. It is one example of teenager's problem is bullying.

Bullying is action that attack human by hurting directly or indirectly that have negative effect to physically, verbally, emotionally and psychology.

What of cause of bullying?

First, bullies want to know their power or knowledge.

Second, bullies want to another people give their attention to them.

Next, bullies want to another people have some argument with them about something.

Next, what is the negative effect of the bully victim?

First, bully victim usually feel difficult to eat or lazy to eat. This is because the psychologist are repressed and then they get loss of appetite and it is result to weight loss.

Next, bully victim will feel hard physical pain of the bullies if use a violence.

Next, they will feel shy, lonely, and depression.



## PHONETICS TRANSCRIPTION RESPONDENT 5

/ɪn/ /ðɪs/ / ,preʒen'teɪʃən/ /wi:/ /wɪl/ /dɪs'kʌs/ /ə'boʊt/ /'bɒliŋ/.

/wɒt/ /**i:s**/ /ðə/ / ,defɪ'nɪʃən/ /**vɪ**/ /'ti:n,eɪdʒə**s**/ /'prɒbləm/?

/'ti:n,eɪdʒə**s**/ /'prɒbləm/ /kʌm/ /frɒm/ /tu:/ /wɜ:d/. /ðə/ /fɜ:rst/ /**i:s**/ /'ti:n,eɪdʒə/  
/ɛnd/ /'sekənd/ /**i:s**/ /'prɒbləm/. /'ti:n,eɪdʒə/ /**i:s**/ /ə/ /trʌ:n'sɪʃən/ /frɒm/ /'ʃɪldrən/  
/tu:/ / ə' dʌlθʊ d/. /ɛnd/ /ðen/ /**i:s**/ /'prɒbləm/, /'prɒbləm/ /**i:s**/ /ə/ / ,sɪtʊ'eɪʃən/  
/ðæt/

/hæv/ /tu:/ /bi:/ /sɒlv/. /s **ɔ:** /, /'ti:n,eɪdʒə**s**/ /'prɒbləm/ /**i:s**/ /ə/ /'sʌmθɪŋ/ /ðæt/  
/'ti:n,eɪdʒə**s**/ /hæv/ /tu:/ /sɒlv/.

/**i:t**/ /**i:s**/ /wʌn/ /**ɪk**'sɑ:mpl/ /**vɪ**/ /'ti:n,eɪdʒə**s**/ /'prɒbləm/ /**i:s**/ /'bɒliŋ/. /'bɒliŋ/  
/**i:s**/ /'ækʃ(ə)n/ /ðæt/ /ə'tæk/ /'hju:mən/ /baɪ/ /'hɜ:rtɪŋ/ /**də**'rektli:/ /ɔ:r/  
/ ,**ɪndə**'rektli:/ /ðæt/ /hæv/ /'negətɪv/ /ɪ'fekt/ /tu:/  
/'fɪsɪkəli:/, /'vɜ:rbəli:/, /ɪ'm **ɔ:** fənli:/ /ɛnd/ /**sɪ:**'kɒlədʒi:/.

/wɒt/ /**vɪ**/ /kɔ:**s**/ /**vɪ**/ /'bɒliŋ/?

/fɜ:rst/, /wɒnt/ /tu:/ /ʃ**ɔ:**w/ /ðeər/ /'p **ɔ:wər**/ /ɔ:r/ /**kə**'nɒlɪdʒ/.  
/'sekənd/, /'bɒli:**s**/ /wɒnt/ /tu:/ /ə'nʌðər/ /'pi:p/ /gɪv/ /ðeər/ /ə'tenʃ(ə)n/ /tu:/ /ðem/.  
/nekst/, /'bɒli:**s**/ /wɒnt/ /tu:/ /ə'nʌðər/ /'pi:p/ /hæv/ /sʌm/ /'ɑ:rgjʊmənt/ /wɪð/  
/ðem/ /ə'boʊt/ /'sʌmθɪŋ/.

/nekst/, /wɒt/ /**i:s**/ /ðə/ /'negətɪv/ /ɪ'fekt/ /**vɪ**/ /ðə/ /'bɒli:/ /'vɪktɪm/?  
/fɜ:rst/, /'bɒli:/ /'vɪktɪm/ /'ju:**s**ʊəli:/ /fi:l/ /'dɪfɪkəlt:/ /tu:/ /i:t/ /ɔ:r/ /'lezi/ /tu:/  
/i:t/. /ðɪs/ /**i:s**/ /bɪ'kaʊ z/ /ðə/ /**sɪ:**'kɒlədʒɪst/ /ɑ:r/ /dɪ'pres/ /ɛnd/ /ðen/ /ðeɪ/ /get/ /lɒs/  
/**vɪ**/ /'æpɪtət/ /ɛnd/ /**i:t**/ /**i:s**/ /kri(:)'eɪt/ /tu:/ /weɪ**g**/ /lɒs/.  
/nekst/, /'bɒli:/ /'vɪktɪm/ /wɪl/ /fi:l/ /hɑ:rd/ /'fɪsɪkəl/ /peɪn/ /**vɪ**/ /ðə/ /'bɒlɪ**s**/ /ju:s/ /ə/  
/'v **l**ɒləns/.

/nekst/, /ðeɪ/ /wɪl/ /fi:l/ /ʃaɪ/, /'l **ɔ:** nli/, /ɛnd/ /dɪ'preʃən/.

## RESPONDENT 6

Hi, I'm from Frengo Motivator Community.

In here I will tell you about dream.

In here who does know dream?

The dream is something that you want to happen very much. Everyone has dream because the dream make us arrive up so that we can pursue that. It is never so late for our dream.

Next I want to tell you about how to relate dream.

First, we must be creative person. If you dream of something and you have said goals and keep everything what you have.

Second, make the dream become the main goal. Don't thinking the dream only dream but you must thinking that dream will be come true.

Third, be optimist. We must believe thing that our dream will be come true. We can do anything for our dream. For example: you dream you want to be a police. You must believe thing that your dream will be come true and you can study hard first and don't forget pray for the God. Because without the God we can't do anything.

In this conclusion of my material is we must keep trying our dream and we must believe that we can do it. And don't forget to pray for the God because without the God we can't do anything.

**PHONETICS TRANSCRIPTION RESPONDENT 6**

/haɪ/, /aɪm//frɒm//frenʒə:// 'm ɔ: tɪv ɑ:t ɔ: r//k ɔ: 'mu:nɪti:/.

/ɪn//hɪər//aɪ//wɪl//tel//ju://ə' bɒ u t//dri:m/.

/ɪn//hɪər//hu://dʌ s//n o //dri:m/?

/ðə//dri:m//i: s// 'sʌmθɪŋ//ðæt//ju://wɒnt//tu:// 'hæpən// 'fɛri://mʌtʃ/. / 'evrɪwʌn//hæs//  
dri:m//bɪ'k ʌ z//ðə//dri:m//mɛ k// ʌ s//ə' rʌf//ʌp//s ɔ://ðæt//wi://kæn//pər' sju://ðæt/.  
**/i:t**

//i: s// 'nevər//s ɔ://leɪt//fɔ:r// 'aʊər//dri:m/.

/nekst//aɪ//wɒnt//tu://tel//ju://ə' bɒ u t//h o //tu://rɪ'leɪt//dri:m/.

/fɜ:rst/, /wi://mʌst//bi://kri(:)' eɪtf// 'pɜ:rsn/. /ɪf//ju://dri:m//v f// 'sʌmθɪŋ//ɛ nd//ju://h  
æv//sæd//g ɔ: l s//ɛ nd//ki:p// 'evrɪθɪŋ//wɒt//ju://hæv/.

/'sekənd/, /mɛ k//ðə//dri:m//bɪ'kʌm//ðə//meɪn//g ɔ: l /. /d ɒ nt// 'θɪŋkɪŋ//ɔ: nli//dri:m//b  
ʌt//ju://mʌst// 'θɪŋkɪŋ//ðæt//dri:m//wɪl//bi://kʌm//tru:/.

/θɜ:rd/, /bi:// 'ɒptɪmɪst/. /wi://mʌst//bɪ'li:v//θɪŋ//ðæt// 'aʊər//dri:m//wɪl//bi:/

/kʌm//tru:/. /wi://k ɛ n// d u:// 'enɪθɪŋ//fɔ:r// 'aʊər//dri:m/. /fɔ:r//ɪ k s a m p l://ju://dri:m/  
/ju://wɒnt//tu://bi://ə//p n 'li:s/. /ju://mʌst//bɪ'li:v//θɪŋ//ðæt//jɔ:r//dri:m//wɪl//bi://kʌ  
m//tru://ɛ nd/

/ju://k ɛ n// 'stʌdi//hɑ:rd//ɛ nd//d n nt//f ɔ: r' get//preɪ//fɔ:r//ðə//gɒd/. /bɪ'k p s//wɪ' ð o u  
t//ð

ə//gɒd//wi://kɑ:nt// d u:// 'enɪθɪŋ/.

/ɪn//ðɪs//k ɔ: n'klu:ʃən//v f//maɪ//mə' tɪəriəl//i: s//wi://mʌst//ki:p// 'traɪŋ// 'aʊər//dri:m/  
/ɛ nd//wi://mʌst//bɪ'li:v//ðæt//wi://k ɛ n// d u://ɪt/.

/ɛ nd//dp nt//f ɔ: ' get//tu://preɪ//fɔ:r//ðə//gɒd//bɪ'k p s//wɪ' ð o u t//ðə//gɒd//wi://kɑ:nt//d  
u:// 'enɪθɪŋ/.

**RESPONDENT 7**

Let's pray and praise to Allah who give us mercies and blessings so we can attend in this occasion without obstacle and trouble.

In here, I will share about the dream.

We are in here is the candidates will be the successful person in the future.

This is the hope all of the student, parents and all teacher in the school.

You become a successful person if it is a pride of for us.

The first step to be a successful person is you should have a dream. Make a great dream and keep it stay up right while hurricane crashing though a hurricane struck. If we haven't a dream so this is the time to have a dream. Specify your dream from now. We are great people story. Then there we will find their success, our successful named perceptible in all time history is the beginning from a dream.

Look at the Prophet Muhammad, Marco Polo, Isaac Newton and hundred of other great people. They start from a dream. Let built dreams of you. What we want in this life. In this life in this time to dream.

**PHONETICS TRANSCRIPTION RESPONDENT 7**

/lets//prei//**end**//**prauz**//tu:// 'ælə//hu://gɪv//ʌs// 'blesɪŋs//s **ɹ** //wi://kæn//ə'tend//ɪn//ðɪs  
// **ɹ** : 'keɪfən//wɪ'**ðout**// 'ɒbstəkl//**end**// 'trʌbl/.

/ɪn//hɪər/ , /aɪ//wɪl//feər//ə'**bout**//ðə//dri:m/.

/wi://ɑ:r//ɪn//hɪər//**i:s**//ðə// 'kændɪdɪts//wɪl//bi://ðə//s **ʌ**

k'sesfʊl// 'pɜ:rsn//ɪn//ðə// 'fju:ʃ ər/.

/ðɪs//**i:s**//ðə//**hnp**//ɔ:l//**vɪ**//ðə// 'stju:dənt/, / 'peərənts//**end**//ɔ:l// 'ti:ʃər//ɪn//ðə//sku:l/.

/ju://bɪ'**knm**//ə//s **ʌ** k'sesfʊl// 'pɜ:rsn//ɪf//**i:t**//**i:s**//ə//praɪd//fə:r//ʌs/.

/ðə//fɜ:rst//step//tu://bi://s**ʌ**k'sesfʊl// 'pɜ:sn//**i:s**//ju://fʊd//hæv//ə//dri:m/. /**mek**//ə//gr  
**i:t**//dri:m//**end**//ki:p//**i:t**//steɪ//ʌp//raɪ**g**//waɪl// 'hʌrɪkən// 'kræfɪŋ//ðə//ə// 'hʌrɪkən//st  
rʌk/. /ɪf//wi://hævnt//hæd//ə//dri:m//s **ɹ** //ðɪs//**i:s**//ðə//taɪm//tu://hæv//ə//dri:m/. / 'spe  
sɪfaɪ//jɔ:r//dri:m//frɒm//**nou**/. /wi://ɑ:r//gr**i:t**// 'pi:pl// 'stɔ:ri:/. /ðen//ðeər//wi://wɪl//fa  
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k'sesfʊl//neɪmd//pər'septəbl//ɪn//ɔ:l//taɪm// 'hɪstɔ:ri://**i:s**

//ðə//**bi:** 'gi:**ni:**ŋ//frɒm//ə//dri:m/.

/lʊk//æt//ðə// 'prɒpɪt//mə'hæmɪd/, / 'mɑ:k \_\_\_\_\_ **ɹ** : \_\_\_\_\_ // 'p \_\_\_\_\_ **ɹ** : \_\_\_\_\_ l \_\_\_\_\_ **ɹ** : \_\_\_\_\_ /,

/ 'ɪsək// 'nju:t(ə)n//**end**// 'hʌndr \_\_\_\_\_ əd//**vɪ**// 'ʌðər//gr**i:t**// 'pi:pl/.

/ðeɪ//stɑ:rt//frɒm//ə//dri:m/. /let//bɪlt//dri:m**g**//**vɪ**//ju:/. /w ɒt//wi://wɒnt//ɪn//ðɪs//laɪf/.

/ɪn//ðɪs//laɪf//ɪn//ðɪs//taɪm//tu://dri:m/.

## RESPONDENT 8

Today, I would like to deliver a speech about bullying which is included in teenagers problem cases. So, what is bullying?

Bullying is the use of force, threat, or coercion to abuse intimidate and aggressively dominate others. This teenager is invited and have you ever get bully? Or has it happen to your friends?

Ladies and gentlemen, in this modern era bullying is not only directly face to face. But bullying can also done online. That's it cyber bullying. Cyber bullying when someone use technology to send, make threatening or embarrassing message to or about someone in the internet.

It may be a text, message, email or another in social medias. Ninety persen social media user is a teenager, all of that public figure or social media's artist. They team connects everytime they post something on social media. Unlike the bullying, cyber bullying sometimes using peak a cult and fake identity which can make it even worse. It also has a wider audience and has spread quickly and finally subjects of cyber bullying often feel like they are can not get away from bullying. When you live for get away, it's over, but cyber bullying can force for every time and everywhere.

If you being cyber bullying. Here are what we can do.

First, tell your parents and trusted adult.

Second, save everything like email, message or post.

Third, report harassing a mess, take account or inappropriate photos.

## PHONETICS TRANSCRIPTION RESPONDENT 8

/t u:'deɪ/, /aɪ/ /wɒld/ /laɪk/ /tu:/ /dɪ'lvər/ /ə/ /spi:tʃ/ /ə'b oʊ t/ /'bɒliŋ/ /wɪtʃ/  
/i:s/

/ɪn'klu:dɪd/ /ɪn/ /'ti:n, eɪdʒərs/ /'prɒbləm/. /sɔ:, /wɒt/ /i:s/ /'bɒliŋ/?

/'bɒliŋ/ /i:s/ /ðə/ /ju:s/ /vɒf/ /fɔ:rs/, /tri:t/, /ɔ:r/ /k ɔ: 'rɜ:rfən/ /tu:/ /ə'bjʊ:s/  
/i:n' ti:mi:deɪt/ /ɛnd/ /ə'grɛsɪvli:/ /'dɒmɪneɪt/ /'ʌðəs/. /ðɪs/ /'ti:n, eɪdʒər/ /i:s/  
/ɪn'vaɪtɪd/ /ɛnd/ /hæv/ /ju:/ /'evər/ /get/ /'bɒli:/? /ɔ:r/ /hæs /i:t/ /'hæpən/ /tu:/ /jɔ:r/  
/frends/?

/'leɪds/ /ɛnd/ /'dʒɛnt(ə)lmən/, /i:n/ /ðɪs/ /'mɒdərən/ /'grə/ /'bɒliŋ/ /i:s/ /nɒt/  
/'ɔ:nli:/ /d aɪ 'rektli:/ /feɪs/ /tu:/ /feɪs/. /'bɒliŋ/ /kæn/ /'ɔ:ls ɔ: / /dʌn/ /'vɒn, laɪn/.  
/ðæts/

/i:t/ /'saɪbər/ /'bɒliŋ/. /wen/ /'sʌmwʌn/ /ju:s/ /tek'nɒl n dʒi:/ /tu:/ /send/, /meɪk/  
/ tri:t/ /ɪm'bærəsɪŋ/ /'mesɪdʒ/ /tu:/ /'sʌmwʌn/ /i:n/ /ði/ /'ɪntər, net/.

/i:t/ /m /bi:/ /ə/ /tekst/ /'mesɪdʒ/ /i:n/ /'s ɔ: ʃɪəl/ /'mɛdɪə/ /ju:sd/ /ð /eɪdʒ/ /ə/  
aɪ ə  
/'ti:n, eɪdʒə/, /'pʌblɪk/ /'fɪdʒər/ /ɔ:r/ /'s ɔ: ʃɪəl/ /iə/ /'ɑ:rtɪkl/. /noʊ/, /ðeər/ /eɪdʒ/ /get/  
/θi:m/ /'kɒntents/, /'evri:/ /kaɪnd/ /ðeɪ/ /p ɔ: st/ /keɪm/ /'tri:tmənt/ /'s ɔ:  
ʃɪəl/

/'mɛdɪə/. /ʌn'laɪk/ /ðə/ /'bɒliŋ/, /'saɪbər/ /'bɒliŋ/ /kɛn/ /meɪk/ /'i:vən/ /w ɔ:rs/. /ɪt/  
/'ɔ:ls ɔ: / /hæs /ə/ /'waɪdər/ /' aʊ dɪəns/ /ɛnd/ /'fɑ:nəli/ /'sʌbdʒɪkts/ /vɒ/  
/'saɪbər/

/'bɒliŋ/ /'vɒftən/ /fi:l/ /laɪk/ /ðeɪ/ /ɑ:r/ /kɛn/ /nɒt/ /get/ /ə/ /weɪ/ /frɒm/  
/'bɒliŋ/. /wen/ /ju:/ /lɪv/ /fɔ:r/ /get/ /ə/ /weɪ/, /ɪts/ /' ɔ: vər/, /bʌt/ /'saɪbər/ /'bɒliŋ/  
/kɛn/ /fɔ:rs/ /fɔ:r/ /'evri:tɑɪm/ /ɛnd/ /'evrɪweər/.

/ɪf/ /ju:/ /'bi:ɪŋ/ /'saɪbər/ /'bɒliŋ/. /ðeər/ /ɑ:r/ /wɒt/ /wi:/ /kɛn/ /du:./

/fɜ:rst/, /tel/ /ɔ:r/ /'klʌstəd/ /'ædʌlt/.

/'sekənd/, /ɪ'mɜ:rdʒ/ /ɔ:l/ /'mesɪdʒ/ /ɔ:r/ /p ɔ: st/.

/θɜ:rd/, /ɪ'pɔ:rt/ /'hærəsɪŋ/ /ə/ /mæn/ /ðæt/ /ə'k oʊ nt/ /ɔ:r/ /,ɪnə'prɔ:prɪnt/ /'f ɔ: t  
ɔ:s/.

## RESPONDENT 9

In here, I am deliver a little material of hoax news. So what do you mean hoax news yet? Therefore I hear news rules that contain in damage. One, understanding hoax. Two, the kind of news hoax and the three, the consequences of making and spreading misleading hoax and the last is any tips for dealing hoax news. Already in the spreadsheet, the first material is understanding news. Understanding hoax that is understanding, one, in the language and two, in the term. In the language is false news or hoax. And in the term is the real information is not true but made as if it were true.

And the two kind of news hoax, hoax viruses usually develop by method and script via g-mail or chat application. And the two, proper hoax. Proper hoax is check use made in intentionally. The three, a splendid title but different from context. Different title and context was special attention is needed. The fourth, true news in a misleading context. Sometimes news this has not a prior or reference for a long time and if it is not checked it will read to misleading news.

And the three point, the consequences of making and spreading misleading news. The one, make people become suspicious and even hate people. And the two, bother or even physically hurt innocent people. And the three, provide incorrect information to policy makers.

And the last point, any tips for dealing with hoax news. One, routinely read from other media.

And the two, the most vulnerable people who rarely consume news.

And the three, don't share article or photos you don't know fully and are sure of the truth.



### PHONETICS TRANSCRIPTION RESPONDENT 9

/ɪn/ /hɪər/, /aɪ/ /æm/ /dɪ'li:vər/ /ə/ /'lɪtl/ /mə'tɪəriəl/ /vɒf/ /h **ŋ** ks/ /nju:s/. /s /wɒt/  
**ɔ:**

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/ɪn/ /'dæmɪdʒ/. /wʌn/, /,ʌndər'stændɪŋ/ /h **ŋ** ks/. /tu:/, /ðə/ /kaɪnd/ /vɒf/ /nju:s/ /h **ŋ**  
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 /h **ŋ** ks/ /end/ /ðə/ /lɑ:st/ /ɪs/ /'eni:/ /tɪps/ /fɔ:r/ /'deɪlɪŋ/ /h**ŋ**ks/ /nju:s/. /**ɑ:**l'redi:/ /ɪn/  
 /ðə/ /'spredʃi:t/, /ðə/ /fɜ:st/ /m**ɑ:**'t **ər** **ɪ**al/ /ɪs/ /,ʌndər'stændɪŋ/  
 /nju:s/. /,ʌndər'stændɪŋ/ /h **ŋ** ks/ /ðet/ /ɪs/ /,ʌndər'stændɪŋ/, /wʌn/, /ɪn/ /ðə/  
 /'leŋgwidʒ/ /end/ /tu:/, /ɪn/ /ðə/ /tɜ:rm/. /ɪn/ /ðə/ /'leŋgwidʒ/ /ɪs/ /fɛls/ /nju:s/ /ɔ:r/  
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 /mɪs'li:diŋ/ /'kɒntekst/.

/'sʌmtaɪms/ /nju:s/ /ðɪs/ /hæz/ /nɒt/ /ə/ /'pr**ɪ**or/ /ɔ:r/ /'refrəns/ /fɔ:r/ /ə/ /lɒŋ/ /taɪm/  
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 /lɑ:st/ /pɔɪnt/, /'eni:/ /tɪps/ /fɔ:r/ /'di:liŋ/ /wɪð/ /h **ŋ** ks/ /nju:s/. /wʌn/, /ru:'ti:nli:/  
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**RESPONDENT 10**

It is a wonderful and precious time for me to be your speaker in this event. But I will give you a motivator about dream. Do you know about dream? Any one of you that? Or do you know about hope?

First, I will answer my second question which is about hope. Hope is release beware to get it as hope we will try to reach our hopes. For example, we have high expectation put it come or when to pass guess. Yes, we should be try hardfully the our hopes.

While dream, dream is a hope and reflection as when we don't release. For example, when we fall asleep or rest, a lot of people consider that dream only as a flower bed. If we sure and try we must get the dreams. Already explain between dream and hope.

Second, I will give you some motivation or of our dream.

One, wrote all the wish on the paper. Writing can as remember of our dream and we will have the reflection to except our dream.

Second, putting our paper that contains all the hope dreams in a strategy that we can create. This is to keep us motivate and the last one test and try.

**PHONETICS TRANSCRIPTION RESPONDENT 10**

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/ɪn/ /ðɪs/ /ɪ'v ɔn/. /bʌt/ /aɪ/ /wɪl/ /gɪv/ /ju:/ /ə/ /'m n tɪvɑ:t ɔ:r/ /ə'boʊ t/  
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/'eni:/ /wʌn/ /vɒf/ /ju:/ /ðæt/? /ɔ:r/ / du: /ju:/ /kə'noʊ / /ə'boʊ t/ /hɒp/?

/fɜ:rst/, /aɪ/ /wɪl/ /'ɑ:nswər/ /maɪ/ /'sekənd/ /'kwesʃən/ /wɪtʃ/ /ɪs/ /ə'boʊ t/ /hɒp/.  
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/waɪl/ /dri:m/, /dri:m/ /ɪs/ /ə/ /hɒp/ /ɛnd/ /rɪ'flekʃən/ / ʌs/ /wen/ /wi:/ /dɒnt/

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/k n n'sɪdər/ /ðæt/ /dri:m/ /'ɒnli:/ / ʌs/ /ə/ /'fl ɔ:wər/ /bed/.

/ɪf/ /wi:/ /fʊər/ /ɛnd/ /traɪ/ /wi:/ /mʌst/ /get/ /ðə/ /dri:ms/. / ɑ:l'redi:/ /ɪks'pleɪn/  
/br'twi:n/ /dri:m/ /ɛnd/ /hɒp/.

/'sekənd/, /aɪ/ /wɪl/ /gɪv/ /ju:/ /sʌm/ /,mɒtɪ'veɪʃən/ /ɔ:r/ /vɒf/ /'aʊər/ /dri:m/.

/wʌn/, /wrɪnt/ /ɔ:l/ /ðə/ /wɪtʃ/ /vɒn/ /ðə/ /'peɪpər/. /'wɪtɪŋ/ /kæn/ / ʌs/ /rɪ'membər/ /vɒf/  
/ 'aʊər/ /dri:m/ /ɛnd/ /wi:/ /wɪl/ /hæv/ /ðə/ /rɪ'flekʃən/ /tu:/ /ɪk'sept/ /'aʊər/ /dri:m/

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/ðə/ /lɑ:st/ /wʌn/ /test/ /ɛnd/ /traɪ/.

## RESPONDENT 11

My beloved audience certainly we steady social media is something that we familiar for us. In this era, social media application has develop a lot. The example of application that currently read good interest now.example is Whatsapp, Line, Instagram, and etc. this application is supported in the social interaction of the community. Only with internet connection, we can already access the application whenever and wherever. But there was also duplicate negative impact of social interaction. But author is in the scream of how to use social media. Those information that inspire by individual or institution that would be infect for emotional, feeling, scope and even the exceed of person or group.

Therefore as in research in this better if we can filter the information by well and here I will mention a view tips or avoiding the hoax news.

The first is becareful with provocative titles. The hoax news often use the sensational title for or the hoax news.

The second is look and check the site address.

The next is check references. You need to pay attention from where the news search is.

Next is check the truth of the photos not only the content the text that can manipulated people. But in the form of photos or videos can be manipulated too.

The last is participating and anti hoax news. In this group, we can discuss about the truth of the news.

## PHONETICS TRANSCRIPTION RESPONDENT 11

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 /' sʌmθɪŋ/

/ðæt/ /wi:/ /fu: 'mɪliər/ /fɔ:r/ / **ʌs/**. /ɪn/ /ðɪs/ /' **erʌ/**, /' s **ɔ: fɪal/ 'mɛdɪə/**  
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 /' ðeər fɔ:r/ / **ʌs/** /ɪn/ /rɪ 'sɜ:tʃ/ /ɪn/ /ðɪs/ /' betər/ /ɪf/ /wi:/ /**kɛn/** /' fɪltər/ /ði:/  
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## RESPONDENT 12

I would like to deliver my presentation under the title teenagers' problem. Teenagers' problems to become with all people have many problems. Some of them many problems, the oldest them learn or to problems' young people have as many problems. I nope so no doubt you face with content problems abd I suggest paying a big good rate at the skill students.

Why teenagers' problem? You ask me why I have such a topic. It's quite simple. There is not a shadow of doubt but these problems are problems of today. Yourself had such problem. You promise to all may be your children in the future will face with them. So, making this thing clear. In this method can be very useful to you.

What are teenagers like? Teenagers are like an active, trying, usually easily bored, sensitive person, very egotistical, and many problems which are common for ourself discovering.

What problems do teens have?

The first is family problem. Further problem consisting of broken home. Broken home is the lack of attention.

The second is depression. Depression can be a resume of all the teenager' problem.

The third is peer presure. Peer presure was lead influence to do things by friends and people your age.

The last is bullying. Usually bullying intending to hurt another person and via physical, mental or cyber bullying.

## PHONETICS TRANSCRIPTION RESPONDENT 12

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/waɪ/ /'ti:n,eɪdʒərs/ /'prɒbləm/? /ju:/ /ɑ:sk/ /mi:/ /waɪ/ /aɪ/ /hæv/ /sʌf/ /ə/  
 /'tɒpɪk/. /ɪts/ /kwaɪt/ /'sɪmpl/. /ðer/ /ɪs/ /nɒt/ /ə/ /'ju:dou /vɒf/ /dou b/ /bʌt/ /ði:s/  
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 /'meni:/ /'prɒbləms/ /wɪf/ /ɑ:r/ /'kɒm n n/ /fɔ:r/ /'aʊər/ /self/ /dɪs'kovəriŋ/.

/wɒt/ /'prɒbləms/ / du: / /ti:ns/ /hæv/?

/ðə/ /fɜ:rst/ /ɪs/ /'fæmɪli:/ /'prɒbləm/. /'fɜ:rðər/ /'prɒbləm/ /k n n'sɪstɪŋ/ /vɒf/ -  
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 /θɪŋs/ /baɪ/ /frendz/ /ɛnd/ /'pi:pl/ /jɔ:r/ /eɪdʒ/.

/ðə/ /la:st/ /ɪs/ /'bɒlɪŋ/. /'ju:ʒoli:/ /'bɒlɪŋ/ /ɪn'tendɪŋ/ /tu:/ /hɜ:rt/ /ə'nʌðər/  
 /'pɜ:rsn/ /ɛnd/ /'v la/ /'fɪzɪkəl/, /'mentl/ /ɔ:r/ /'saɪbər/ /'bɒlɪŋ/.

**RESPONDENT 13**

Here, I want to share a little story about me.

Dream. Do you know about dream? Or do you have a dream?

I believe that everyone here have a big dreams for their future.

Dreams in my definition. Dreams are something we want to achieve. Dreams are we want what we want to get and I know we will have a dream. I speak here not in the name of the success previous people, but because I want to share a little story about me.

Before many people thought me, "Tyas, you are tall, you are very suitable to be a policewoman". Then they continue to push me to achieve desire. Then do you know what I do?

Then I try but then I know I don't deserve it. Now, I stand here before you with myself as it is. I'm real be betrayed. I'm not trying, but a dream is also accompanied by awareness. I that time I know I have many some commonness. Here, I'm grateful. I will not have succed. Sometimes I envy with my friendswho have manage to get what I want, but I understand that God gave me what I need.



**PHONETICS TRANSCRIPTION RESPONDENT 13**

/hɪər/, /aɪ/ /wɒnt/ /tu:/ /ʃeər/ /ə/ /'lɪtl/ /'stɔ:ri:/ /ə'boʊ t/ /mi:/.  
 /dri:m/. / du: / /ju:/ /ə'boʊ t/ /dri:m/? /ɔ:r/ / du: / /ju:/ /hæv/ /ə/ /dri:m/?  
noʊ  
 /aɪ/ /b ə' li:v/ /ðæt/ /'envɪwʌn/ /hɪər/ /hæv/ /ə/ /bɪg/ /dri:mz/ /fɔ:r/ /ðeɪ r/ /'fju:ʃər/.  
 /dri:mz/ /ɪn/ /maɪ/ /,defɪ'niʃən/. /dri:mz/ /ɑ:r/ /'sʌmθɪŋ/ /wi:/ /wɒnt/ /tu:/  
 /ə'ʃi:v/. /dri:mz/ /ɑ:r/ /wi:/ /wɒnt/ /wɒt/ /wi:/ /wɒnt/ /tu:/ /get/ /ænd/ /aɪ/ /noʊ / /wi:/  
 /wɪl/ /hæv/ /ə/ /dri:m/. /aɪ/ /spi:k/ /hɪər/ /nɒt/ /ɪn/ /ðə/ /neɪm/ /vɪ\_ /ðə/ /s ʌ k'ses/  
 /'previəs/ /'pi:pl/, /bʌt/ /bɪ'k əs/ /aɪ/ /wɒnt/ /tu:/ /ʃeər/ /ə/ /'lɪtl/ /'stɔ:ri:/ /ə'boʊ t/  
 /mi:/.  
  
 /bɪ'fɔ:r/ /'meni:/ /'pi:pl/ /θɔ:t/ /mi:/, /'ti:ɑ:s/, /ju:/ /ɑ:r/ /t ɑ:l/, /ju:/ /ɑ:r/ /'veri:/  
 /'s oʊt əbl/ /tu:/ /bi:/ /ə/ /pə'li:s, wʊmən". /ðen/ /ðeɪ/ /kən'tɪnju(:)/ /tu:/ /pʊʃ/ /mi:/  
 /tu:/ /ə'ʃi:v/ /dɪ'ʒaɪər/. /ðen/ / du: / /ju:/ /noʊ / /wɒt/ /aɪ/ / du: / ?  
  
 /ðen/ /aɪ/ /traɪ/ /bʌt/ /ðen/ /aɪ/ /noʊ / /aɪ/ /dɒnt/ /dɪ'ʒɜ:rv/ /ɪt/. /noʊ /, /aɪ/ /stænd/  
 /hɪər/ /bɪ'fɔ:r/ /ju:/ /wɪð/ /maɪ'self/ / əz /ɪt/ /ɪz/. /aɪm/ /rɪəl/ /bi:/ /bɪ'treɪd/. /aɪm/  
 /nɒt/ /'traɪŋ/, /bʌt/ /ə/ /dri:m/ /ɪz/ /'ʌlsə/ /ə'kʌmpəni:d/ /baɪ/ /ə'wɔ:rnəs/. /aɪ/ /ðæt/  
 /taɪm/ /aɪ/ /noʊ / /aɪ/ /hæv/ /'meni:/ /sʌm/ /'kɒmənɪs/. /hɪər/, /aɪm/ /'grɛtful/. /aɪ/  
 /wɪl/ /nɒt/ /hæv/ /s ʌ k'si:d/. /'sʌmtaɪms/ /aɪ/ /'envi:/ /wɪð/ /maɪ/ /frendz/ /hu:/ /hæv/  
 /'mæniɔz/ /tu:/ /get/ /wɒt/ /aɪ/ /wɒnt/, /bʌt/ /aɪ/ /, ʌndər'stænd/ /ðæt/ /gʊd/ /geɪv/  
 /mi:/ /wɒt/ /aɪ/ /ni:d/.

**RESPONDENT 14**

I'm standing here, I want to deliver my speech about teenagers' problem. In modern life, social media is developing very fast. It use by many people of all the world. Social media very popular especially among young. However there are many young people who can not control themselves and they could to social media. as we know social media has many some effect for us, like cure study habit and living away from reality. And now a part to let to know some several effect of social media.

First, social media makes the young have bad grade in studies. Because of social media many students were exist, no students have became with students. At today the students come to place that they to know far, but they do not focus on study. Like their teacher are teaching they cellphone to Facebook, Instagram or get away friend or messenger. They always take they cellphone every five minute to see what's going on social media.

Secondly, the teenager were accept social media can revised from reality. Because of the use social media all day, they will not have time for other activities. Although has many benefit in our lives, but they will influence on study and make us live away from reality.

## PHONETICS TRANSCRIPTION RESPONDENT 14

/aɪm/ /'stændɪŋ/ /hɪər/, /aɪ/ /wɒnt/ /tu:/ /dɪ'livər/ /maɪ/ /spi:tʃ/ /ə'boʊt/ /'ti:n,eɪdʒərs/  
 /'prɒbləm/. /ɪn/ /'mɒdərən/ /laɪf/, /'s ɔ: ʃɪəl/ /'medɪə/ /i:s/ /dɪ'vel ɪ pɪŋ/ /'veri:/  
 /fɑ:st/  
 . /ɪt/ /ju:s/ /baɪ/ /'meni:/ /'pi:pl/ /ɒf/ /ɔ:l/ /ðə/ /wɔ:ld/. /'s ɔ: ʃɪəl/ /'medɪə/  
 /'veri:/ /'pɒpələ/ /'es'peʃəli:/ /ə'm ɪ ŋ/ /jʌŋ/. /h ɔ:w' evər/ /ðeər/ /ɑ:r/ /'meni:/ /jʌŋ/  
 /'  
 pi:pl/ /hu:/ /kæn/ /nɒt/ /k ɔ: n'trɔ:l/ /ðəm'selvz/ /ænd/ /ðeɪ/ /kʊd/ /tu:/ /'s ɔ:  
 ʃɪəl/  
 /'medɪə/.  
 / ʌs/ /wi:/ /noʊ/ /'s ɔ: ʃɪəl/ /'medɪə/ /hæz/ /'meni:/ /sʌm/ /'e'fekt/ /fɔ:r/ / ʌs/, /laɪk/ /k  
 ɔ: r  
 /'stʌdi:/ /'hæbɪt/ /ænd/ /'lɪvɪŋ/ /ə'weɪ/ /frɒm/ /re'ʌlɪti:/. /ænd/ /nəʊ/ /ə/ /pɑ:rt/ /tu:/  
 /let/ /tu:/ /noʊ/ /sʌm/ /'sevrəl/ /'e'fekt/ /ɒf/ /'s ɔ: ʃɪəl/ /'medɪə/. /fɜ:rst/, /'s ɔ:  
 ʃɪəl/  
 /'medɪə/ /meks/ /ðə/ /jʌŋ/ /hæv/ /bed/ /greɪd/ /ɪn/ /'stʌdɪs/. /br'kɒz/ /ɒf/ /'s ɔ: ʃɪəl/  
 /'medɪə/ /'meni:/ /'stju:dənts/ /wɜ:r/ /'ek'sɪst/, /noʊ/ /'stju:dənts/ /hæv/  
 /br'keɪm/ /wɪð/ /'stju:dənts/. /æt/ /t ɔ: 'deɪ/ /ðə/ /'stju:dənts/ /kʌm/ /tu:/ /pleɪs/  
 /ðæt/ /ðeɪ/ /tu:/ /k'noʊ/ /fɑ:r/, /bʌt/ /ðeɪ/ /'du:/ /nɒt/ /'fɔ:k ɔ: s/ /ɒn/ /'stʌdi:/. /laɪk/  
 /ðeər/ /'ti:tʃər/ /ɑ:r/ /'ti:tʃɪŋ/ /ðeɪ/ /'sel'fʊ:n/ /tu:/ /'feɪs,bʊk/, /'ɪnst ɑ: grɑ:m/ /ɔ:r/  
 /get/ /ə'weɪ/ /frend/ /ɔ:r/ /'mesɪndʒər/. /ðeɪ/ /'ɔ:lweɪz/ /teɪk/ /ðeɪ/ /'sel'fʊ:n/ /'evri:/ /  
 faɪf/ /'mɪnɪ t/ /tu:/ /si:/ /wɒts/ /'gɒɪ ŋ/ /ɒn/ /'s ɔ: ʃɪəl/ /'medɪə/.  
 /'sekəndli:/, /ðə/ /'ti:n,eɪdʒər/ /wɜ:r/ /ək'sept/ /'s ɔ: ʃɪəl/ /'medɪə/ /kæn/ /rɪ'vaɪzd/ /fr  
 ɒm/ /re'ʌlɪti:/. /br'kɒz/ /ɒf/ /ðə/ /ju:s/ /'s ɔ: ʃɪəl/ /'medɪə/ /ɔ:l/ /deɪ/, /ðeɪ/ /wɪl/ /nɒt/  
 /hæv/ /taɪm/ /fɔ:r/ /'ʌðər/ /æk'tɪvɪtɪz/. / ɑ:l' ðoʊ / /hæz/ /'meni:/ /'benɪfɪt/ /ɪn/ /'aʊər/  
 /lɪvs/, /bʌt/ /ðeɪ/ /wɪl/ /'ɪnflʊəns/ /ɒn/ /'stʌdi:/ /ænd/ /meks/ / ʌs/ /lɪ v/ /ə'weɪ/ /frɒm/  
 /re'ʌlɪti:/.

### RESPONDENT 15

It's wonderful and precious for me to be present today. And to be material is about dream. Anyone who wants tell us about dream? In my opinion dream is about our future life. Our future plan is not just a dream. So, with a dream it will encourage us to be a better person every day. Everyone has a dream but only a few number of people that can meet their dream come true. In having effort, we should make it easy and we should find to our future goals. Then today, I will give you some tips to reach your dream.

The first one is working and never give up. If we will ready well riding our dream, we might build colony in few years from now. What colony? You will never go through that process without yourself. You might find friends, you work and your rising thing so. But important point is believe in yourself and trying about your strength.

The second is commitment should be done consulting in yourself to learn correcting in obstacle or each others. Then we can possible to learn our potential, because it is a positive things.

The third is a struggle reduction. People said that a change never comes twice. I have believe that, so it is should accompanied learn our struggle.

**PHONETIC TRANSCRIPTION RESPONDENT 15**

/ɪts/ /'wʌndərfoʊl/ /**end**/ /'preʃjus/ /fɔ:r/ /mi:/ /tu:/ /bi:/ /'prezns/ /t **u** 'dei/. /**end**/  
/tu:/

/bi:/ /m **u:** 'færiəl/ /ɪz/ /ə' **bu** t /dri:m/. /'enɪwʌn/ /hu:/ /wɒnts/ /tel/ / **ʌs**/ /ə' **bu** t /  
/dri:m/?

/ɪn/ /maɪ/ / **n** 'pɪnɪən/ /dri:m/ /ɪz/ /ə' **bu** t /'aʊər/ /'fju:ʃər/ /laɪf/. /'aʊər/ /'fju:ʃər/  
/plæn/ /ɪz/ /nɒt/ /dʒʌst/ /ə/ /dri:m/. /s **u:** /, /wɪð/ /ə/ /dri:m/ /ɪt/ /wɪl/ /bi:/ /ɪn' **kprɪk** /  
/wi:/ /tu:/ /bi:/ /'betər/ /'pɜ:rsn/ /'evrɪdeɪ/. /'evrɪwʌn/ /hæ**s** /ə/ /dri:m/ /bʌt/ /' **n**li:/  
/ə/ /fju:/ /'nʌmbər/ /v**f** /'pi:pl/ /ðæt/ /kæn/ /mi:t/ /ðeər/ /dri:m/ /kʌm/ /tru:/. /ɪn/  
/'hævɪŋ/ /'efərt/, /wi:/ /ʃʊd/ /m**ek** /ɪt/ /'i:zi:/ /ænd/ /wi:/ /ʃʊd/ /faɪnd/ /tu:/ /'aʊər/  
/'fju:ʃər/ /g**u**ls/.

/ðen/ /t **u** 'dei/, /aɪ/ /wɪl/ /gɪv/ /ju:/ /sʌm/ /tɪps/ /tu:/ /ri:ʃ/ /jɔ:r/ /dri:m/.

/ðə/ /fɜ:rst/ /wʌn/ /ɪz/ /'wɔ:rkɪŋ/ /ænd/ /'nevər/ /gɪv/ /ʌp/. /ɪf/ /wi:/ /wɪl/ /'redi:/  
/wel/ /'ri:dn/ /'aʊər/ /dri:m/,

/wi:/ /maɪ**g** /b **u** ld /'kɒləni:/ /ɪn/ /fju:/ /jɪə**s** /'frɒm/ /n**ou** / . /wɒt/ /'kɒləni:/?

/ju:/ /wɪl/ /'nevər/ /g **u:** / /tru:/ /ðæt/ /' **pr** ses/ /wɪ' **ð** t /jɔ:r'self/. /ju:/ /maɪ**g** /  
/faɪnd/ /frend**s** /, /ju:/ /wɔ:rk/ /**end**/ /jɔ:r/ /'raɪsɪŋ/ /θɪŋ/ /s **u:** / . /bʌt/ /ɪm'pɔ:rtənt/  
/pɔɪnt/ /ɪz/ /brɪ'li:v/ /ɪn/ /jɔ:r'self/ /**end**/ /'traɪŋ/ /ə' **bu** t /jɔ:r/ /streŋ/.

/ðə/ /'sekənd/ /ɪz/ /k **n** 'mɪtmənt/ /ʃʊd/ /bi:/ /d **n** / /kɒn'sʌltɪŋ/ /ɪn/ /jɔ:r'self/ /tu:/  
/lɜ:n/ /kə'rektɪŋ/ /ɪn/ /'ɒbstəkl/ /ɔ:r/ /i:ʃ/ /'ʌðə**s** / . /ðen/ /wi:/ /kæn/ /'pɒsəbl/ /tu:/  
/lɜ:n/ /'aʊər/ /p **n** 'tenʃəl/, /brɪ'kɒz/ /ɪt/ /ɪz/ /ə/ /'pɒsətɪv/ /θɪŋ**s** /.

/ðə/ /θɜ:rd/ /ɪz/ /ə/ /'strʌgl/ /rɪ'dʌkʃən/. /'pi:pl/ /sed/ /ðæt/ /ə/ /'feɪndz/ /'nevər/  
/kʌm**s** /twɪs/. /aɪ/ /hæv/ /brɪ'li:v/ /ðæt/, /s **u:** / /ɪt/ /ɪz/ /ʃʊd/ / **ʌ** 'k **n** mpəni:d/ /lɜ:n/  
/'aʊər/ /'strʌgl/.

**RESPONDENT 16**

First of all let pray and thanks in the our God. So, we can attend in this proved without any trouble and obstacle. We are the candidates who taught in successful in the future. This is the hope of all for as experience, parents and teacher in all university. You become a successful person if it is pray for us.

The first step to make success is having a dream. Make great dreams and keep it stays upright well hurricane crashing and though hurricane struck. Dreams flying on space which dashing like the right way dream.

If you haven't had a dream then now is the time. Specify the dreams of us for from now. We are great people story then there we will find their success, our named perceptible in all time. This is the beginning of the dream.

Start from dreams, therefor, at this time. Let's build dreams of you. What we want in life. It is the time to dream.

**PHONETICS TRANSCRIPTION RESPONDENT 16**

/fɜːrst/ /vɒf/ /ɔːl/ /let/ /preɪ/ /ænd/ /θæŋks/ /ɪn/ /ðiː/ /'aʊər/ /gʊd/. /sou /, /wiː/ /kæn/  
 /ə'tend/ /ɪn/ /ðɪs/ /pruːvd/ /wɪ'ðou t/ /'eniː/ /'trubl/ /ænd/ /'ɒbstəkl/. /wiː/ /ɑːr/ /ðə/  
 /'kændɪdɪts/ /huː/ /taug/ /ɪn/ /s Δ k'sesfʊl/ /ɪn/ /ðə/ /'fjuːtʃər/. /ðɪs/ /ɪs /ðə/ /hop/  
 /vɒf/

/ɔːl/ /fɔːr/ / Δs/ /eks'periens/, /'peərənts/ /ænd/ /'tiːtʃər/ /ɪn/ /ɔːl/ /juːnɪ'vɜːrsɪtiː/. /juː/  
 /brɪ'kʌm/ /ə/ /s Δ k'sesfʊl/ /'pɜːrsn/ /ɪf/ /ɪt/ /ɪs /preɪ/ /fɔːr/ / Δs/.

/ðə/ /fɜːrst/ /step/ /tuː/ /meɪk/ /s Δ k'ses/ /ɪs /'hævɪŋ/ /ə/ /driːm/. /meɪk/ /greɪt/  
 /driːms /ænd/ /kiːp/ /ɪt/ /steɪs /'ʌpraɪg /wel/ /'hʌrɪkən/ /'kræfɪŋ/ /ænd/ /ðoug/  
 /'hʌrɪkən/ /strʌk/.

/driːms /'flaɪŋ/ /vɒn/ /speɪs/ /wɪtʃ/ /'dæsɪŋ/ /laɪk/ /ðə/ /raɪg /weɪ/ /driːm/.  
 /ɪf/ /juː/ /hævnt/ /hæd/ /ə/ /driːm/ /ðen/ /nou / /ɪs /ðə/ /taɪm/. /'spesɪfaɪ/ /ðə/ /driːm  
s /vɒf/ / Δs/ /fɔːr/ /frɒm/ /nou /. /wiː/ /ɑːr/ /grit/ /'piːpl/ /'stɔːriː/ /ðen/ /ðeər/ /wiː/ /  
 wɪl/ /faɪnd/ /ðeər/ /s Δ k'ses/, /'aʊər/ /neɪmd/ /pər'septəbl/ /ɪn/ /ɔːl/ /taɪm/.

/ðɪs/ /ɪs /ðə/ /brɪ'gɪnɪŋ/ /vɒf/ /ðə/ /driːm/.

/stɑːrt/ /frɒm/ /driːms /, /ðeər'fɔːr/, /æt/ /ðɪs/ /taɪm/. /lets/ /bɪld/ /driːms /vɒf/ /juː/.  
 /wɒt/ /wiː/ /wɒnt/ /ɪn/ /laɪf/. /ɪt/ /ɪs /ðə/ /taɪm/ /tuː/ /driːm/.

**RESPONDENT 17**

I'm standing here to tell you about bullying. In 2019, with all that claying on in this world. We still thinking on the people smaller than us or hear individual that different than us. People that we don't think come to speak out control themselves. That's really what bullying.

People who are bullying usually have a popularity and they have the way how to bullies bullies. Bullying comes in many from and it can happen to anyone, male or female, of any age, especially on the teenagers.

Bullying, it hard to define but generally it is deliver bullies come to hurt. People, the person who be bullied feel that they can't achieved themselves.

There are types of bullying.

First, bullying can be physically or emotionally sexually abused. It can take of getting, kicking or pushing, exploded from a friend group.

The next bullying can happen face to face, both like via phone, android, or text message or thoughts social networking.



**PHONETICS TRANSCRIPTION RESPONDENT 17**

/aɪm/ /'stændɪŋ/ /hɪər/ /tu:/ /tel/ /ju:/ /ə'bu: t/ /'bʊlɪŋ/. /ɪn/ /tu:/ /'tu:əsənd/ /ɛnd/  
 /'naɪn'ti:n/ , /wɪð/ /ɔ:l/ /ðæt/ /'kleɪŋ/ /ɒn/ /ɪn/ /ðɪs/ /wɜ:rld/. /wi:/ /stɪl/ /'θɪŋkɪŋ/  
 /ɒn/ /ðə/ /'pi:pl/ /'smɔ:lər/ /ðɛn/ /ʌs/ /ɔ:r/ /hɪər/ /,ɪndr'vɪdʊəl/ /ðet/ /'dɪfrənt/  
 /ðɛn/ /ʌs/.

/'pi:pl/ /ðæt/ /wi:/ /d n nt/ /θɪŋk/ /kʌm/ /tu:/ /spi:k/ /o: t/ /kɒn'trɒl/ /ðəm'selfs/.  
 /ðets/ /'rɪəli:/ /wɒt/ /'bʊlɪŋ/. /'pi:pl/ /wɪ:/ /ɑ:r/ /'bʊlɪŋ/ /'ju:ʒʊəli:/ /hæv/ /ə/  
 /,pɒpʊ'lærɪti:/ /ɛnd/ /ðeɪ/ /hæv/ /ðə/ /weɪ/ /ho: / /tu:/ /'bʊli:s/ /'bʊli:rs/.  
 /'bʊlɪŋ/ /kʌms/ /ɪn/ /'meni:/ /frɒm/ /ɛnd/ /ɪt/ /kɛn/ /'hæpən/ /tu:/ /'enɪwʌn/,  
 /meɪ l/ /ɔ:r/ /'fi:meɪl/, /ɒf/ /'eni:/ /eɪdʒ/, /ɛs'pefəli:/ /ɒn/ /ðə/ /'ti:n eɪdʒərs/.  
 /'bʊlɪŋ/, /ɪt/ /hɑ:rd/ /tu:/ /dr'faɪn/ /bʌt/ /'dʒenərəli:/ /ɪt/ /ɪs/ /de'livər/ /'bʊli:s/  
 /kʌm/ /tu:/ /hɜ:rt/. /'pi:pl/, /ðə/ /'pɜ:rsn/ /hu:/ /bi:/ /'bʊli:d/ /fi:l/ /ðæt/ /ðeɪ/  
 /k ʌ n/ /ə'ʃi:vd/ /ðəm'selfs/. /ðeər/ /ɑ:r/ /taɪps/ /ɒf/ /'bʊlɪŋ/.

/fɜ:rst/, /'bʊlɪŋ/ /kɛn/ /bi:/ /'fɪzɪkəli:/ /ɔ:r/ /ɛ' m n ʃənəli:/ /'seksʊəli:/ /ə'bju:zd/. /ɪt/  
 /kæn/ /tek/ /ɒf/ /'getɪŋ/, /'kɪkɪŋ/ /ɔ:r/ /'pɒʃɪŋ/, /ɪks'pləʊdɪd/ /frɒm/ /ə/ /frend/  
 /gru:p/.

/ðə/ /nekst/ /'bʊlɪŋ/ /kæn/ /'hæpən/ /feɪs/ /tu:/ /feɪs/, /b n θ/ /laɪk/ /'v ɪ a/ /fɔ:n/,  
 /'ændrɔɪd/, /ɔ:r/ /tekst/ /'mesɪdʒ/ /ɔ:r/ /tu:ts/ /'s n ʃɪəl/ /'netw ɔ: kɪŋ/.

### **RESPONDENT 18**

That's a lots problem especially teenagers' problem. There are drug, alcoholism, prostitution, teen pregnancy and depression.

One is drug. Drug is the most serious problem. Most a teenager use drug because they want escape from their problem or sometime their friends influence them to use drug. Poor children use a drug to forget their cold ethanol. In 2018, 24 percent user drug in Indonesia is student. It's a big problem in our country.

Second, alcoholism. Alcoholism is sickness society from teenager is the modern way to have fun and forget their problem, but alcoholism can demands their body.

The third is prostitution. Prostitution is the number two big problem after drug. Most teenager have to this because they not find any jobs and they much needs much money. The consequences from prostitution is they can suffer diseases HIV and AIDS. Another consequences is they can tend pregnancy because they don't go education. And more sadly, in 2018 there 80 cases from children prostitution in our country, Indonesia.

Every problem get solution as this problem. They can do positive, looking for good friends and good education, as always pray to God. I believe that the teenager can go far away from this problem and they can get more happiness in there.

**PHONETICS TRANSCRIPTION RESPONDENT 18**

/ðæts/ /ə/ /ləts/ /'prɒbləm/ /ɛs'peʃli:/ /'ti:n,eɪdʒərs/ /'prɒbləm/. /ðeər/ /ɑ:r/ /drʌg/,  
/ 'Δlkɪhɒlɪzəm/, /,prɒstɪ'tu:ʃən/, /ti:n/ /'pregnənsi:/ /ænd/ /dɪ'preʃən/.

/wʌn/ /ɪz/ /drʌg/. /drʌg/ /ɪz/ /ðə/ /m ɪ st/ /'sɛrɪ ʊ s/ /'prɒbləm/. /m ɪ st/ /ə/  
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/,eɪg'ti:n/, /'twenti:/ /fɔ:r/ /pər'sent/ /'ju:sər/ /drʌg/ /ɪn/ /,ɪndə'nɪzɪə/ /ɪz/  
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## RESPONDENT 19

In this opportunity, I would like to deliver my speech about the teenagers' problem in making decision. Decision, what is decision? According to Cambridge Dictionary, decision is a choice that you make about something after thinking several possibilities. But, for me, decision is something that we face everyday, that we make everyday and it shows our high and mind works. I said teenager its naturally our characteristic to have unstable thoughts and does.

Well on the other hand, making decision is a part of our life. There is so many decision that we make in a day, right? And every decision that we've made, it has its own impact to our life. In our daily life, we face two kind of decision.

The first one is a simple decision and there is also a complicated decision. A simple decision is decision that easy for us to decide. Its like our daily activity, like choosing our meal, choosing our clothes, choosing our ride.

While the complicated decision make us confused and hard to decide. It's like choosing something that really important to our life. For example, choosing our dream, choosing how we gonna be, who are we gonna be, and choosing our career life and then choosing who gonna married with.

**PHONETICS TRANSCRIPTION RESPONDENT 19**

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## RESPONDENT 20

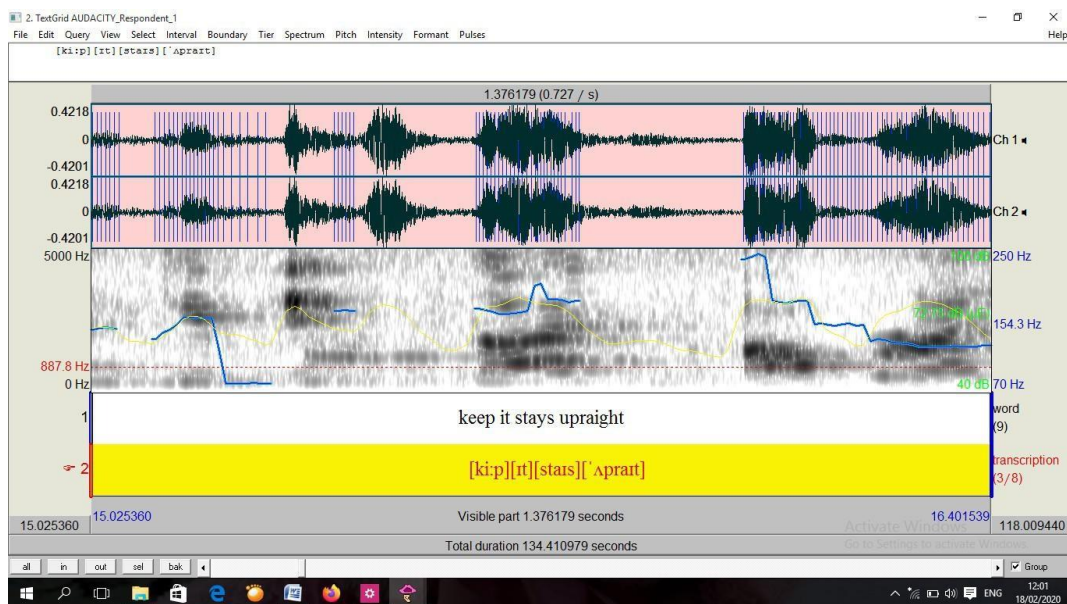
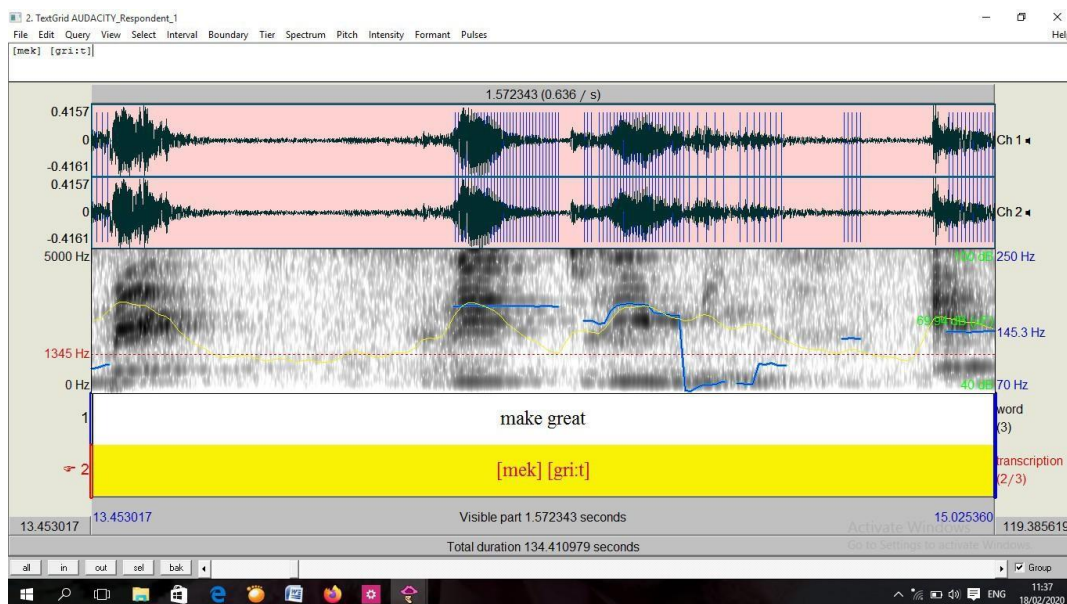
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**PHONETICS TRANSCRIPTION RESPONDENT 20**

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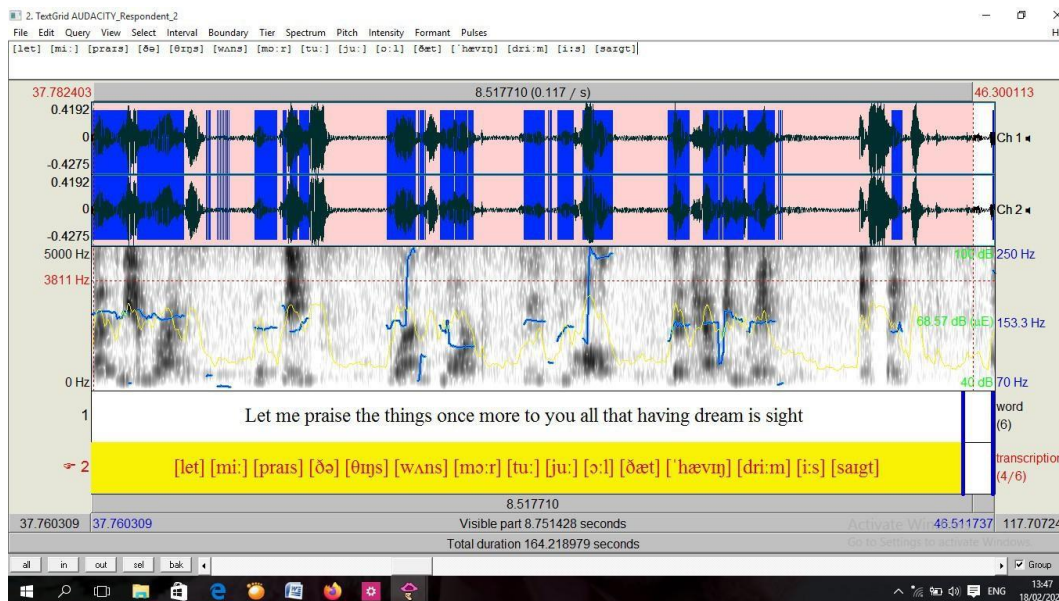
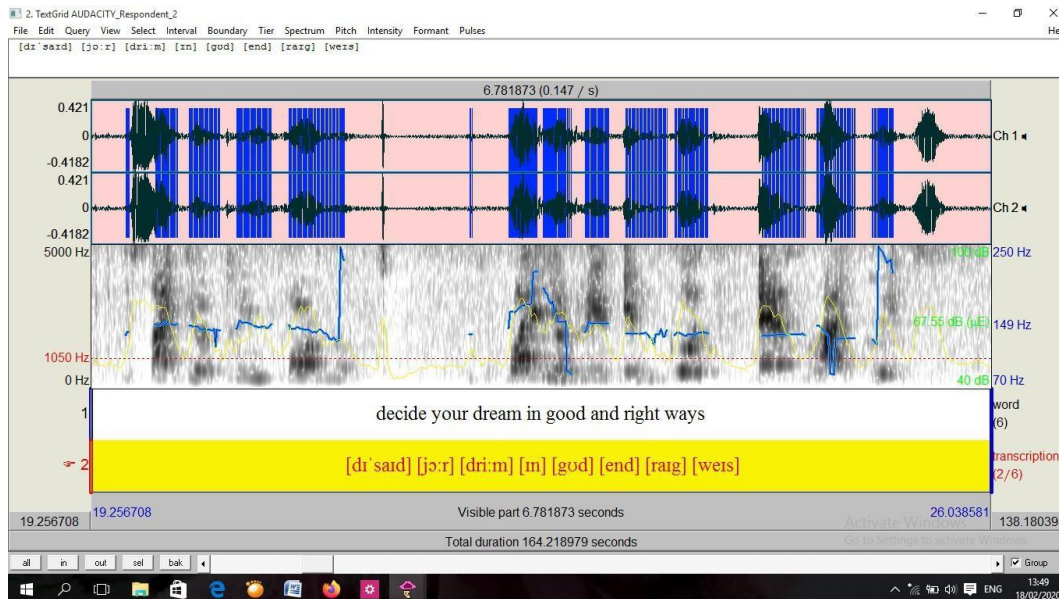
## PRAAT ANALYSIS

### Respondent 1

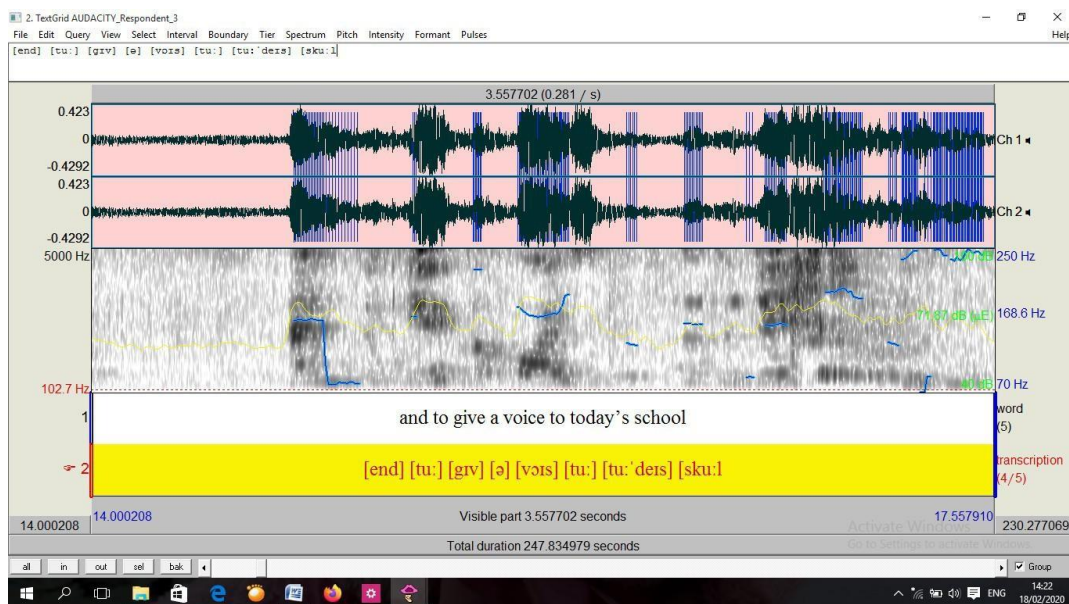
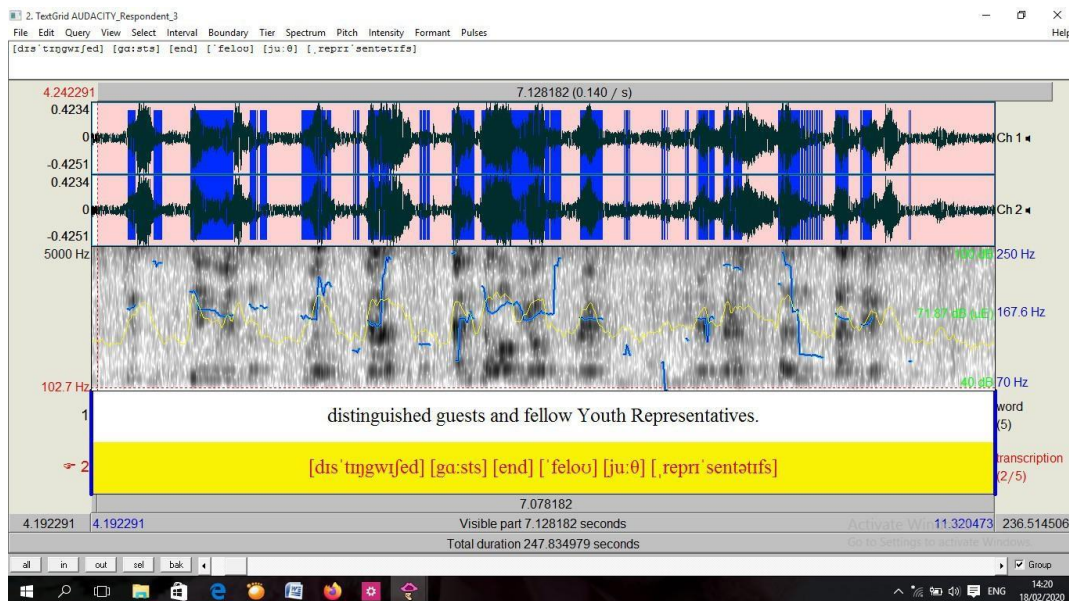




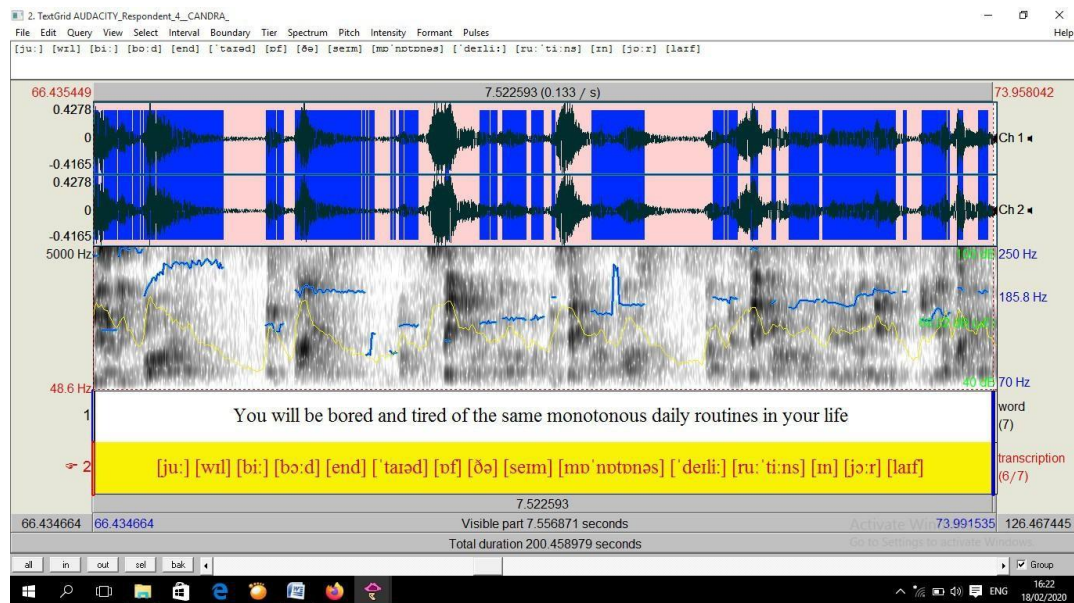
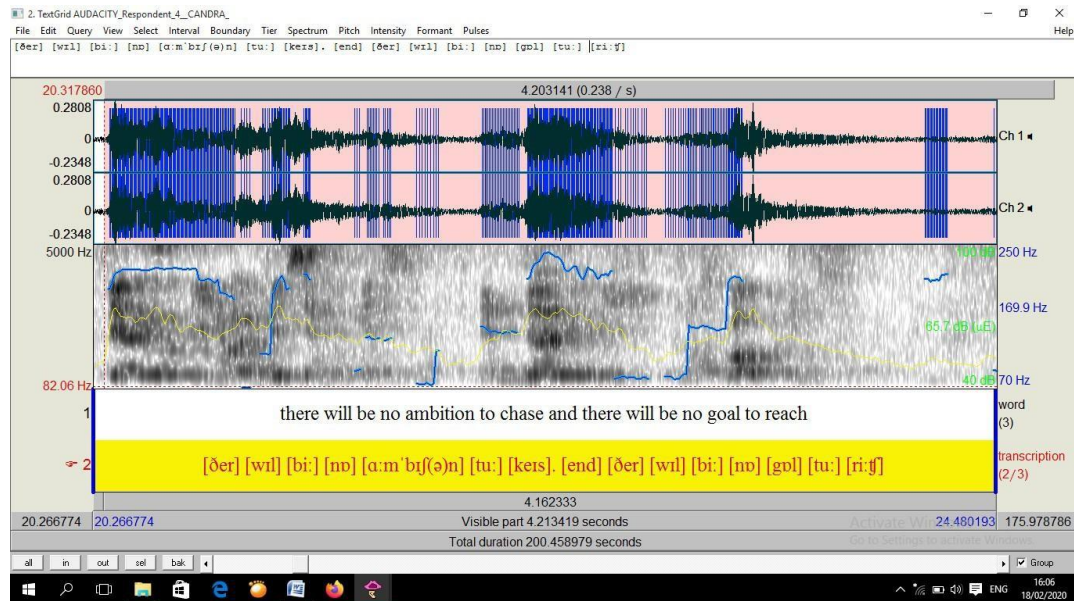
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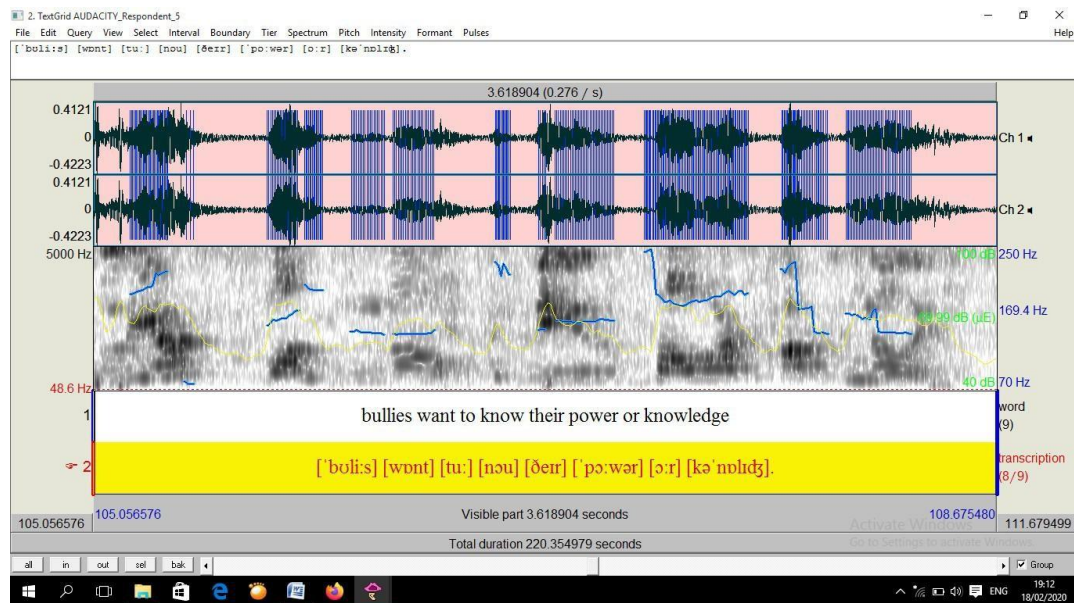
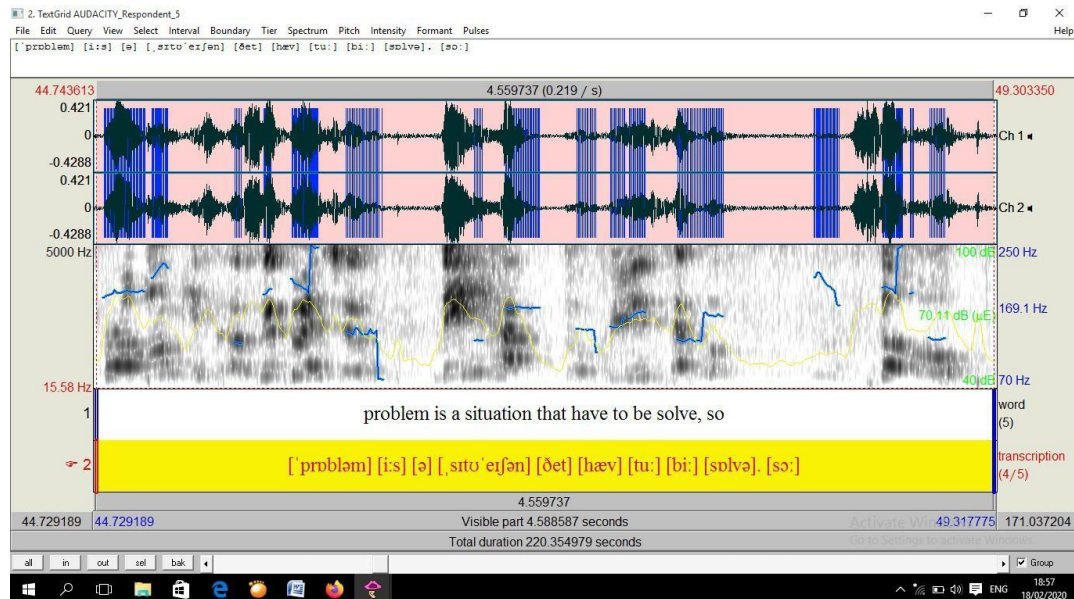
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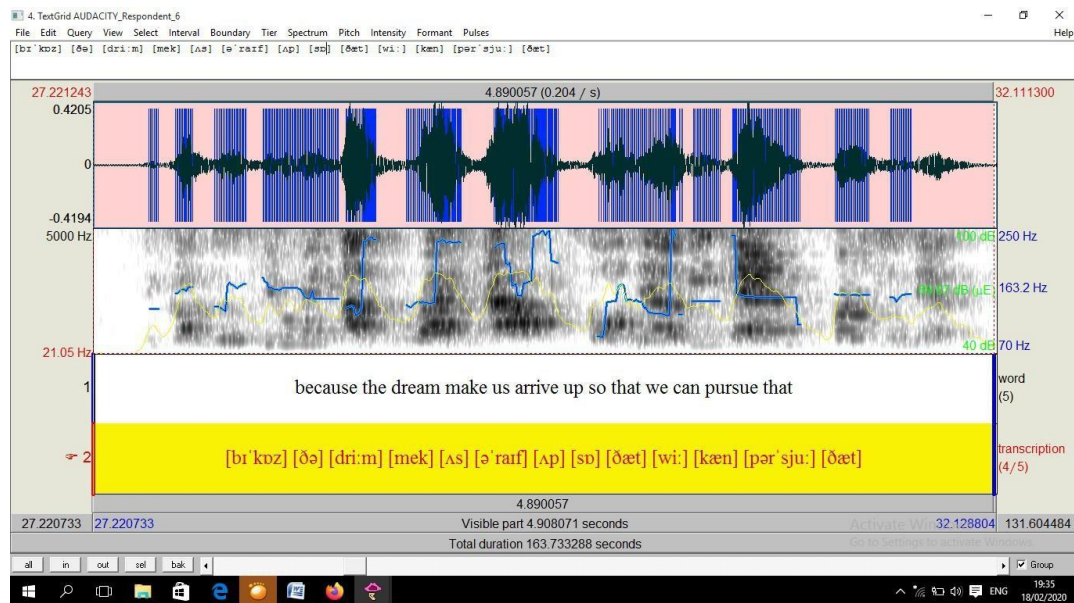
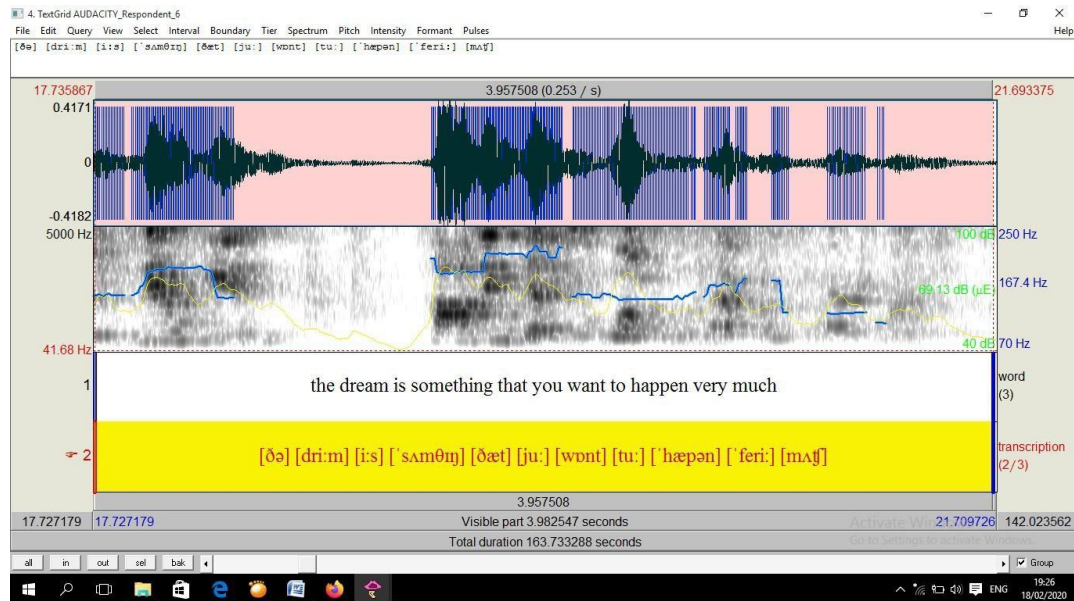
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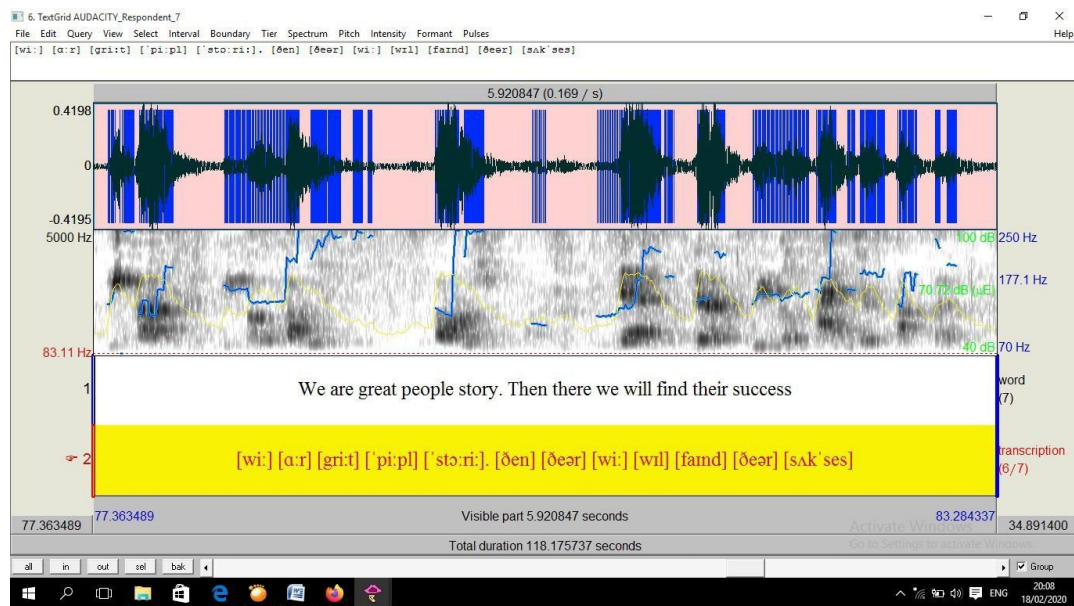
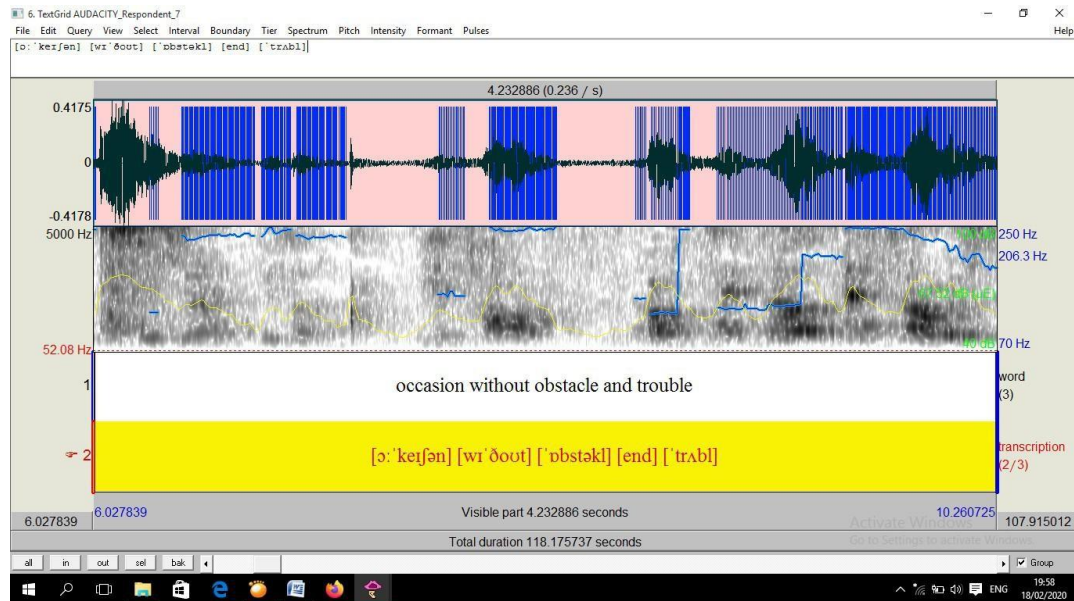
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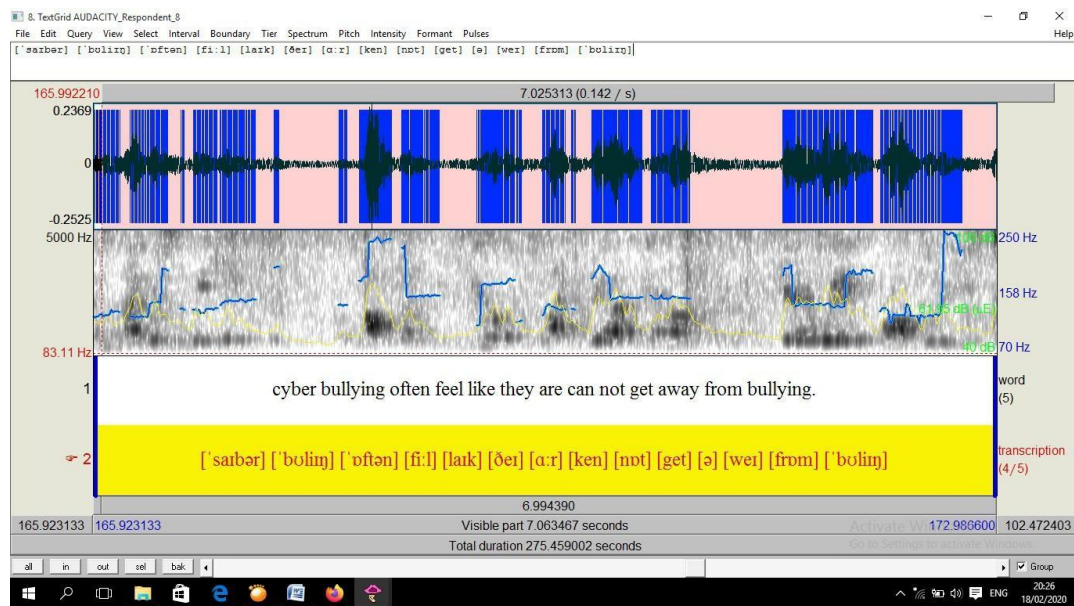
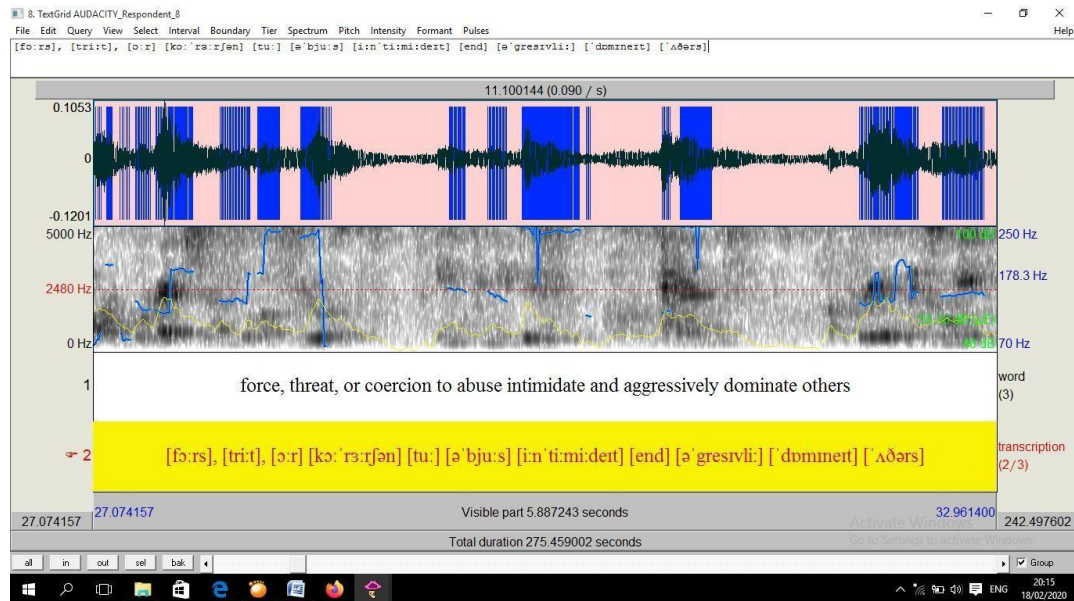
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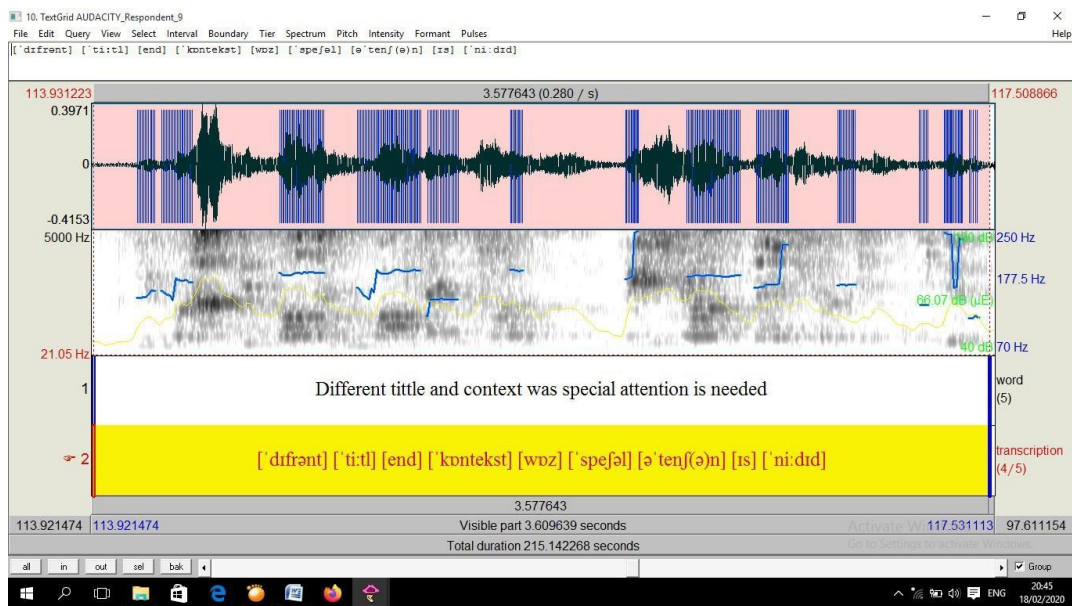
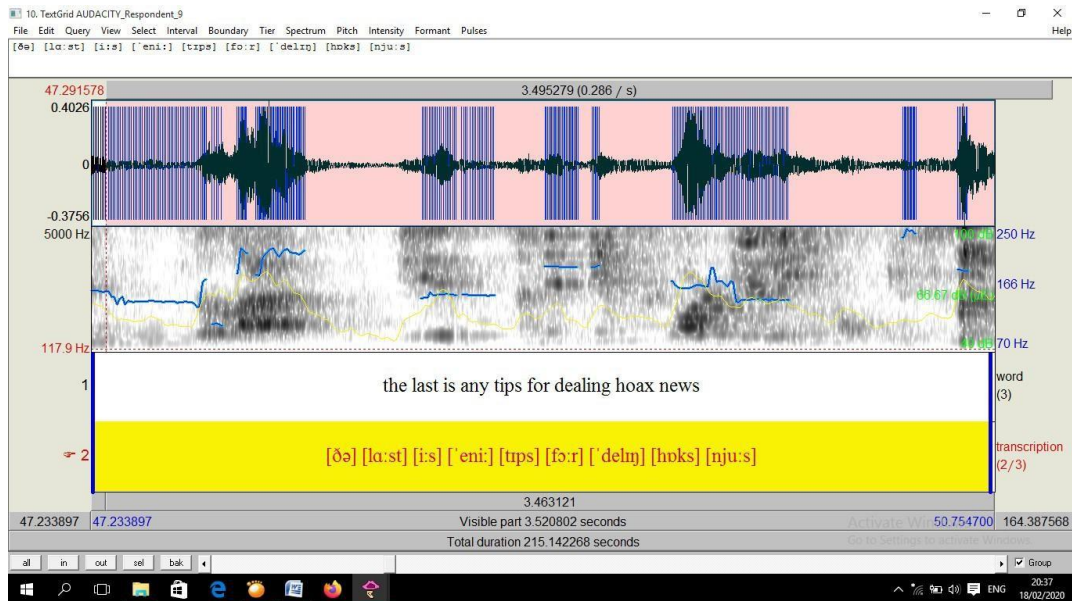
## Respondent 7



## Respondent 8

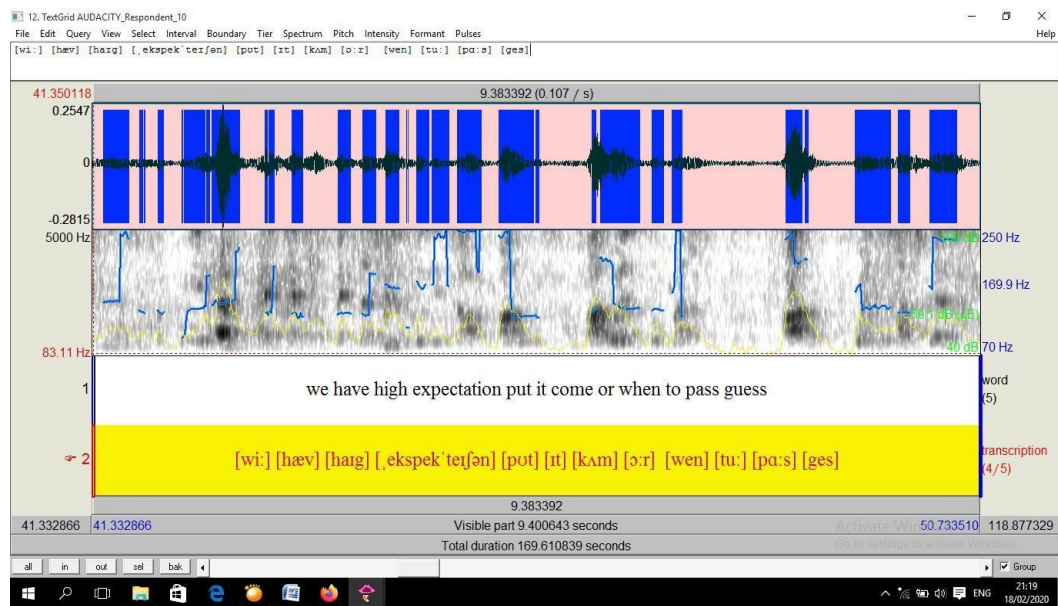
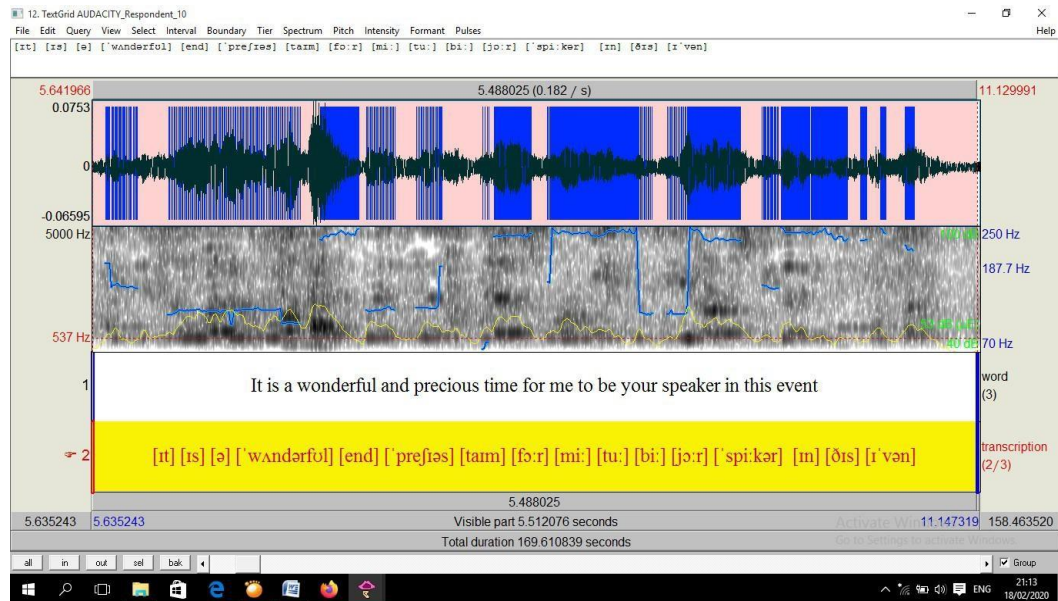


## Respondent 9

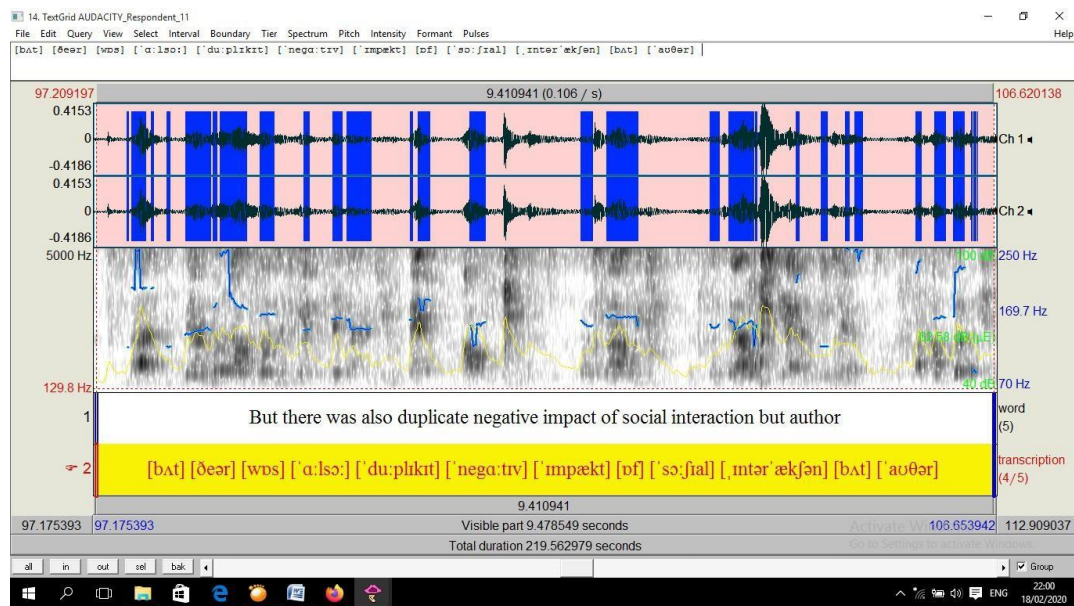
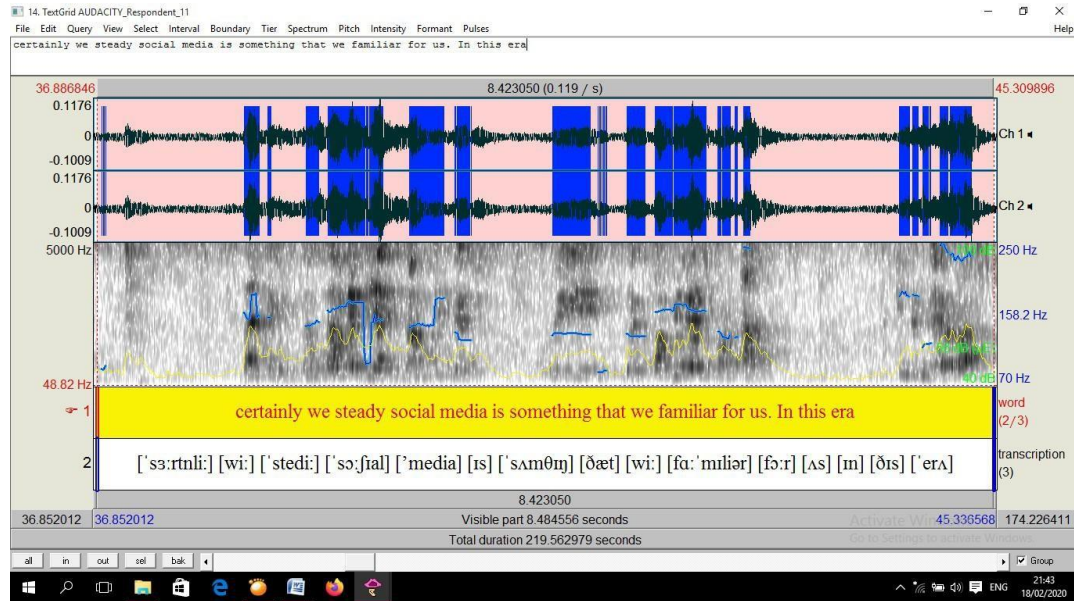




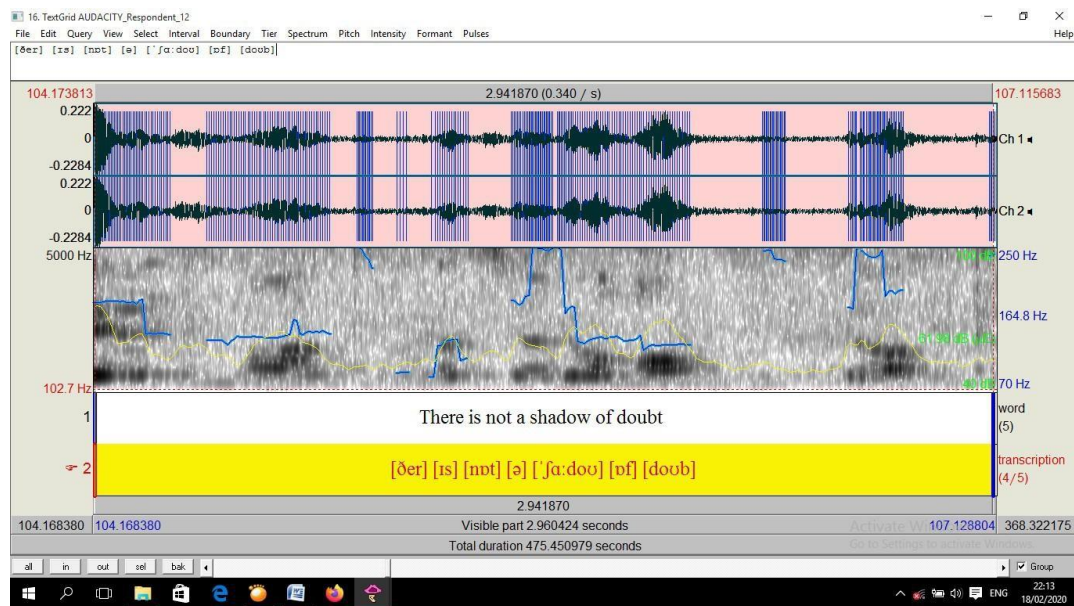
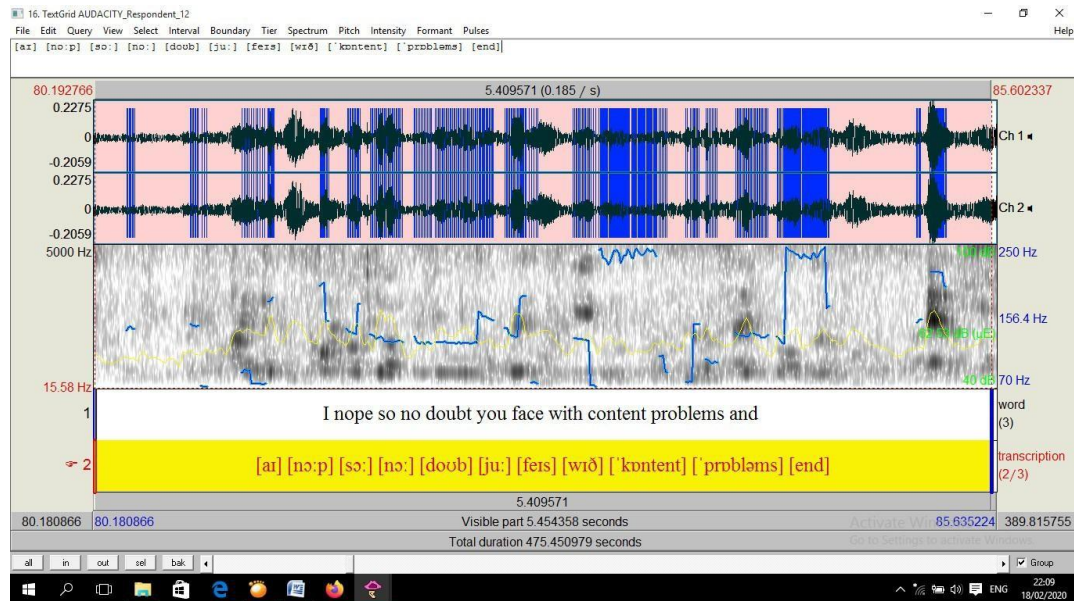
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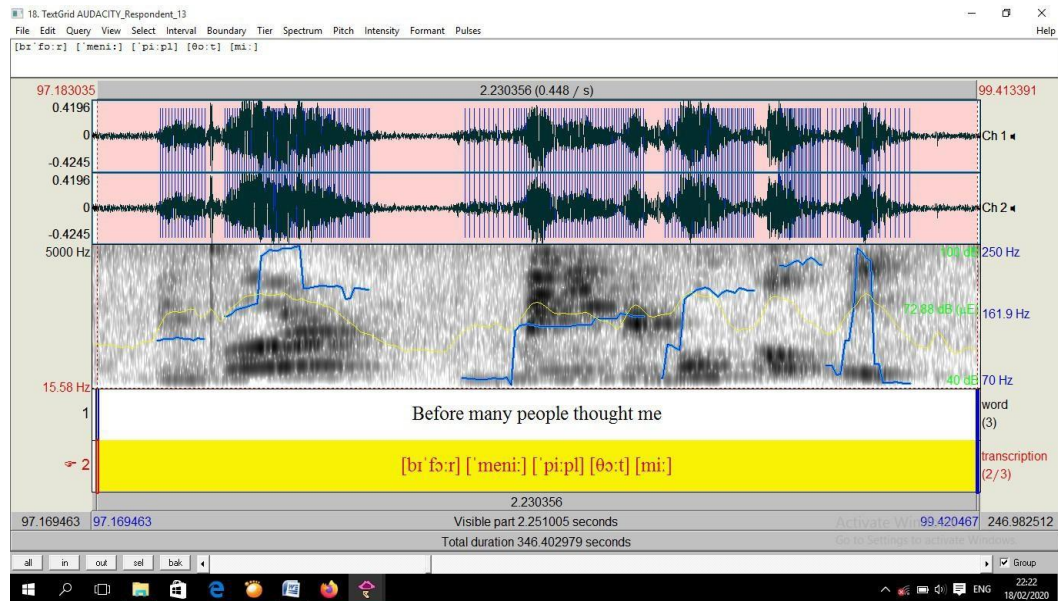
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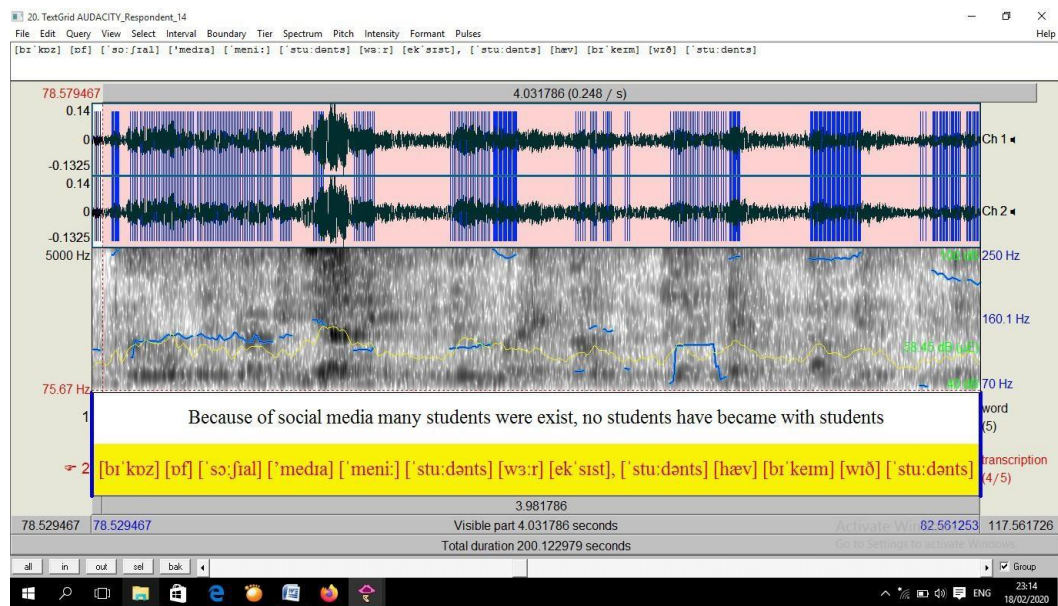
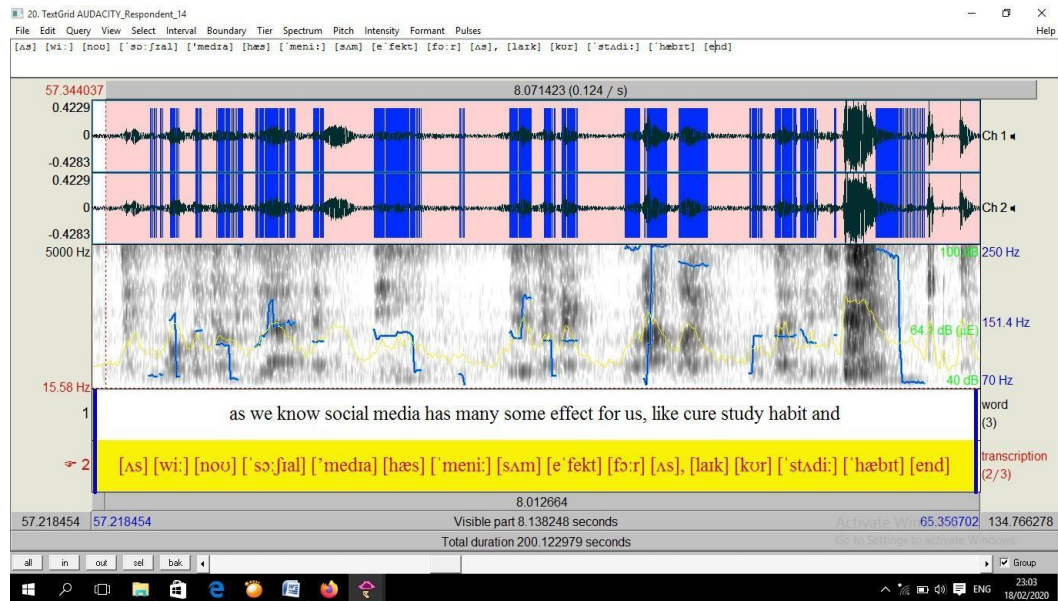
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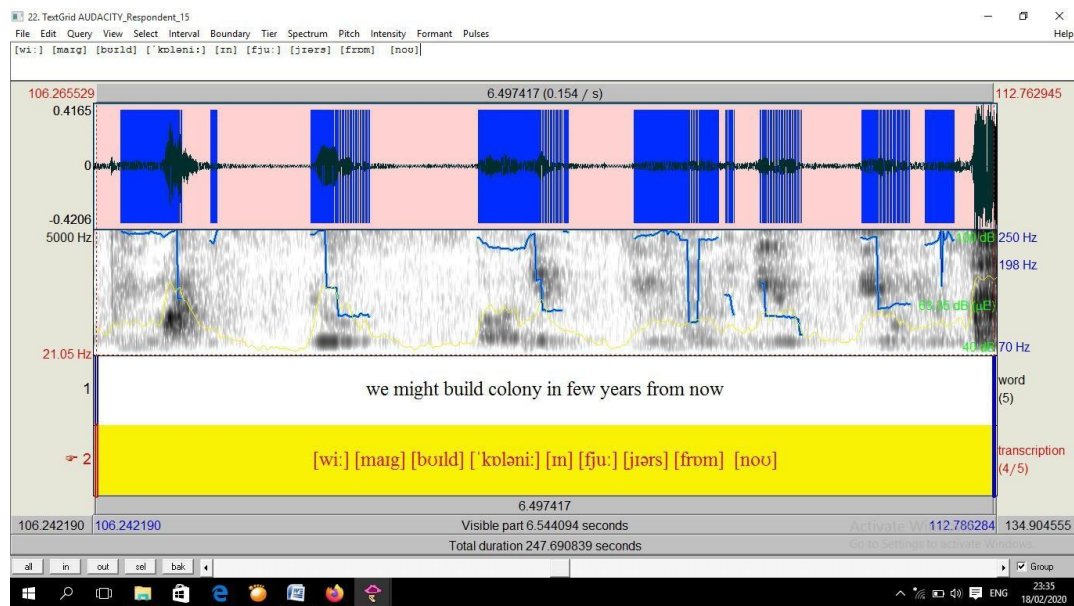
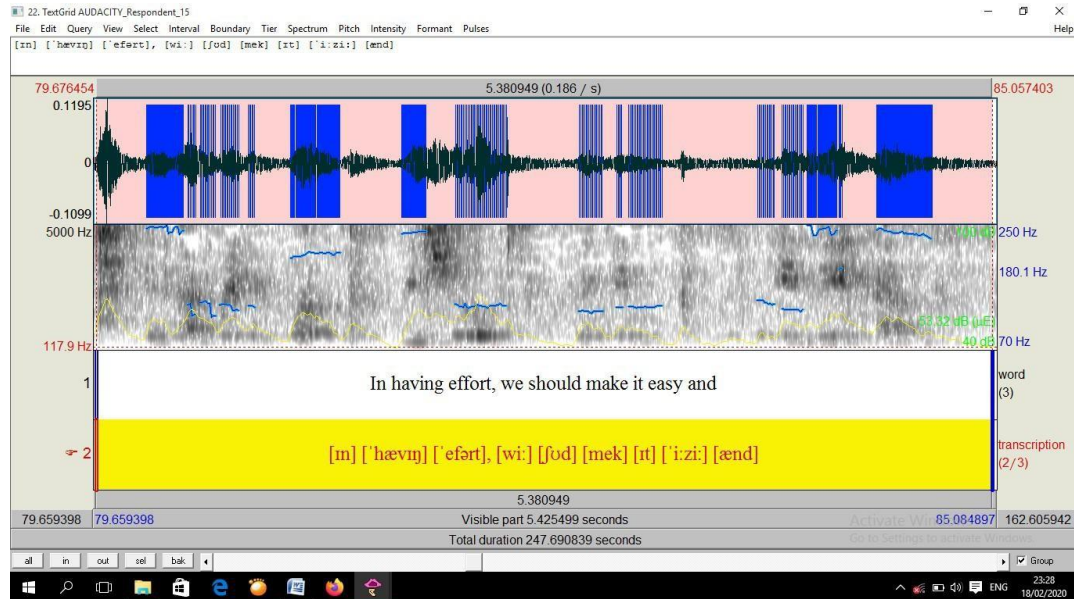
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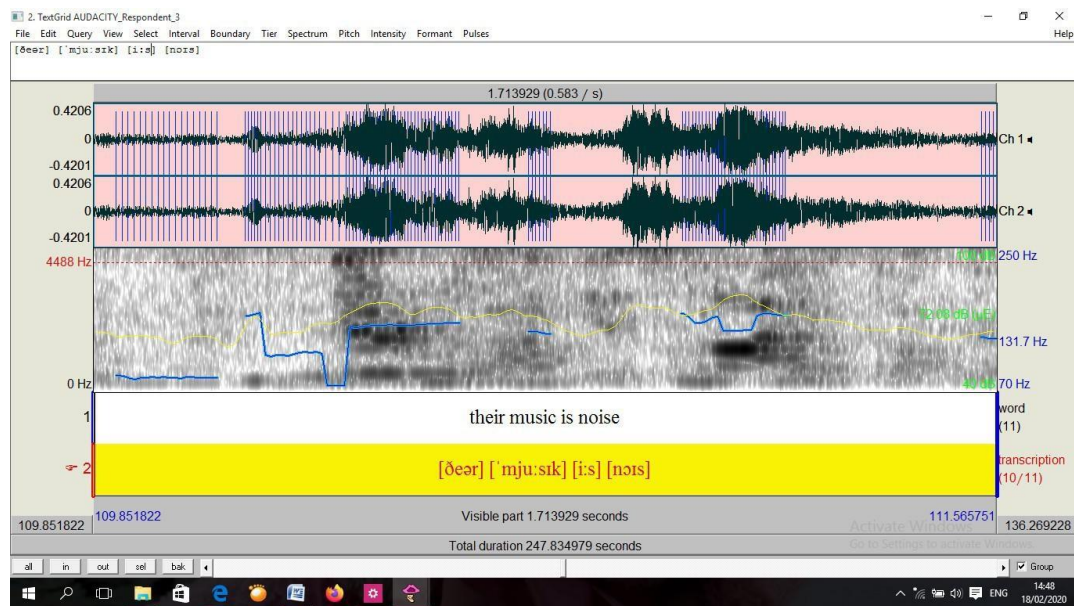
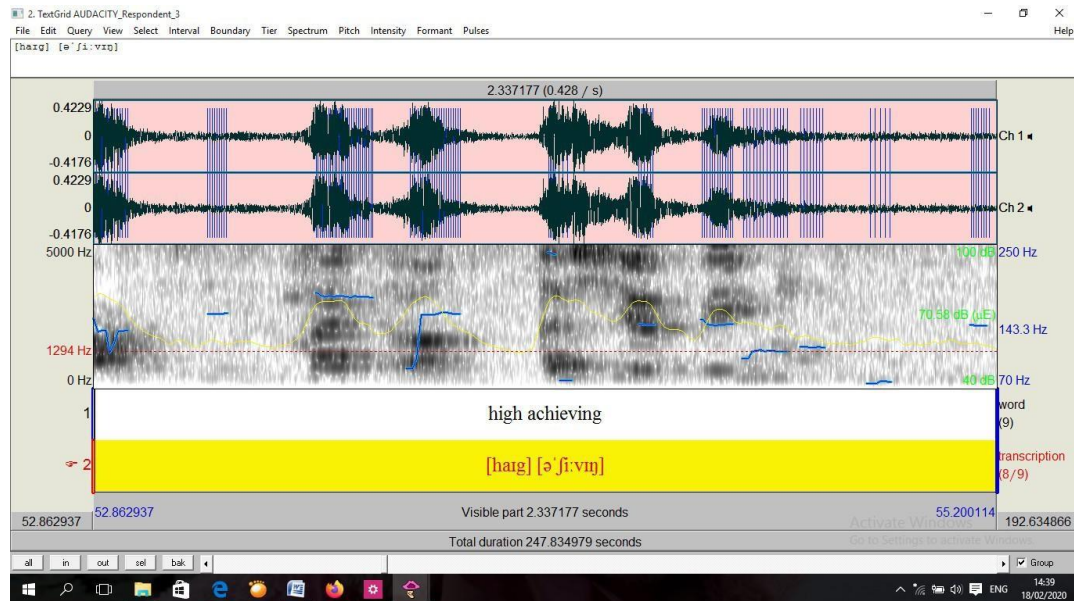
## Respondent 14



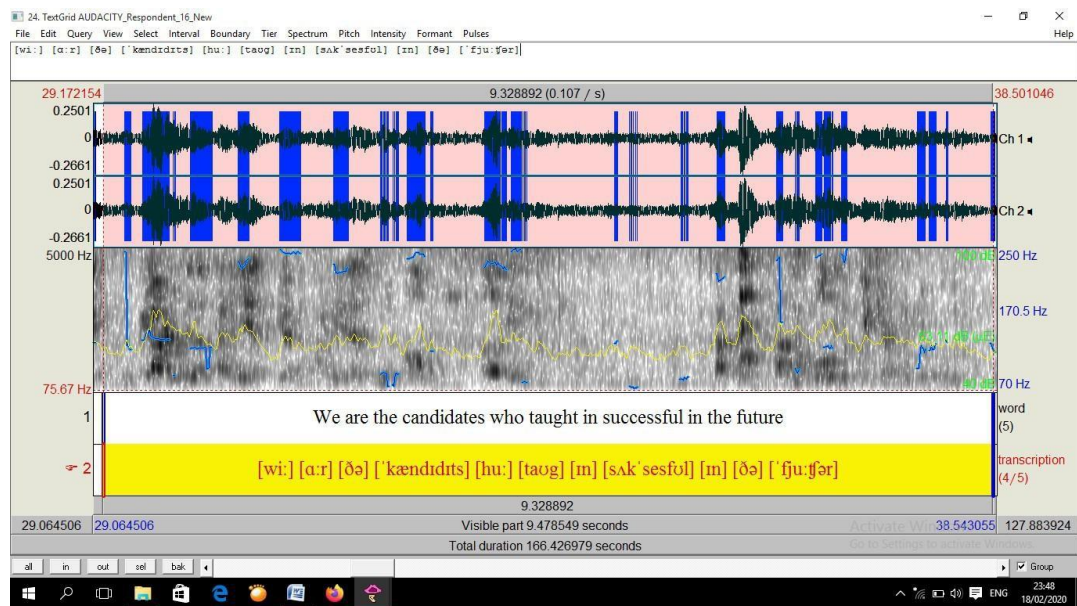
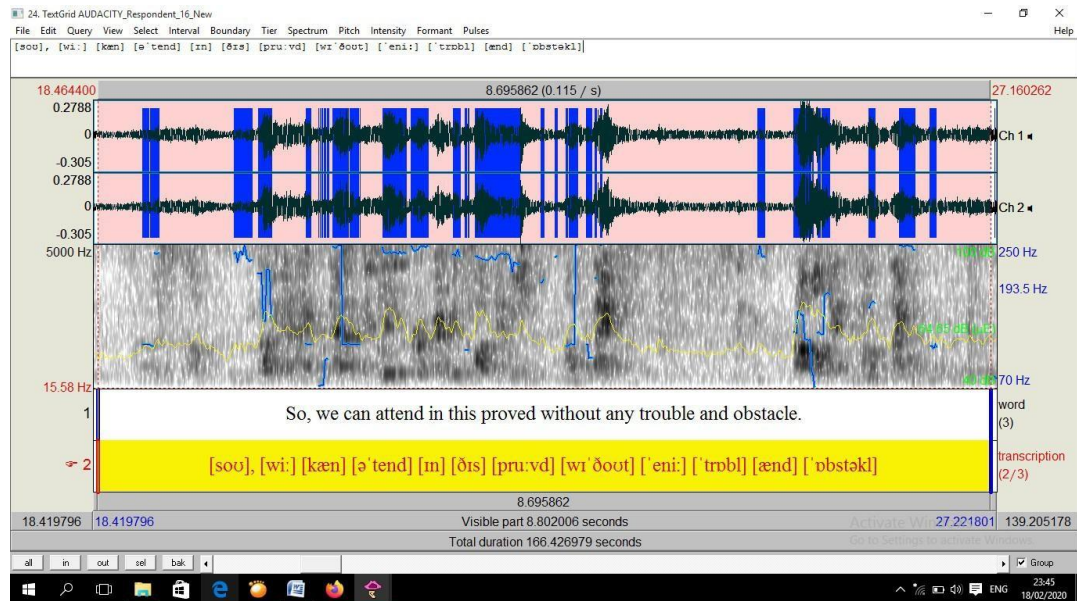
## Respondent 15



## Respondent 16

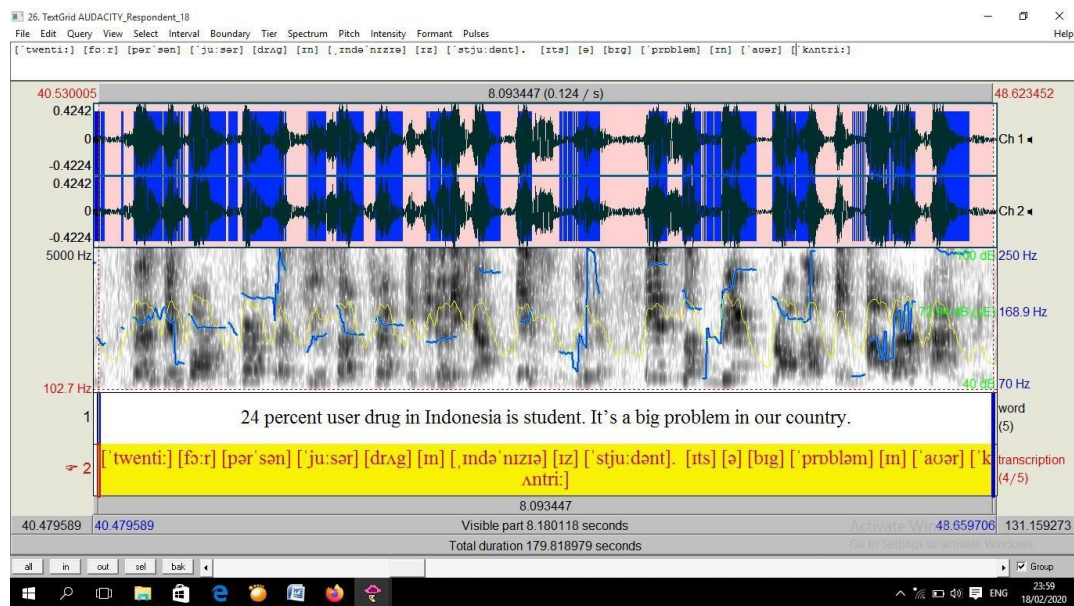
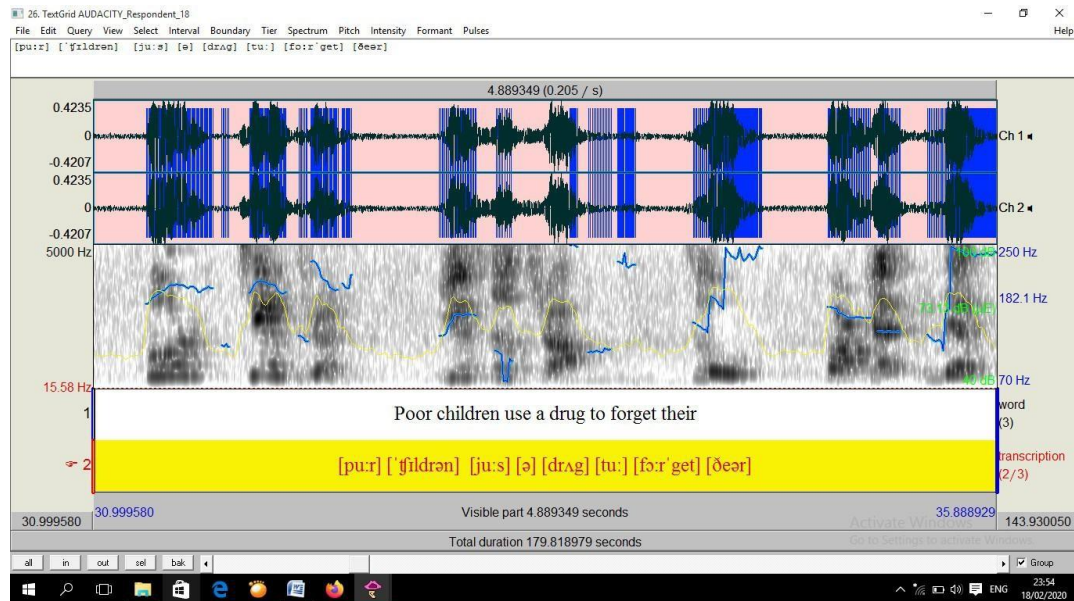


## Respondent 17

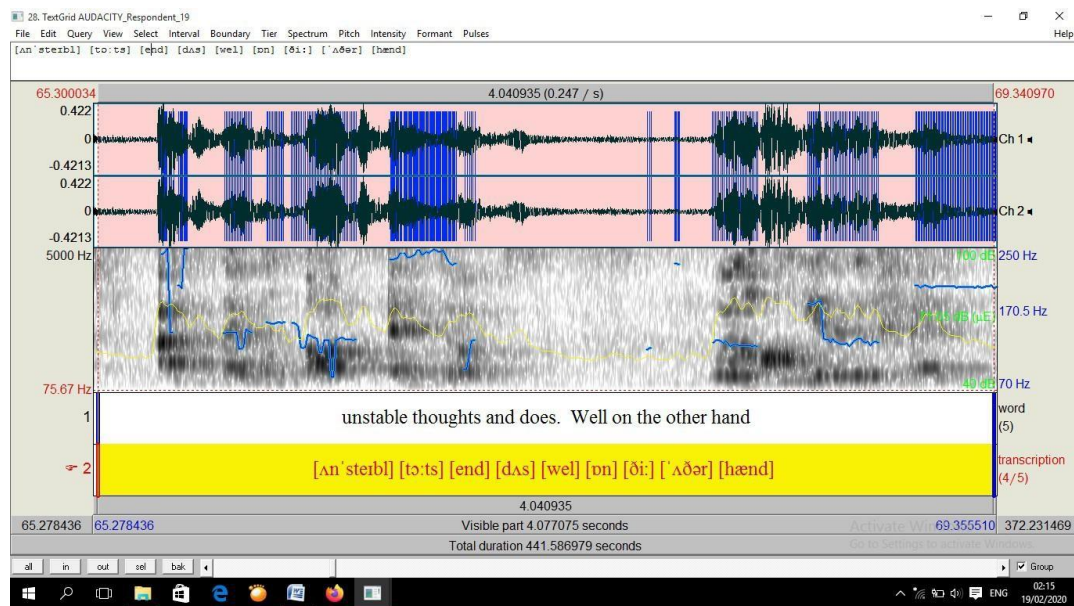
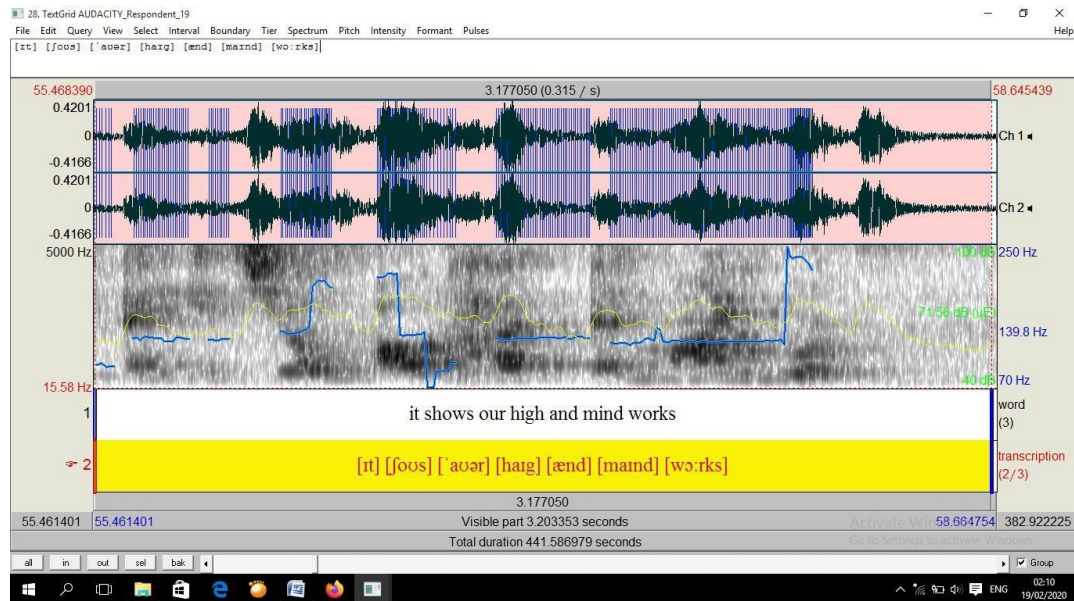




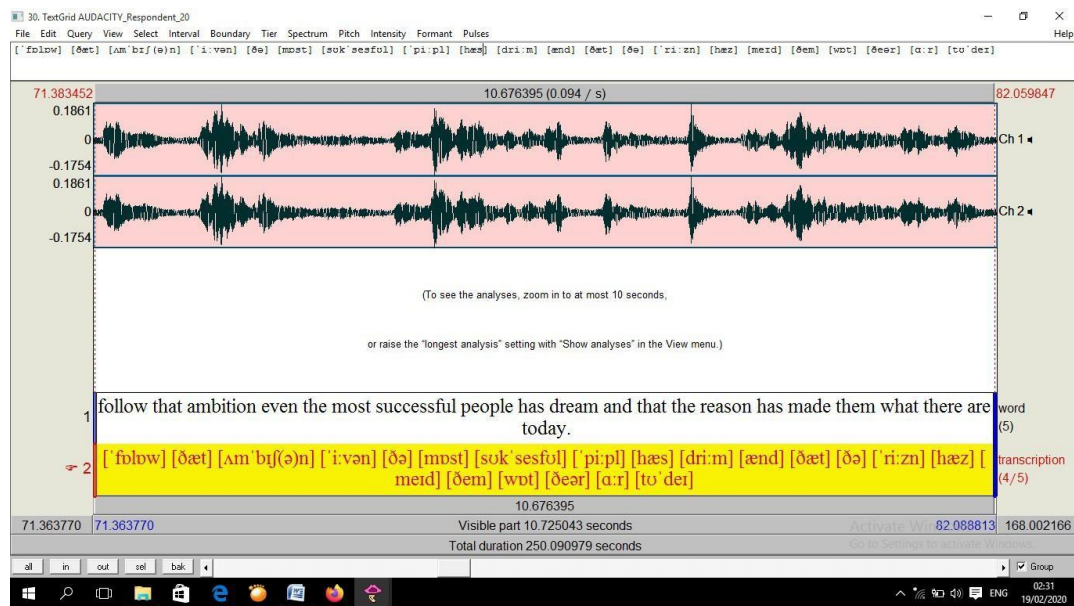
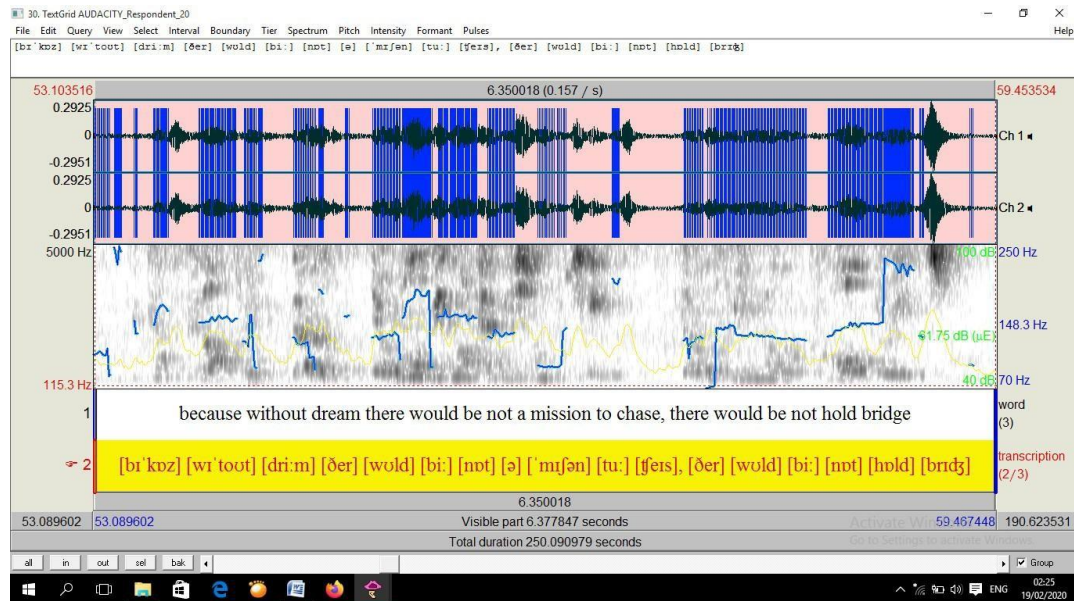
## Respondent 18



## Respondent 19



## Respondent 20



**VALIDATION SHEET****VALIDATION**

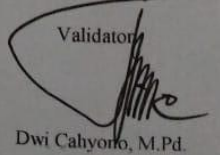
This is to certify the Undergraduate Degree Thesis entitle "Students' Phonological Interference in Speaking English at the Second Semester Students of IAIN Surakarta" by Ayurizka Dian Ramadhanti has been validated by Dwi Cahyono, M.Pd. On:

Day : Friday

Date : 14<sup>th</sup> February 2020

Surakarta, 14<sup>th</sup> February 2020

Validator



Dwi Cahyono, M.Pd.