



THE ENGLISH PRONUNCIATION OF  
BACHELOR OF ARTS THIRD YEAR STUDENTS AT FACULTY OF HUMANITIES,  
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Ven. Somsavanh Sanpaseuth

A Thesis Submitted in Partial Fulfillment of  
the Requirements for the Degree of  
Master of Arts  
English (International Program)

Graduate School  
Mahachulalongkornrajavidyalaya University  
C.E. 2018



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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "The English Pronunciation of Bachelor of Arts Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

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### **Abstract**

The purposes of this study included 1) to study the problems of the English pronunciation of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University, 2) to propose the resolution of English pronunciation problems of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. The study is a mixed method researches between a quantitative method and qualitative method. A questionnaire is used for collecting quantitative data from 35 students who are studying In Bachelor of Arts at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. And in-depth interview was used for collecting qualitative data from 5 key informants. For analyzing quantitative data statistics including Frequency, Percentage, Mean and Standard Deviation is used and a content analysis is used for analyzing qualitative data.

#### **The result of research has been found that:**

After doing this research, entitled “The English Pronunciation of Bachelor of Arts Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.” The researcher found many points as shown below.

1. From a study of Students’ attitudes to the English Pronunciation, the researcher collected and analyzed data from questionnaire was found that It is very hard to understand the rule of pronunciation with the highest mean at 3.34, pronunciation is not useful for real life with mean at 3.20, Pronunciation is created for native speakers with mean at 3.20, It is not important to learn pronunciation with

mean at 3.03, they are bored and tired when pronunciation subject starts with mean at 3.03, they are not interested to learn English pronunciation with mean 2.91, and they are always sleep when they have to learn English pronunciation in the least number of 2.77.

2. From a study of Students' methods of learning English Pronunciation, the researcher collected and analyzed data from questionnaire found that they further practice by themselves after learning pronunciation from class with the highest mean at 3.57, they try to look at dictionaries when they do not know how to pronounce words with mean at 3.51, they try so hard to learn pronunciation subject, they always note down on their pocket book when they get a new word, they ask their foreign friend if they do not know that word with mean at 3.49, and they always read English newspaper to improve pronunciation with the least number of 3.14.

3. Regarding an investigation of the Students' difficulties in learning the English Pronunciation, the researcher collected and analyzed data from questionnaire found that they do not have devices to help them in practicing pronunciation with the highest mean at 3.34, they do not know phonetic symbols so they do not know how to practice their pronunciation with mean at 3.29, When they try to practice pronunciation, someone laughs at them with mean at 3.23, they have negative thinking in English pronunciation with mean at 3.11, they do not have much time to practice the English pronunciation with mean at 2.97, English pronunciation is not for them with the least number of 2.91.

4. In respect of Teachers' roles to students of developing the English Pronunciation, the researcher collected and analyzed data from questionnaire found that when teachers teach English pronunciation they do not understand at all with the highest number of 3.34, they do not have teachers that can make clearly in pronunciation with mean at 3.20, Teachers do not emphasize about pronunciation with mean at 3.17, Teachers do not have strategy in teaching pronunciation with mean at 3.09, Teachers do not teach me with mean at 3.06, and Teachers do not allow them ask when they have a question in pronunciation with the least number of 2.89.

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Ven. Somsavanh Sanpaseuth

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# Chapter I

## Introduction

### 1.1 Background and Significance of the Problems

Nowadays, English is spoken around the world and it is the real international Language (Global English) and also there is no doubt because of the amount of the septum usage in the daily life. English is used in the world for example, the word that used the same around the world such as computer, virus, lift, tablets, or smartphone. Moreover, English is the international language that prepared for teaching at the beginners by the treaty of the international identified that English is the academic language of communication, an international organization such as United Nation Organization.

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967 in Bangkok, Thailand. The ASEAN currently consists of 10 countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam (Association of Southeast Asian Nations, 2008a). The main purpose of ASEAN is to accelerate the economic, social, and cultural development aiming to enhance the regional peace and stability of the countries in Southeast Asia. ASEAN also aims to promote active cooperation and mutual assistance in the educational, professional, technical, and administrative fields in the form of training and research facilities (Association of Southeast Asian Nations, 2012).<sup>1</sup>

In terms of education, the ASEAN Community will provide the people with equitable access to human development opportunities by promoting life-long learning, human resource training, and capacity building and by promoting the use of English language, ICT, and applied science and technology (ASEAN Secretariat, 2009b). As the ASEAN countries are transforming into a single entity, English as the working language will be used among the non-native speakers of English in ASEAN. Clearly if any ASEAN member places emphasis on the English language, there will be greater chances and higher benefits. Thus, Thailand needs to prepare and improve its

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<sup>1</sup>Poranee Deerajviset, "The ASEAN Community 2015 and English Language Teaching in Thailand", *Journal of Faculty of Humanities and Social Sciences, KhonKaen University*, Vol. 10 No. 2, (July - December, 2014): 41.

human resources in terms of English language proficiency for the rising competition in the ASEAN Community in 2015. The next section therefore, concentrates on the importance of English in ASEAN.<sup>2</sup>

People study English more than any other languages. In many countries, It is the language of international business, research, and science. “These are the kinds of statement which seem so obvious that most people would give them hardly a second thought. Of course English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. Indeed, if there is anything to wonder about at all, they might add, it is why such headlines should still be newsworthy. But English is news. The language continues to make news daily in many countries. And the headline isn’t stating the obvious. For what does it mean, exactly? Is it saying that everyone in the world speaks English? This is certainly not true, as we shall see. Is it saying, then, that every country in the world recognizes English as an official language? This is not true either. So what does it mean to say that a language is a global language? Why is English the language which is usually cited in this connection? How did the situation arise? And could it change? Or is it the case that, once a language becomes a global language, it is there forever?”<sup>3</sup>

When you travel to many countries, and you want to be Successful in developing relationship with those people who are live somewhere, you have to realize about one kind of tool in that time that is language as saying that “Similarly, there is great variation in the reasons for choosing a particular language as a favored foreign language: they include historical tradition, political expediency, and the desire for commercial, cultural or technological contact. Also, even when chosen, the ‘presence’ of the language can vary greatly, depending on the extent to which a government or foreign-aid agency is prepared to give adequate financial support to a language-teaching policy. In a well-supported environment, resources will be devoted to helping people have access to the language and learn it, through the media, libraries, schools, and institutes of higher education. There will be an increase in the number and quality of teachers able to teach the language. Books, tapes,

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<sup>2</sup> Ibid., p, 43.

<sup>3</sup> David Crystal, **English as a global language**, 2<sup>nd</sup> ed., (UK: Cambridge University Press 2003), p. 2.

computers, telecommunication systems and all kinds of teaching materials will be increasingly available. In many countries, however, lack of government support, or a shortage of foreign aid, has hindered the achievement of language-teaching goals.”<sup>4</sup>

Why do we need a global language? The problem has traditionally been solved by finding a language to act as a lingua franca, or ‘common language’. Sometimes, when communities begin to trade with each other, they communicate by adopting a simplified language, known as a pidgin, which combines elements of their different languages. Many such a pidgin languages survive today in territories which formerly belonged to the European colonial nations, and act as lingua francas; for example, West African Pidgin English is used extensively between several ethnic groups along the West African coast. Sometimes an indigenous language emerges as a lingua franca – usually the language of the most powerful ethnic group in the area, as in the case of Mandarin Chinese. The other groups then learn this language with varying success, and thus become to some degree bilingual. But most often, a language is accepted from outside the community, such as English or French, because of the political, economic, or religious influence of a foreign power.<sup>5</sup>

If the beginners in English study and try hard in part of English pronunciation, and finally, they can be able to speak English well, this is good thing for their lives according to Jessie Cheong, the director of the Educational Testing Service (ETS) in Singapore said that "People, especially ASEAN workers, should realize the importance of mastering English as an important tool of communication of ASEAN Community 2015 so that they will not get left behind."<sup>6</sup>

Pronunciation, the problems of English pronunciation as when learners (both teachers and students) use English to communicate with foreigners they sometimes make it wrong even though they took so long time to learn it according

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<sup>4</sup>David Crystal, **English as a global language**, 2<sup>nd</sup> ed., (UK: Cambridge University Press, 2003), p. 5.

<sup>5</sup>Ibid., p. 11.

<sup>6</sup>Khan Eric Mbuh, “The Importance of English Language For Career opportunities in the ASEAN”, **Journal of International Journal of Social Sciences, Global Research & Development Service**, Kanchanaburi Vocational College Department of Basic Sciences, Vol.1 Issue1: 683.

to the text of this journal that “Some of the students and teachers who can speak English render some pronunciations inaccurately.”<sup>7</sup>

English pronunciation of non-native speakers, so what exactly is the goal of communication, many people around the world use language to communicate to each other as the main reason of the need to understand what people are talking according to the standpoints of journal in 1987 said “One is that it does not matter for native speakers of English whether the English spoken by a non-native speaker sounds natural or not insofar as they can fully understand the meaning. Therefore, for this standpoint, what is the most important is whether English learners can make themselves understood in English without causing misunderstandings or rudeness. The other standpoint is that especially at the threshold level, learners should learn “authentic” model of English instead of so-called Indian English or Chinese English.”<sup>8</sup>

Finally, the teaching and learning system of English is that the learners who have studied the general basic often focus on studying for the test. Therefore, they frequently learn about grammar rules of the language and not only all the students who are studying English Major at other universities in Thailand but also the Bachelor of Arts third year students of English major at Faculty of Humanities at Mahachulalongkornrajavidyalaya University. In addition, they always faced the big problem when they want to make a communication with other people in the real situation even though they have been spent the time for learning English for 5 years. But it has some small group of people who can quickly improve and they are able to use English pronunciation in communication correctly. In addition, the significance of the study, this study provided evidence of English pronunciation ability and the effectiveness of using a conversation learning to facilitate English speaking. But anyway, teachers could benefit from this study in terms of employing alternative teaching techniques to teach speaking to students. For curriculum developers, English teachers, educators, and course developer administrators who attempt to help students with pronunciation problems, they could benefit from the results of this study by using the findings of this study. The finding can be also used as the

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<sup>7</sup> B J Ojo, N Umera-Okeke, “English Pronunciation Errors: A Case Study of Amhara and Oromia Regions of Ethiopia”, **Journal of African Journals Online (AJOL)**, Vol. 1 No. 2, (June - November, 2007): 161.

<sup>8</sup> Yuko Tominaga, “An Analysis of English Pronunciation of Japanese Learners: From the Viewpoint of EIL”, **Journal of Pan-Pacific Association of Applied Linguistics, University of Tokyo**, Vol. 15 No. 2, (July, 2011): 46-47.

guideline for developing and revising the English course of the B.A. third year students of English major at Faculty of Humanities, Mahachulalongkornrajavidyalaya University who are interested in English. The results of the study can be useful for classroom teachers at the high education level. The effective in English pronunciation approach can be applied in their classroom setting to improve the Bachelor of Arts third year students of English major at Faculty of Humanities, Mahachulalongkornrajavidyalaya University of English pronunciation ability.

## **1.2 Objectives of the Research**

1.2.1 To study the problems of the English pronunciation of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.2.2 To propose the resolution of English pronunciation problems of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

## **1.3 Statement of the Research Questions**

1.3.1 What are the problems of the English pronunciation of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University?

1.3.2 What is the resolution of English pronunciation problems of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University?

## **1.4 The scope of the Research**

For this research, the researcher had written it into English and directly related with pronunciation problems of representative sample. So in this case, the researcher strongly need to use some secondary researches and books from different countries to be completed my thesis. As the readers are going to see on literature reviews.

**1.4.1 Scope of contents:** This research really has five chapters and each chapter is written of MCU's compulsory but finally. The researcher focused on two main points that is problems and resolute the English pronunciation problems of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

**1.4.2 Scope of populations:** The populations of this research consists of 5 teachers who are teaching at Mahachulalongkornrajavidyalaya University and 35 students who are studying in the third year for a Bachelor's Degree at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

**1.4.3 Scope of place:** The location of this research study was taken placed at the Faculty of Humanities, Bachelor of Arts third year students of English major, Mahachulalongkornrajavidyalaya University. Moo 79 Group 1, Lamsai, Wangnoi, Ayutthaya, Thailand. 13170.

**1.4.4 Scope of time:** This research was taken time during October 2018 to February 2019.

## 1.5 Definition of Terms

There are some essential terms which are related to this study. Therefore, it is necessary in order to ensure the mutual understanding of the significant terms that are usually mentioned.

**English Pronunciation:** This term is the way in which the words or a language are considered to be incorrect or wrong, or which should not have been done.

**Bachelor of Arts Third Year Students:** This term refers to the students who are studying for a Bachelor's Degree at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

## 1.6. Expected Benefits of the Research

1.6.1 Knowing the problems about the English pronunciation of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.6.2 Knowing about the ways to solve the English pronunciation problems of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

## Chapter II

### Literature Reviews

This chapter discusses the English Pronunciation of Bachelor of Arts Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. The researcher has studied related ideas, theories and the related research for the guidelines of learning about skill in English which specifically focuses on pronunciation skill, especially which is the factor in communication depending on listening and speaking skills by presented the review of the related literature as follows:

- 2.1 Pronunciation
- 2.2 Types of Pronunciation in English
- 2.3 Segmental Features
- 2.4 Supra-segmental Features
- 2.5 Phonemes
- 2.6 Consonant Sounds
- 2.7 Vowel Sounds
- 2.8 Linking, Intonation and Stress

#### 2.1 Pronunciation

Pronunciation that does not disturb the listeners and affect their focus negatively but can be understood easily is entitled as 'intelligible' pronunciation (Isaacs, 2008). 'Intelligibility' is a so mighty word that it is the embodiment of the pronunciation. This is the key word that is encountered throughout the whole literature of the explanation of the pronunciation. In order to be a capable speaker who can take part in an English speaking society actively without being labeled by native speakers as 'comical, incompetent, or childish', it should be clearly understood that intelligible pronunciation is the vital part of communication. Again, in order to achieve meaningful conversations, we should know what Beebe (1978) has put forward, "pronunciation - like grammar, syntax, and discourse organization - communicates (*italics added*), the very act of pronouncing, not just the words we transmit, are an essential part of what we communicate about ourselves as people". However, although it is the intelligibility which is indispensable with pronunciation,

there is a big problem not with the definition of intelligibility but with its conceptual framework in terms of pronunciation teaching. Here is the dilemma; the intelligibility is the most widespread goal in pronunciation training, but there does not even exist a widely accepted and utilized definition or a measure of it. As Isaacs (2008) stated that intelligibility is “an evasive concept that we little know about”. That is why it has been rarely emphasized and always isolated in language teaching environments. Recently, there have been new developments in both learning and teaching of pronunciation that make the pronunciation integral part of the classes in which the L2 learners speak conceptually and practically (Morley, 1991).<sup>9</sup>

According to Cambridge Dictionary, Pronunciation means how we say words. Most people speak the dialect of Standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear RP (Received Pronunciation), which is an accent often used on the BBC and other news media and in some course materials for language learners, but it is also common to hear a variety of regional accents of English from across the world. How we use spoken stress and rhythm is also an important part of pronunciation. For example, it is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced. There are also common patterns of intonation in English which enable us to give special emphasis to particular words, phrases and sentences.

On the other hands, pronunciation is a very important part and necessary for communication, because when we speak some words incorrectly. They may make others misunderstand even though easy words may create the problems in conversation situation. For instance, if you may to have food, the last letter of food is “d” but in the event your pronunciation pronounced the last letter is “t” this may be misunderstood both message senders and message receivers.

Pronunciation is closely related to the spelling skill. After spelling you may check if it is right or wrong by checking the pronunciation. Since English is not a phonetic language, that means there are many ways to spell words that sound alike but have different meaning. So foreign students who study at MCU have to face the problems of spelling and pronunciation because their languages differ from English or one of them is a phonetic language. It is difficult to pronounce English

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<sup>9</sup>Besime Aktug, “Common Pronunciation Errors of Seventh Grade EFL Learners: A Case from Turkey”, **Degree Of Master of Arts The Department of English Language Teaching**, (Graduate: Middle East Technical University, 2015), pp. 12-13.

as clearly as their mother language because there are many factors concerning pronunciation, the position of organs that make sounds, and the language system. The main problems in pronouncing English words for these students may be due to the position of occurrence, language system, and the correlation of spelling and pronunciation.

## 2.2 Types of Pronunciation in English

The types of pronunciation consist of two different groups of features: The segmental and supra-segmental features. The segmental features are the independent sounds which are consonants and vowels. Whereas the supra-segmental features are intonation, pitch, rhythm and stress. So for understanding easily.

## 2.3 Segmental features

As Besime Aktug's work said Segmental features are minimal units of sound defined in phonetic terms (Pennington & Richards. 1986). They are related to the "phoneme" which is described as "the smallest unit that can make a difference in meaning" (Trask. 1996). Since this smallest unit can alter the meaning of a word and the message as well in a conversation, this is a great challenge for a learner while acquiring a new language. Especially, when the native language of the learner lacks the phoneme that the target language has and when there are differences of the articulation manner and places between L1 and L2 and finally since the phonemes in English can be distributed freely unlike Turkish counterpart (Kacmaz, 1993. Demirezen, 2010). These inevitable differences source from phonemes become the limit of the learners which can lead to misunderstanding by preventing the intelligible pronunciation. Therefore, it is very crucial to teach the correct pronunciation of the target language phonemes.<sup>10</sup>

According to ANTONIE COHEN, they found the need to look not merely at the physical manifestations of language, either as speech sounds or written texts, but rather to study them in so far as they can be said to function as elements in a system enabling man to communicate.<sup>11</sup>

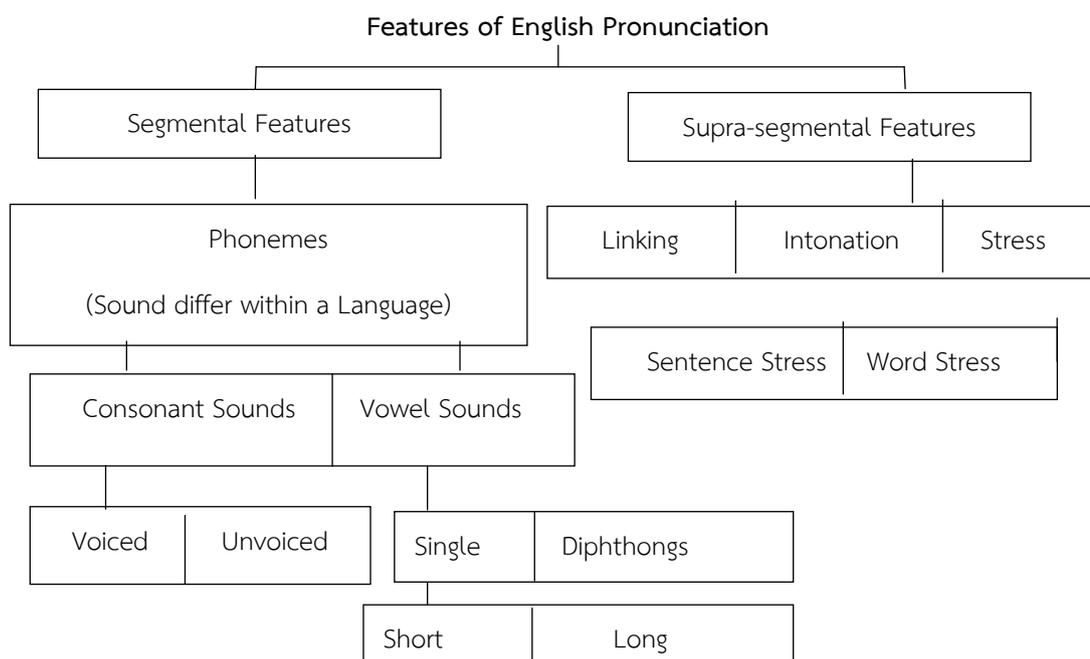
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<sup>10</sup>Ibid., p. 13.

<sup>11</sup>Antonie Cohen, **The Phonemes of English, A Phonemic Study of The Vowels And Consonants of Standard English**, (Netherlands: Martinus Nijhoff, The Hague, 1971), p. 15.

## 2.4 Supra-Segmental features

Besime Aktug's work, Supra-segmental features are named as prosodic features which are sensitive to discourse context and the speaker's intent: prominence and intonation (Celce-Murcia et. al. 1996). These aspects are stress, length, tone, intonation, rhythm and timing (Major, 2001) The supra-segmentals started to merit consideration after 1980s since before that period, 'L1-L2 segmental differences, the discrimination and articulation of individual sound segment in single-syllable words were focused (Derwing and Rossiter, 2002; Phan&Sonca. 2012). However, then, it has been understood that the prosodic aspects of pronunciation such as stress, pitch, rhythm and intonation influence the intelligibility of the speech (Derwing & Munro.1997), even they are accepted as prior to the segmentals in terms of learning activity instructions in many researches (Derwing et al., 1998; Moyer, 1999; Munro, 1995; Pennington. 1989). Besides supra-segmentals. The researchers incorporated the voice quality and body language into the components of the pronunciation (Morley, 1991).<sup>12</sup> Look at this diagram below illustrates the features of English pronunciation (Burns, 2003).



**Feature 1: Features of English Pronunciation. Source: Burns, 2003: 6.**

<sup>12</sup> Besime Aktug, "Common Pronunciation Errors of Seventh Grade EFL Learners: A Case From Turkey", **Degree of Master of Arts The Department of English Language Teaching**, (Graduate: Middle East Technical University, Turkey, Press, 2015), pp. 14-15.

## 2.5 Phonemes

Antonie Cohen had stated the sound elements as far as they can be proved to have significant functions within the word are called phonemes. There is considerable vacillation about the theoretical status of the phoneme, notably its definition. This debate about the phoneme does not concern us at the moment, at best we hope to contribute towards throwing a little more light on the whole vexed question of the phoneme. It is necessary, however, to point out that we intend to adhere to the continental use of the term phoneme, which corresponds to what many American linguists would call segmental phonemes i.e. vowel and consonant phonemes only. This, however, should not be taken as an indication that we wish to deny significant function to other elements of speech, such as length, stress, or pitch, which according to the terminology of Prague are called prosodic features or supra-segmental phonemes in American usage.<sup>13</sup>

According to Antonie Cohen's work stated that the phonemes of a language can and must be classified on account of their relations to all other phonemes of the same language. These relations are found by studying the oppositions in which they take part. E.g. in English [k] is opposed to [g] by fortis v. lenis articulation (36) only, [k] is opposed to [p] and [t] by velar articulation v. bilabial and alveolar articulation respectively. [k] is opposed to [ːu] by having the velum raised, thereby closing the passage through the nose v. lowering the velum allowing the air from the lungs to escape through the nose for the production of nasal sounds. [k] has the first feature in common with [p, t, f, ʃ, s], the second feature in common with [g, ɣ], and the third feature in common with [g, t, d, p, b]. Only the sum of these three features characterizes [k].<sup>14</sup> The phonemes chart bellows: (Miss Kanjana Phattaratunya, Miss Sirirat Boomcham, Miss Sutheethida Laolah: 2007).<sup>15</sup>

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<sup>13</sup> Ibid., p. 19.

<sup>14</sup> Ibid., p. 10.

<sup>15</sup> Miss Kanjana Phattaratunya, Miss Sirirat Boomcham, Miss Sutheethida Laolah, "A Study of English Pronunciation Problems of Graduate Students At Naresuan University", **M.A. Thesis**, (Graduate: Naresuan University, 2007), pp. 9-10.

No.	Phonemes	words
1.	/ p /	pit
2.	/ b /	bit
3.	/ t /	time
4.	/ d /	door
5.	/ k /	cat
6.	/ ɡ /	get
7.	/ f /	fan
8.	/ v /	van
9.	/ θ /	think
10.	/ ð /	that
11.	/ s /	send
12.	/ z /	zip
13.	/ m /	man
14.	/ n /	nice
15.	/ ŋ /	ring
16.	/ p /	pit
17.	/ r /	rat
18.	/ w /	wet
19.	/ h /	hat
20.	/ j /	yet
21.	/ ʃ /	shop
22.	/ ʒ /	leisure
23.	/ tʃ /	chop
24.	/ ɟ /	jump

## 2.6 Consonant Sounds

According to Ms. Natthaporn Thongsin, English language consists of 24 consonants. They occur at initial position except which occurs at final position or it is a final consonant to a word or syllable.<sup>16</sup> Look at this table bellows: (Ms. Natthaporn Thongsin: 2007).

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<sup>16</sup> Ms. NatthapornThongsin, “A study of English pronunciation problems for Thai learners”, **M.A. Thesis**, (Graduate: Naresuan University, 2007), p. 10.

Place of Articulation Manner of Articulation		Bilabial	Labio-dental	Apico-dental	Alveolar	Pre-palatal	Front-Palatal	Alveolar-palatal	Dorso-velar	Labio-velar	Glottal
		STOPS	Voiceless Voiced	P b			t d				K g
FRICATIVES	Voiceless Voiced		F v	θ ð	S z			ʃ ʒ			h
AFFRICATIVES	voiceless Voiced							tʃ dʒ			
NASALS	Voiced	m			n				ŋ		
LATERALS	Voiced				l						
APPROXIMANTS	Voiced					r	j			w	

English consonant phonemes (Tienmanee, 2005. p. 102)

### 2.6.1 Description of Consonant Sound Articulations

So these are some sound articulation of English consonants that researcher want to show you more a little bite. What you can figure about it. It is not hard to get understood on according to Ms. Natthaporn Thongsin<sup>17</sup> stated as follows:

Description of /g/. The /g/ or voice velar plosive occurs by the connection of the soft palate and the back of the tongue. The air is forced and the vocal cords are vibrated.

Description of /v/. To use the lower lip and the upper lip occurred /v/ or voice labio-dental fricative. The air is forced through between them and the vocal cords are vibrated.

Description of /θ/. The tip tongue and the upper teeth occurs /θ/ or voiceless dental fricative.

Description of /ð/. The position of the /ð/ or voiced dental fricative occurs similar to the /θ/, it is from the tip tongue and the upper teeth, but the vocal cord is vibrated.

<sup>17</sup>ibid., pp. 7-8.

Description of /z/. The /z/ or voiced blade alveolar fricative occurs from the tip that pass through between the upper teeth and lower teeth. The vocal cord is vibrated.

Description of /ʃ/. The / ʃ / or voiceless palato alveolar fricative occurs between the tip and blade of the tongue the rear part of the teeth ridge, and there is at the same time a raising of the front of the tongue the hard palate; the escape of air is diffused (Cited in Prapart, 1964. p. 39).

Description of /dʒ/ Voiced palato alveolar affricate or the /dʒ/ is formed the tip and blade of the tongue articulated with the alveolar ridge and at the same time the front of the tongue is raised towards the hard palate (Cited in Prapart, 1964,40).

Description of /ʒ/. Voice palato alveolar fricative or the /ʒ/ occurs in the same place of /ʃ/, but the vocal cords are vibrated.

Additionally, Peter Ladefoged and Keith Johnson<sup>18</sup> described in terms of five factors:

1. state of the vocal folds (voiced or voiceless);
2. place of articulation;
3. central or lateral articulation;
4. soft palate raised to form a velic closure (oral sounds) or lowered (nasal sounds); and
5. manner of articulatory action.

## 2.7 Vowel Sounds

Theory of vowel production of D.B. Fry explained that Vowel sounds are produced by acoustic excitation of the vocal tract by a source at the glottis. The vocal tract is viewed as an acoustic circuit, and the acoustic disturbances in this circuit are usually described in terms of sound pressures and volume velocities of vibration of the air at various points in the circuit. In all cases of present interest, the cross-sectional dimensions of the vocal tract may be considered to be small compared with a wavelength. This means that only plane acoustic waves propagate in the vocal tract, and that the sound pressure and volume velocity measured in the

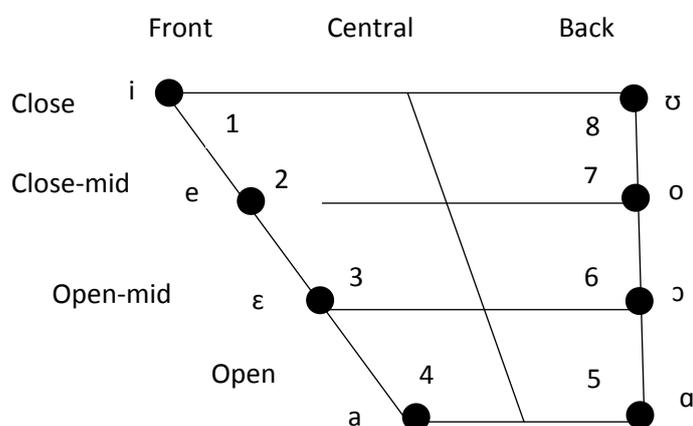
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<sup>18</sup> Peter Ladefoged and Keith Johnson, **A Course in Phonetics**, 6<sup>th</sup> ed., (Canada: published: Cengage Learning, Inc., University of California press, 2010), p. 17.

vocal tract are functions of only one spatial dimension - the distance measured along the vocal tract from the glottis.<sup>19</sup>

According to Kenneth N. Stevens and Arthur S. House stated that is 20 years since the publication of the monograph on the vowel by Chiba and Kajiyama (1941) - a work that introduces and epitomizes the modern era in the study of speech production and perception. The past two decades have seen a continuous advance in the understanding of the mechanism of speech sound generation, as exemplified by the publication of Fant's treatise (1960). The fruits of the experimental and theoretical progress, however, have not been universally appreciated and applied. The time may be ripe, therefore, for a concise yet rigorous exposition of current concepts of speech production. The remarks that follow represent an attempt to provide such an exposition of an acoustical theory of vowel production, and to point out its relevance to and compatibility with certain known characteristics of speech.<sup>20</sup>

Additionally, look at the vowels on this figure are the so-called primary cardinal vowels. These are the vowels that are most familiar to the speakers. (Peter Roach: 1983).<sup>21</sup>



Peter Roach: English Phonetics and Phonology, Fig:5: 13

<sup>19</sup> D.B. Fry, *Acoustic Phonetics*, (UK: Cambridge University, Hazell Watson & Viney Ltd, Aylesbury, Bucks press, 1976), pp. 19-20.

<sup>20</sup> Kenneth N. Stevens and Arthur S. House, An acoustical theory of vowel production and some of its implications, *Journal of Speech and Hearing Research*, vol. 4 No. 20, (1961): 303.

<sup>21</sup> Peter J. Roach, *English Phonetics and Phonology*, 2<sup>nd</sup> ed., (UK: Cambridge University, press, 1983, 1991), p. 13.

When we look at on the chart above we may be a little to understand about the production of English vowel sounds so for understanding more according to Peter Roach,<sup>22</sup> he described in terms of them here:

1. No. 1 has the symbol [i], and is defined as the vowel which is as close and as front as it is possible to make a vowel without obstructing the flow of air enough to produce friction noise; friction noise is the sort of hissing sound that one hears in consonants like “s” or “f”.

2. No. 5 has the symbol [o] and is defined as the most open and back vowel that it is possible to make.

3. No. 8 [ʊ], is fully close and back

4. No. 4 [a], is fully open and front. After establishing these extreme points, it is possible to put in intermediate points.

5. No. 2,3,6 and 7. Many students when they hear these vowels find that they sound strange and exaggerated, you must remember that they are extremes of vowel quality. It is useful to think of the cardinal vowel framework like a map of an area of country that you are interested in. Obviously, if the map is to be useful to you it must cover all the area; but if it covers the whole area of interest it must inevitably go a little way beyond that and include some places that you might never want to go to. However, it is still important to know where the edges of the map are drawn. When you are familiar with these.

### 2.7.1 Single vowel sounds

In this context, the researcher wants to make clearly about single sounds in English. Vowels have different ways to pronounce words to get combined with vowels but single sounds mean that it is pure vowels or original vowels. In here means it is not combined with others. They just come alone, in the same time, Single vowels are usually English short vowels.

According to Peter Roach<sup>23</sup> gave definitions as follows:

1. Vowel “ɪ” example words: “bit”, “pin”, “fish”. Though this vowel is in the close front area, compared with vowel “i” it is more open, and nearer in to the center. The lips are slightly spread.

2. Vowel “e” example words: “bet”, “men”, “yes”. This is a front vowel between vowel “ɪ” and vowel “æ”. The lips are slightly spread.

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<sup>22</sup>ibid., p. 13.

<sup>23</sup>ibid., pp. 14-15.

3. Vowel “æ” example words: “bat”, “man”, “gas”. This vowel is front, but not quite as open as vowel “a”. The lips are slightly spread.

4. Vowel “ʌ” example words: “but”, “some”, “rush”. This is a central vowel, and it is more open than the open-mid tongue height. The lip position is neutral.

5. Vowel “ɒ” example words: “pot”, “gone”, “cross”. This vowel is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded.

6. Vowel “ʊ” example words: “put”, “pull”, “push”. The nearest cardinal vowel is no. 8 “u”, but it can be seen that “ʊ” is more open and nearer to central. The lips are rounded.

### 2.7.2 Long vowel sounds

In above the short vowels or single vowels were introduced. In this part we look at other types of English vowel sounds. The first to be introduced here are the some English long vowels, these are the vowels which tend to be longer than the short vowels in similar contexts. It is necessary to say “in similar contexts” because, as we shall see later, the length of all English vowel sounds varies very much according to context such as the type of sound that follows them and the presence or absence of stress. To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length-mark made of two dots. Here they are: i:, ɔ:, ɔ:, u:.

Peter Roach<sup>24</sup> gave the ways how to pronounce them as follows:

1. Vowel “i:” example words: “beat”, “mean”, “peace”. This vowel is nearer to cardinal vowel no. 1 “i” that is, it is more close and front than the short “i” vowel of “bid”, “pin”, “fish”.

It is described in above, although the tongue shape is not much different from cardinal vowel no. 1, the lips are only slightly spread and this results in a rather different vowel quality.

2. Vowel “ɜ:” example words: “bird”, “fern”, “purse”. This is a central vowel which is well-known in most English accents as a hesitation sound (spelt “er”), but which many foreigners find difficult to copy. The lip position is neutral.

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<sup>24</sup>ibid., pp. 18-19.

3. Vowel “ɑ:” example words: “card”, “half”, “pass”. This is an open vowel in the region of cardinal vowel no. 5 “a”, but not as back as this. The lip position is neutral.

4. Vowel “ɔ:” example words: “board”, “torn”, “horse”. The tongue height for this vowel is between cardinal vowel no. 6 [ɔ] and no. 7 [o]. This vowel is almost fully back and has quite strong lip-rounding.

5. Vowel “u:” example words: “food”, “soon”, “loose”. This vowel is not very different from cardinal vowel no. 8 “ʊ”, but it is not quite so back nor so close, and the lips are only moderately rounded.

So now you may have noticed that these vowels are different from the vowels described above not only in length but also in quality. If we compare some similar pairs of long and short vowels, for example “ɪ” with “i:”, or “ʊ” with “u:”, or “æ” with “ɑ:”, ɔ:, we can see distinct differences in quality resulting from differences in tongue shape and position, and lip position as well as in length. For this reason, all the long vowels have symbols which are different from those of short vowels, look at more some words on the chart below:

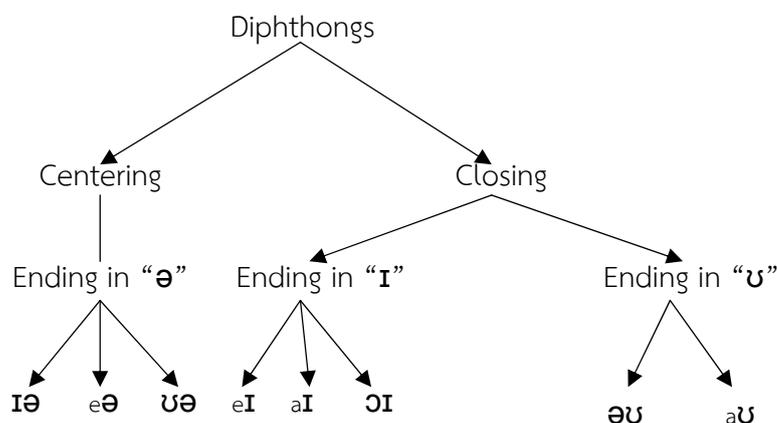
No	English short vowels		English long vowels	
	Phonemes	Words	Phonemes	Words
1.	/ɪ/	bit, pin, fish	/i:/	beat, mean, peace
2.	/e/	bet, men, yes	/ɜ:/	bird, fern, pure
3.	/a/	man, gas, bat	/ɑ:/	card, half, pass
4.	/ʌ/	but, some, rush	/ɔ:/	board, torn, horse
5.	/ɒ/	pot, gone, cross	/u:/	food, soon, loose
6.	/ʊ/	put, pull, push		

### 2.7.3 Diphthongs

RP has a large number of diphthongs, sounds which consist of a movement or glide from one vowel to another. A vowel which remains constant and does not glide is called a pure vowel, and one of the most common pronunciation mistakes that result in a learner of English having a “foreign” accent is the production of pure vowels where a diphthong should be pronounced. In terms of length, diphthongs are like the long vowels described above. Perhaps the most important thing to remember about all the diphthongs is that the first part is much longer and stronger than the second part, for example, most of the diphthong “ai” (as in the words “eye”, “I”) consists of the

a vowel, and only in about the last quarter of the diphthong does the glide to “I” become noticeable. As the glide to “I” happens, the loudness of the sound decreases. As a result, the “I” part is shorter and quieter. Foreign learners must, therefore, always remember that the last part of English diphthongs must not be made too strongly. Said Peter Roach.<sup>25</sup>

So sometimes, Diphthongs is very hard for us to remember it, and otherwise, we get confused whenever we want to use but in here according to Peter Roach<sup>26</sup>, he set the total number of diphthongs is eight and gave the easiest way to remember them is in terms of three groups divided as in this diagram:



### 2.7.3.1 Description of Diphthongs

The centering diphthongs glide towards the “ə” (schwa) vowel, as the symbols indicate.

1. Vowel “**ɪə**” example words: “beard”, “lan”, “fierce”. The starting point is a little closer than “I” in “bit”, “bin”.

2. Vowel “**eə**” example words: “aired”, “cairn”, “scarce”. This diphthong begins with the same vowel sound as the “e” of “get”, “men”.

3. Vowel “**ʊə**” example words: “moored”, “tour”. This has a starting point slightly closer than “ʊ” in “put”, “pull”.

The closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak,

<sup>25</sup> Ibid., p. 20.

<sup>26</sup> Ibid., pp. 20-22.

they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively closer vowel is produced. Three of the diphthongs glide towards “ɪ”, as described below:

1. Vowel “eɪ” example words: “paid”, “pain”, “face”. The starting point is the same as the “e” of “get”, “men”.

2. Vowel “aɪ” example words: “tide”, “time”, “nice”. This diphthong begins with an open vowel which is between front and back, it is quite similar to the A of the words “cut”, “bun”.

3. Vowel “əʊ” example words: “void”, “loin”, “voice”. The first part of this diphthong has the same quality as “ɔ:” in “ought”, “born”.

Two diphthongs glide towards “ʊ”, so that as the tongue moves closer to the roof of the mouth there is at the same time a rounding movement of the lips. This movement is not a large one, again because the second part of the diphthong is weak.

1. Vowel “əʊ” example words: “load”, “home”, “most”. The vowel position for the beginning of this is the same as for the “schwa” vowel ə, as found in the first syllable of the word “about”. The lips may be slightly rounded in anticipation of the glide towards “ʊ”, for which there is quite noticeable lip-rounding.

2. Vowel “aʊ” example words: “loud”, “gown”, “house”. This diphthong begins with a vowel similar to “a:” but a little more front. Since this is an open vowel, a glide to “ʊ” would necessitate a large movement. Usually in English the glide towards “ʊ” begins but is not completed, the end of the diphthong being somewhere between close-mid and open-mid in tongue height. There is only slight lip rounding.

So this is some parts of English vowel sounds that researcher had tried to study and understand about phonological system to get referred the English pronunciation correctly or to be able to say in other way that the way to use English to communicate right especially pronunciation we have to understand the two main parts of language first, that is, consonant and vowel sounds that you can see above but the researcher can not guarantee or confirm that that is at all to know and study it, because as you all know really, English is international language therefore, it is very big challenge to study perfectly by limitation of time. But above all at least it is useful for you.

## 2.8 Linking

According to Ghinwa Alameen<sup>27</sup> said the term linking has been used in two different ways. It can refer to connected speech phenomena in general because they all link words forming units larger than the single word where word boundaries seem to disappear. The other definition, which will be adopted in this study, is more specific: it is what happens to sounds at word boundaries in one thought group when two words are joined by connecting the last sound of one word to the first sound of the following word. The two connected sounds can keep their phonetic qualities. For example:

1. face it [fei.s^it] 1. be combined in one longer sound as in
2. can name [Kæn:eiɪm] 2. or have an extra consonant inserted in between them as in
3. pay a lot [peɪ^jə.lɒt] 3. where [ ^ ] is a visual representation of a link, and a period [ . ] stands for syllable boundaries

Asst. Prof. Ahmed Sahib. Mubarak, Ph. D. Mrs. Hawraa JabbarRahi gives the definitions of linking in English that the term linking is used in English to refer to one of the aspect of connected speech when either [j], [w], or [r] is inserted between two words in order to produce a smoother flow of speech that does not sound disconnected. Linking in English is defined by Underhill (1994: 65) as the smooth joining of words in connected speech. Of course two words can have a silence between them, but linking is concerned with the way sounds are fused together at word boundaries. Skandera and Burleigh (2005: 159) mention that linking is a transition between sounds or words.<sup>28</sup>

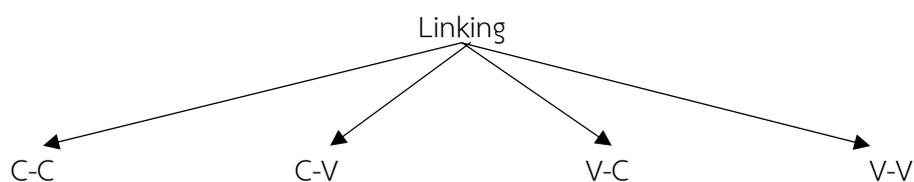
### 2.8.1 Types of linking

For the easiest way to remember about a number of linking in English. The researcher divided it into four groups, that is, Consonant to Consonant (C-C), Consonant to Vowel (C-V), Vowel to Consonant (V-C) and Vowel to Vowel (V-V) as in diagram below:

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<sup>27</sup>Ghinwa Alameen, The use of linking by native and non-native speakers of American English, **M.A. Degree**, (Graduate: Iowa State University Ames, Iowa, press, 2007), pp. 7-8.

<sup>28</sup> Asst. Prof. Ahmed Sahib. Mubarak, Ph. D. Mrs. Hawraa Jabbar Rahi, **A Contrastive Phonological Study of Linking in English and Arabic**, *Journal of Education and Practice*, University of Babylon, College of Education for Human Sciences, Department of English, Vol.8, No.25, (2017): 31.



1. C-C When the two border consonants are otherwise different, the final consonant of a word is released at the beginning of the following word. For example:

What he -----> /wɑ.ti/

2. C-V when the final consonant of a word is followed by a vowel in the same thought group. It is often pronounced as a medial consonant. For example:

Press enter -----> /'prɛs.ɛntə/

3. V-C when the final vowel of a word is followed by a consonant in the same thought group. It is often pronounced as a medial consonant. For example:

Extra help -----> /'ɛkstrə.hɛlp/

4. V-V when a word that ends in a high and mid-tense vowel is followed by a word that begins with a vowel. Then insert a very short /w/ or /i/ sound to link the two vowels together and avoid a gap between the sounds. For example:

Now I -----> /naʊɪ/

### 2.8.2 Intonation

Carlos Gassenhoven said It would be hard to say in one or two sentences what intonation is and how it works. There are so many aspects to consider: people use it to express their feelings; it encodes the information structure of the sentence; it appears sensitive to syntactic categories like 'argument' and 'predicate'; it appears to have different phonetic forms in different segmental conditions; it is integrated with lexical tone distinctions in tone languages, and so on. A useful way to start is to try and answer the old question whether intonation is part of the grammar or whether it is an expressive system which is overlaid on language. In the latter case, it is technically a form of animal communication, in which a signal has some meaning, and the intensity of the signal is related to the intensity of the meaning. To get a grip on this issue, we will check off three of the design features that Hockett (1958, 1960) identified as being true for human language. Not all of his design features are true for animal communication, among which are arbitrariness, discreteness, and duality.

What will appear from this investigation is that intonation is both a form of animal communication.<sup>29</sup>

According to Sun-Ah Jun,<sup>30</sup> he divided intonation into three types of phonological tones are relevant for analyzing.

1. The first type of tone is the boundary tone which occurs at the right edge of the largest intonation constituent.

2. The second type of tone is the pitch accents, which occur in two varieties: phonological pitch accents and morph lexical pitch accents associated with certain lexically marked syllables.

3. The third type of tone is the Accentual Phrase, is characterized by a series of phrasal tones linked to certain positions within the Accentual Phrase.

### 2.8.3 Stress

According to Mohamed Fathy Kalifa had given an explanation that Stress refers to the extra degree of force used in pronouncing a particular word or syllable (Crystal, 1997). Stressed syllables are more prominent than unstressed ones (Hammond, 1999, Archibald, 1998), e.g. the first syllable in “photographer”, the second in “photographer” and the third in “photographic” are more prominent than the others. This prominence is usually achieved by an increase in the LOUDNESS of the stressed syllable, but can also be due to an increase in LENGTH or PITCH or a combination of all the three (Trask, 1996, Archibald, 1998).<sup>31</sup>

Peter J. Roach explained that many experiments have been carried out on the perception of stress, and it is clear that many different sound characteristics are important in making a syllable recognizably stressed. From the perceptual point of view, all stressed syllables have one characteristic in common, and that is prominence; stressed syllables are recognized as stressed because they are more prominent than unstressed syllables.<sup>32</sup>

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<sup>29</sup> Carlos Gassenhoven, *The Phonology of Tone and Intonation*, (UK: Cambridge University press, 2004), p. 50.

<sup>30</sup> Sun-Ah Jun, *Prosodic Typology*, (USA: Oxford University Press, 2005), pp. 305-321.

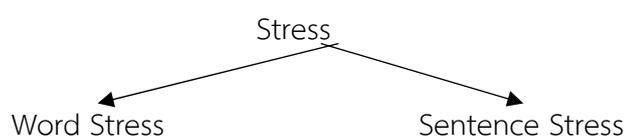
<sup>31</sup> Mohamed Fathy Kalifa, *A Contrastive Metrical Analysis of Main Word Stress In English and Cairene Colloquial Arabic*, (UK: Cambridge Scholars press, 2017), p. 2.

<sup>32</sup> Peter J. Roach, *English Phonetics and Phonology*, 2<sup>nd</sup> ed., (UK: Cambridge University press, 1983, 1991), pp. 85-86.

Additionally, Mohamed Fathy Kalifa (O'Connor, 1973, 194) defines stress, Stress is the name given to the stronger muscular effort, both respiratory and articulatory, which we feel in connection with some syllables as opposed to others in English and other languages. For instance, August has more effort on the first than the second syllable, we hit it harder, but august has the greater effort on the second syllable.<sup>33</sup>

### 1. Types of Stress

In English has main types of stress, that is, Stress in word and stress in Sentence as described in diagram below:



#### 1.1 Word Stress in English

In every word of two or more syllables, one syllable is stressed. That means that the vowel sound in that syllable is said louder, is said on a higher pitch, and is held longer than the other vowel sounds in the same word. Explained by Gertrude F. Orion.<sup>34</sup>

#### 1.2 Rules of Word Stress

1) If a word just has only one syllable, you can talk at all. No rule covers this case. For example:

No	Words	Syllables	Word Stresses
1.	Eat	1	-
2.	Talk	1	-
3.	Arm	1	-
4.	See	1	-
5.	Rain	1	-
6.	Rat	1	-
7.	Green	1	-
8.	Bat	1	-

Gertrude F. Orion: **Pronouncing American English, 1976: 19.**

<sup>33</sup>Mohamed Fathy Kalifa, **A Contrastive Metrical Analysis of Main Word Stress In English and Cairene Colloquial Arabic**, (UK: Cambridge Scholars press, 2017), pp. 2-3.

<sup>34</sup>Gertrude F. Orion, **Pronouncing American English. Sound Stress and Intonation**, second edition, (USA: University of New York, press, 1976), pp. 19-22.

2) If a word has two syllables, the first syllable of that word will be stressed. For Example:

No	Words	Syllables	Word Stresses
1.	<b>B</b> aby	2	First syllable
2.	<b>A</b> rmey	2	First syllable
3.	<b>A</b> uto	2	First syllable
4.	<b>D</b> entist	2	First syllable
5.	<b>W</b> indow	2	First syllable
6.	<b>P</b> lastic	2	First syllable
7.	<b>E</b> mbrace	2	First syllable
8.	<b>S</b> eldom	2	First syllable

Gertrude F. Orion: **Pronouncing American English, 1976: 19.**

3) Remember, if a word has two syllables but the second of that word contains a long vowel or diphthongs or even it ends with more than one consonant that is stressed on the second syllable. For Example:

No	Words	Syllables	Word Stresses
1.	<b>A</b> bout	2	Second syllable
2.	<b>B</b> etween	2	Second syllable
3.	<b>B</b> ecause	2	Second syllable
4.	<b>A</b> gain	2	Second syllable
5.	<b>W</b> ithin	2	Second syllable
6.	<b>A</b> round	2	Second syllable
7.	<b>A</b> way	2	Second syllable
8.	<b>H</b> imself	2	Second syllable

Gertrude F. Orion: **Pronouncing American English, 1976: 19.**

4) If a word has three syllables and the last and middle syllables contain a short vowel and ends with no more than one consonant that stressed on the first syllable. For example:

No	Words	Syllables	Word Stresses
1.	<b>B</b> eautiful	3	First syllable
2.	<b>H</b> amburger	3	First syllable
3.	<b>P</b> hysical	3	First syllable

4.	<b>G</b> overnment	3	First syllable
5.	<b>S</b> easonal	3	First syllable
6.	<b>R</b> ational	3	First syllable
7.	<b>P</b> opular	3	First syllable
8.	<b>M</b> ystery	3	First syllable

Gertrude F. Orion: **Pronouncing American English, 1976: 21.**

5) If a word has three syllables and the last syllable contains a short vowel and ends with no more one consonant that it will be stressed on the second syllable instead. For example:

No	Words	Syllables	Word Stresses
1.	B <b>a</b> na <b>n</b> a	3	Second syllable
2.	A <b>g</b> en <b>d</b> a	3	Second syllable
3.	Op <b>po</b> ne <b>n</b> t	3	Second syllable
4.	Cons <b>is</b> te <b>n</b> t	3	Second syllable
5.	Vol <b>u</b> nte <b>e</b> r	3	Second syllable
6.	Ref <b>e</b> ree	3	Second syllable
7.	Re <b>co</b> mm <b>e</b> nd	3	Second syllable
8.	Kang <b>a</b> roo	3	Second syllable

Gertrude F. Orion: **Pronouncing American English, 1976: 21.**

6) If a word has three syllables and the final syllable contains a long vowel or diphthong or ends with more than one consonant that stressed on the last syllable. For example:

No	Words	Syllables	Word Stresses
1.	Intro <b>du</b> ce	3	Last syllable
2.	Entert <b>ai</b> n	3	Last syllable
3.	Disapp <b>oi</b> nt	3	Last syllable
4.	Engin <b>ee</b> r	3	Last syllable
5.	Person <b>ne</b> l	3	Last syllable
6.	Un <b>af</b> raid	3	Last syllable
7.	Fam <b>il</b> y	3	Last syllable
8.	Dis <b>ag</b> ree	3	Last syllable

Gertrude F. Orion: **Pronouncing American English, 1976: 22.**

7) If a word has four syllables or one more that stressed on the fourth syllable by counting from backwards and put a stress on the fourth one from the end. For example:

No	Words	Syllables	Word Stresses
1.	<b>C</b> eremony	4	Fourth syllable
2.	<b>L</b> iterature	4	Fourth syllable
3.	<b>S</b> ecretary	4	Fourth syllable
4.	<b>S</b> anitary	4	Fourth syllable

Gertrude F. Orion: **Pronouncing American English, 1976: 23.**

8) If a word has four syllables and ends in “-cy, -ty, -phy, -gy, -al, -ence and -ate”, the stress is usually on the third to last syllable, count syllable backwards and put a stress on the third one. For example:

No	Words	Syllables	Word Stresses
1.	<b>E</b> mergency	4	Third syllable
2.	<b>S</b> ecurity	4	Third syllable
3.	<b>E</b> xperience	4	Third syllable
4.	<b>C</b> ertificate	4	Third syllable

Gertrude F. Orion: **Pronouncing American English, 1976: 19.**

9) If a word has three more than three syllables and ends in “-ic, -sion, and -tion”, the stress is on usually on the second to last syllables, count syllables backwards and then put a stress on the second one. For instance:

No	Words	Syllables	Word Stresses
1.	<b>C</b> reation	3	Second syllable
2.	<b>C</b> onvers <b>a</b> tion	4	Second syllable
3.	<b>O</b> rganiz <b>a</b> tion	5	Second syllable
4.	<b>C</b> om <b>m</b> ission	4	Second syllable
5.	<b>M</b> otiv <b>a</b> tion	4	Second syllable
6.	<b>O</b> bserv <b>a</b> tion	4	Second syllable
7.	<b>C</b> ongratul <b>a</b> tion	5	Second syllable
8.	<b>P</b> hotogr <b>a</b> phic	4	Second syllable

Gertrude F. Orion: **Pronouncing American English, 1976: 24.**

10) Remember, the most compound nouns that made up of two or more existing words, the stress is often the first noun. For example:

No	Words	Syllables	Word Stresses
1.	<b>F</b> ootball	2	First syllable
2.	<b>B</b> lackboard	2	First syllable
3.	<b>K</b> eyboard	2	First syllable
4.	<b>S</b> alesman	2	First syllable
5.	<b>W</b> hite house	2	First syllable
6.	<b>G</b> reen land	2	First syllable
7.	<b>D</b> arkroom	2	First syllable
8.	<b>B</b> ig bang	2	First syllable

Gertrude F. Orion: **Pronouncing American English, 1976: 24.**

So for me that is good enough that take some rules of word stress to show you all. By the way, it is not easy to study it because there are many things concerning with it. Therefore, the researcher strongly need to express here that are some parts of researcher's understanding only, not at all. For someone who wants to study more.

### 1.3 Sentence Stress in English

Sentence stress in English as the researcher studied and noticed from many books, finally, to be able to say that it the same with word stress above but one thing that is characterized it is sentence making from many parts of speech. For example according to Gertrude F. Orion.<sup>35</sup> As in sentence below:

Word Stress	Sentence Stress
<b>Conflict</b>	It may <b>conflict</b> with my schedule. If it does, a conflict will arise.
<b>Convicts</b>	When the judge <b>convicts</b> him, he will join the convicts in jail.
<b>Object</b>	I <b>object</b> to that ugly object being in this room. If it does, a conflict will arise.
<b>Produce</b>	The farm will <b>produce</b> food, and we will sell the produce in the market.
<b>Record</b>	He'll <b>record</b> his voice on the record.
<b>President</b>	The <b>President</b> lives in the <b>White</b> House. (Official residence of the President)

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<sup>35</sup>ibid., pp. 19-22.

develops	He <b>develops</b> his film in the darkroom. (A special room for developing film)
traffic	She made a short <b>stop</b> at the <b>traffic</b> light. (Foot on the brake)
hot plate	She cooks meals on a <b>hot</b> plate. (A small stove used for heating food)
shortcut	He took a <b>shortcut</b> to his house. (A shorter way than usual to get home)

Gertrude F. Orion: **Pronouncing American English, 1976: 25.**

As you see many example sentences stressed above, you may be noticed about the similarity of them, because each of them depends on the main purposes of speakers that what they want to show to message receivers. Therefore, when it depends on mainly speakers it is so hard to point that this sentence need to be stressed in this position of sentence, and that sentence need to be stressed in that position as well. For example:

Stress positions	Meanings
1. Give me MONEY.	As you see "MONEY" in this sentence, what it means. It may meant in many ways as: <ul style="list-style-type: none"> <li>- Give really money</li> <li>- Don't give other things</li> <li>- truly wants money etc.</li> </ul>
2. Give ME money.	Again, how you can see different meaning of this sentence, as explained below: <ul style="list-style-type: none"> <li>- Give him money really.</li> <li>- Don't give to others Something like this.</li> </ul>
3. GIVE me money.	Last one, you will see-verb "Give" is all capital letters, how different it is, it may meant as follows: <ul style="list-style-type: none"> <li>- Person who is asked has to give money</li> <li>- No more other way to choose</li> <li>- He/she is ordered by context of word in sentence.</li> </ul>

Carlos Gussenhoven: **The Phonology of Tone and Intonation, pp: 12-19.**

As you see my explanation about sentences above, you may be seen the difficulties of it in many factors as: Meaning, speaker's purpose and even though that situation. But in the other way, theory referred sentence stress is less, or almost researched before or it is possible that many writers do not want to emphasize this point

## Chapter III

### Research Methodology

This Chapter is aimed to investigate the English Pronunciation of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University, with regard to the research methods, the crucial elements of this study are observation, interviewing key informants “teachers”, description and the analysis of what the researcher has found from the survey focusing on English.

This Chapter is divided into five major parts as the following:

- 3.1 Research Design
- 3.2 Population
- 3.3 Tools of Data Collection
- 3.4 Methods of Data Collection
- 3.5 Data Analysis

#### 3.1 Research Design

This research is aimed to investigating the English Pronunciation of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University and some suggestion to help on finding more effective ways of teachers who are teaching English specific English Pronunciation and in order to be a good way for students who are studying about how to Pronounce into right way. This research is used quantitative and qualitative research methods for study.

**Quantitative Data:** This is to provide the participants’ attitudes towards the English Pronunciation. The information got from questionnaires is to be analyzed by mean and standard deviation (S.D), and then interpreted.

**Qualitative Data:** This is to determine the effective ways that teachers and students pronounce correctly by observing their pronunciation while researcher is interviewing.

**Percentages, Average Meaning, and Standard Deviation ( $\bar{x}$ , S.D):** These are employed to provide the level end extent in studying the English Pronunciation

of Bachelor of Arts Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

### 3.2 Populations

In this research, the researcher had invited 5 teachers who are teaching English language at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Therefore, in accordance with this research, each week of December, Some of Teachers is invited to answer the questions, oral questionnaires and interview. This process was taken 4 weeks to end the observation with 5 teachers taking time between December and January.

And for more details, researcher had interviewed more English Scholars, native teachers especially who were born and always used English in daily life by to emphasize their English pronunciation and ask the problems when they have communicated with persons who are non-native speakers.

### 3.3 Tools of Data Collection

The research consists of two main tools: questionnaires and interview. They are the main tools of using in this research. Hence, the research's tools for study were divided in terms of two parts:

#### 3.3.1 Questionnaire

In the part of this questionnaire paper. There are two main points as the following:

**Part one:** This part consists of general information as Gender, Educational Background, Age and Status.

**Part two:** This part consists of question design of the problems of English Pronunciation and the keys to deal with them.

#### 1. Details of the Questionnaires

**Part one:** The general background information of the respondents concerning gender, education, age, status, English experience through communication in their daily lives.

**Part two:** To investigate the respondents' attitudes towards the English Pronunciation and the effective ways used when they do not know how to pronounce correctly.

The five points on scale are used in this questionnaires with regard to Likert's scale<sup>36</sup> as described below:

No	Level	Average	Meaning
1.	5	4.50-5.00	Strongly agree
2.	4	3.50-4.49	Agree
3.	3	2.50-3.49	Fairly agree
4.	2	1.50-2.49	Disagree
5.	1	1.00-1.49	Strongly disagree

## 2. Details of Interview

In the part of this interview, the researcher had gone to ask the respondents' opinions and suggestions on ways to unlock and keep going on development of English Pronunciation of students who are studying the third year for a Bachelor's Degree, majority of English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

### 3.4 Methods of Data Collection

In order to complete of this research, the researcher used two main methods called primary data and secondary data.

#### 3.4.1 Primary Data

Primary data is directly collecting information from the target respondents of research that consists of five teachers who are teaching at Faculty of Humanities, Mahachulalongkornrajavidyalaya University, thirty five students who are studying on the third year for a Bachelor's Degree, majority of English by answering the questionnaire papers, observation and interview. In part of questionnaire, researcher created the questions and let them give their opinions in accordance with English pronunciation directly by keep going on the

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<sup>36</sup> Ankur Joshi, Saket Kale, Satish Chandel and D. K. Pal, Likert Scale: Explored and Explained, *British Journal of Applied Science & Technology*, Vol: 7, No. 4: 396-403, 2015,

right way. For interview, the researcher asked the respondents, both teachers and students who were invited to participate in this research.

### 3.4.2 Secondary Data

This part is collecting information from documentary review such as the theses, academic works. These are used to support the information of study of this research. Documentary review is also good material for developing the research as well.

## 3.5 Data Analysis

SPSS<sup>37</sup> or the statistic devices were used in the study as the following:

1. Frequencies and percentages are used in the data analysis concerning the respondents' background information.
2. Arithmetic mean and standard deviations (S.D) are used to analyze the respondents' strategies on bottoms of problem with English speaking skill focus on pronunciation.
3. Find the results for further discussion from an interview and questionnaire papers and find the ways to resolute the problems of English pronunciation.

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<sup>37</sup> \_\_\_\_\_, Statistical Package for the Social Sciences, <https://en.wikipedia.org/wiki/SPSS>

## Chapter IV

### Results

This chapter explains the results of data, from data that were had been collected. This research methodology is quantitative and qualitative methods. Therefore, data were collected by questionnaire, observation of participants and interview participants. Then the main points of the finding of The English pronunciation that researcher has been interviewed for the study and divided into five parts as the following:

- 4.1 General background information
- 4.2 Students' attitudes to the English Pronunciation
- 4.3 Students' methods of learning the English Pronunciation
- 4.4 Students' difficulties in learning the English Pronunciation
- 4.5 Teachers' roles of developing the English Pronunciation

#### 4.1 General background information

The data analysis results of the respondents are the basic of the students in Academic Year 2018/19 who are in third year students, Bachelor of Arts, English major at Mahachulalongkornrajavidyalaya University. The information of participants is as shown in the following table.

**Table 1** Gender of Population

Gender	Frequency	Percent
Monk	19	54.3
Novice	9	25.7
Male	6	17.1
Female	1	2.9
<b>Total</b>	<b>35</b>	<b>100.0</b>

Table 1 above shows the population of gender consisting of 19 monks and 54.3 percentages, novices were 25.7 percentages, male students were 17.1 percentages. And 2.9 or 1 participant was female.

**Table 2** Age of Population

Age	Number	Percent
18-20	7	20.0
21-30	27	77.1
30 up	1	2.9
<b>Total</b>	<b>35</b>	<b>100.0</b>

Table 2 shows that the average of age of participants is 18-20 years old including 7 participants or 20.0 percentages, while 27 participants are between 21-30 years old or 77.1 percentages and 1 student is more than 30 years old or 2.9 percentages.

**Table 3** Education background of population

Level	Number	Percent
B.A	35	100.0
<b>Total</b>	<b>35</b>	<b>100.0</b>

Table 3 shows that the whole participants or 35 students are studying in Bachelor of Art or 100.0 percentages.

**Table 4** At least, Years of Speaking English

Year	Number	Percent
1-3 years	22	62.9
4-6 years	11	31.4
7-9 years	2	5.7
<b>Total</b>	<b>35</b>	<b>100.0</b>

Table 4 shows that 22 students who had taken 1-3 years to learn English or 62.9 percentages, while 11 students who had taken 4-6 years or 31.4 percentages to learn English and 2 students who had taken 7-9 years or 5.7 percentages in Learn and speak English.

## 4.2 Students' attitudes to the English Pronunciation

**Table 5** Students' attitudes to the English Pronunciation

Questions	$\bar{x}$	S.D	Mean
1. Pronunciation is not useful for real life	3.20	1.256	Fairly agree
2. It is not important to learn pronunciation	3.03	1.224	Fairly agree
3. It is very hard to understand the rule of pronunciation	3.34	1.083	Fairly agree
4. Always sleep when I have to learn English pronunciation	2.77	0.910	Fairly agree
5. Pronunciation is created for native speakers	3.20	0.994	Fairly agree
6. I am bored and tired when pronunciation subject starts	3.03	0.923	Fairly agree
7. I am not interested to learn English pronunciation	2.91	1.173	Fairly agree

Table 5 presents the analysis of Students' attitudes to the English Pronunciation. The findings reveal that all of students' opinion that Pronunciation is not useful for real life ( $\bar{x}$  = 3.20) with a standard deviation of 1.25; It is not important to learn pronunciation ( $\bar{x}$  = 3.03) with a standard deviation of 1.22; It is very hard to understand the rule of pronunciation ( $\bar{x}$  = 3.34) with a standard deviation of 1.08; Always sleep when they have to learn English pronunciation ( $\bar{x}$  = 2.77) with a standard deviation of 0.91; Pronunciation is created for native speakers ( $\bar{x}$  = 3.20) with a standard deviation of 0.99; they are bored and tired when pronunciation subject starts ( $\bar{x}$  = 3.03) with a standard deviation of 0.92; they are not interested to learn English pronunciation ( $\bar{x}$  = 2.91) with a standard deviation of 1.17.

According to the information shown above, the results collected which are the overall mean score and standard deviation of Students' attitudes to the English Pronunciation is  $\bar{x}$  = 3.06 and a standard deviation of 0.76. So, it can be interpreted that the participants had a fairly agree.

### 4.3 Students' methods of learning the English Pronunciation

**Table 6** Students' methods of learning the English Pronunciation

Questions	$\bar{x}$	S.D	Mean
1. I try so hard to learn pronunciation subject	3.49	0.919	Fairly agree
2. I always note down on my pocket book when I get a new word	3.49	0.951	Fairly agree
3. I try to look at dictionaries when I do not know how to pronounce words	3.51	0.919	Agree
4. I always watch English movies to improve my pronunciation	3.43	0.815	Fairly agree
5. I ask my foreign friend if I do not know that word	3.49	0.853	Fairly agree
6. I further practice by myself after learning pronunciation from class	3.57	0.917	Agree
7. I always read English newspaper to improve pronunciation	3.14	0.692	Fairly agree

Table 6 presents the analysis of Students' methods of learning the English Pronunciation. The findings reveal that all of students agreed that they try so hard to learn pronunciation subject ( $\bar{x} = 3.49$ ) with a standard deviation of 0.919; they always note down on my pocket book when they get a new word ( $\bar{x} = 3.49$ ) with a standard deviation of 0.95; they try to look at dictionaries when they do not know how to pronounce words ( $\bar{x} = 3.51$ ) with a standard deviation of 0.91; they always watch English movies to improve my pronunciation ( $\bar{x} = 3.43$ ) with a standard deviation of 0.81; they ask my foreign friend if they do not know that word ( $\bar{x} = 3.49$ ) with a standard deviation of 0.85; they further practice by myself after learning pronunciation from class ( $\bar{x} = 3.57$ ) with a standard deviation of 0.91; they always read English newspaper to improve pronunciation ( $\bar{x} = 3.14$ ) with a standard deviation of 0.69.

According to the information shown above, the results collected which are the overall mean score and standard deviation of Students' attitudes to the English Pronunciation is  $\bar{x} = 3.44$  and a standard deviation of 0.52. So, it can be interpreted that the participants had a fairly agree.

#### 4.4 Students' difficulties in learning the English Pronunciation

Table 7 Students' difficulties in learning the English Pronunciation

Questions	$\bar{x}$	S.D	Mean
1. English pronunciation is not for me	2.91	0.919	Fairly agree
2. I do not have much time to give the English pronunciation	2.97	1.014	Fairly agree
3. I do not have devices to help me in practicing pronunciation	3.34	0.802	Fairly agree
4. When I try to practice pronunciation, someone laughs at me	3.23	0.808	Fairly agree
5. I have negative thinking in English pronunciation	3.11	0.993	Fairly agree
6. I do not know phonetic symbols so I do not know how to practice my pronunciation	3.29	0.710	Fairly agree

Table 7 presents the analysis of Students' difficulties in learning the English Pronunciation. The findings reveal that all of students agreed that English pronunciation is not for me ( $\bar{x} = 2.91$ ) with a standard deviation of 0.91; they do not have much time to give the English pronunciation ( $\bar{x} = 2.97$ ) with a standard deviation of 1.01; they do not have devices to help me in practicing pronunciation ( $\bar{x} = 3.34$ ) with a standard deviation of 0.80. When they try to practice pronunciation, someone laughs at me ( $\bar{x} = 3.23$ ) with a standard deviation of 0.80, they have negative thinking in English pronunciation ( $\bar{x} = 3.11$ ) with a standard deviation of 0.99; they do not know phonetic symbols so they do not know how to practice my pronunciation ( $\bar{x} = 3.29$ ) with a standard deviation of 0.71.

According to the information shown above, the results collected which are the overall mean score and standard deviation of Students' attitudes to the English Pronunciation is  $\bar{x} = 3.14$  and a standard deviation of 0.50. So, it can be interpreted that the participants had a fairly agree.

#### 4.5 Teachers' roles of developing the English Pronunciation

**Table 8** Teachers' roles of developing the English Pronunciation

Questions	$\bar{x}$	S.D	Mean
1. Teachers do not teach me	3.06	0.802	Fairly agree
2. Teachers do not allow to ask when I have a question in pronunciation	2.89	0.867	Fairly agree
3. Teachers do not emphasize about pronunciation	3.17	0.954	Fairly agree
4. we do not have teachers that can make clear in pronunciation	3.20	0.994	Fairly agree
5. When teachers teach English pronunciation I do not understand at all	3.34	1.110	Fairly agree
6. Teachers do not have strategy in teaching pronunciation	3.09	0.919	Fairly agree

Table 8 presents the analysis of Teachers' roles of developing the English Pronunciation. The findings reveal that all of students agreed that Teachers do not teach me ( $\bar{x} = 3.06$ ) with a standard deviation of 0.80; Teachers do not allow to ask when I have a question in pronunciation ( $\bar{x} = 2.89$ ) with a standard deviation of 0.86; Teachers do not emphasize about pronunciation ( $\bar{x} = 3.17$ ) with a standard deviation of 0.95; we do not have teachers that can make clear in pronunciation ( $\bar{x} = 3.20$ ) with a standard deviation of 0.99; When teachers teach English pronunciation I do not understand at all ( $\bar{x} = 3.34$ ) with a standard deviation of 1.11; Teachers do not have strategy in teaching pronunciation ( $\bar{x} = 3.09$ ) with a standard deviation of 0.91.

According to the information shown above, the results collected which are the overall mean score and standard deviation of Students' attitudes to the English Pronunciation is  $\bar{x} = 3.12$  and a standard deviation of 0.56. So, it can be interpreted that the participants had a fairly agree.

Due to the results from interviewing participants, the researcher interviewed 5 teachers from the Faculty of humanities, Mahachulalongkornrajavidyala University with the 3 open-ended questions and took some suggestion from them. The open-ended questions are regarded how to understand the English pronunciation. They were asked to state why pronunciation is important, why

pronunciation is difficult to teach and what techniques they use in teaching English pronunciation. In this section, each of teachers had various answers according to the researcher made interview results as the followings:

**Q.1: Why is Pronunciation so important?**

Among 4 teachers, they answered that pronunciation is very important because we have to communicate with different person if we can not pronounce correctly, it may be caused of many problems and it may be mistaken each other and meanwhile pronunciation is very important for listening and speaking. Besides of this, one teacher sad that correct and clear pronunciation is a credit, a first impression and a good image of that speaker. To communicate with quality creates a good understanding and clarity between speakers and listeners. As for the interviewee, to communicate with those with correct and clear pronunciation will be an advantage in helping two persons to work and understand one and another easily and faster without a problem of being doubtful because the unclear pronunciation, so it is necessary that learners practice correct and clear pronunciation.

**Q.2: Why is pronunciation so difficult to teach?**

For this question, 3 teachers who were interviewed, they mentioned that because English language has the different organs of articulation and 2 teacher stated that because learners whose mother tongue or mother language are in the different families of the second or third language, as a result their studies will have got a big problem with pronunciation. Especially those who are not bilingual or trilingual. For Example since they were born too, it will be more difficult for them when they learn English focusing on pronunciation, they need to practice pronunciation continuously and seriously to obtain the good results.

**Q.3: What techniques do you use in teaching English Pronunciation?**

For this question, 3 of 5 teachers answered that students have to study seriously and speak English everyday as you can, by the way, students have to drill and practice all the time. One teacher gives 3 technique that he use in teaching English pronunciation that is: firstly, students have to listen from native speakers, secondly, students must watch from multimedia and thirdly, students have to imitate and practice in daily life. And the last one, teacher stated that it is necessary techniques that we apply a technology in creating a good atmosphere in learning. For example: Using applications, a software

provided with play-store available and downloaded into a Smartphone which is very good equipment for teaching pronunciation today. Learners will enjoy listening to the audio sound with some worksheets of contents and exercises used to guideline how to pronounce correctly and effectively.

## Chapter V

### Conclusion, Discussion and Suggestion

This research entitled “The English Pronunciation of Bachelor of Arts Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University” is of objectives of this study including 1) to study the problems of the English pronunciation of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. 2) to propose the resolution of English pronunciation problems of Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. The study is a mixed method researches between a quantitative method and qualitative method. A questionnaire is used for collecting quantitative data from 35 students who are studying In Bachelor of Arts third year students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. And in-depth interview is used for collecting qualitative data from 5 key informants. For analyzing quantitative data statistics including Frequency, Percentage, Mean and Standard Deviation is used and a content analysis is used for analyzing qualitative data. This chapter is focused on the following points:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Suggestion
- 5.4 Suggestion for further Studies

#### 5.1 Conclusion

5.1.1 From a study of Students’ attitudes to the English Pronunciation. The researcher collected and analyzed data from questionnaire found that It is very hard to understand the rule of pronunciation with the highest mean at3.34, pronunciation is not useful for real life with mean at3.20, Pronunciation is created for native speakers with mean at3.20, It is not important to learn pronunciation with mean at3.03, they are bored and tired when pronunciation subject starts with mean at3.03, they are not interested to learn English pronunciation with mean at2.91, and they are always sleep when they have to learn English pronunciation in the least number of 2.77.

5.1.2 From a study of Students' methods of learning the English Pronunciation. The researcher collected and analyzed data from questionnaire found that they further practice by themselves after learning pronunciation from class with the highest mean at 3.57, they try to look at dictionaries when they do not know how to pronounce words with mean at 3.51, they try so hard to learn pronunciation subject, they always note down on their pocket book when they get a new word, they ask their foreign friend if they do not know that word with mean at 3.49, and they always read English newspaper to improve pronunciation with the least number of 3.14.

5.1.3 Regarding an investigation of the Students' difficulties in learning the English Pronunciation. The researcher collected and analyzed data from questionnaire found that they do not have devices to help them in practicing pronunciation with the highest mean 3.34, they do not know phonetic symbols so they do not know how to practice their pronunciation with mean at 3.29, When they try to practice pronunciation, someone laughs at them with mean at 3.23, they have negative thinking in English pronunciation with mean at 3.11, they do not have much time to practice the English pronunciation with mean at 2.97, English pronunciation is not for them with the least number of 2.91.

5.1.4 In respect of Teachers' roles to students of developing the English Pronunciation. The researcher collected and analyzed data from questionnaire found that when teachers teach English pronunciation they do not understand at all with the highest number of 3.34, they do not have teachers that can make clearly in pronunciation with mean at 3.20, Teachers do not emphasize about pronunciation with mean at 3.17, Teachers do not have strategy in teaching pronunciation with mean at 3.09, Teachers do not teach me with mean at 3.06, and Teachers do not allow them ask when they have a question in pronunciation with the least number of 2.89.

## 5.2 Discussion

5.2.1 From a study of Students' attitudes to the English Pronunciation. The researcher collected and analyzed data from questionnaire found that respondents the ideas that It is very hard to understand the rule of pronunciation with the highest mean at 3.34, pronunciation is not useful for real life with mean at 3.20, Pronunciation is created for native speakers with mean at 3.20, It is not important to learn pronunciation with mean at 3.03, they are bored and tired when pronunciation

subject starts with mean at 3.03, they are not interested to learn English pronunciation with mean at 2.91, and they are always sleep when they have to learn English pronunciation in the least number of 2.77. This result is related to the book written by Gertrude F. Orion that he stated the problem and how to change the attitude in practicing pronunciation.

5.2.2 From a study of Students' methods of learning the English Pronunciation. The researcher collected and analyzed data from questionnaire found that they further practice by themselves after learning pronunciation from class with the highest mean at 3.57, they try to look at dictionaries when they do not know how to pronounce words with mean at 3.51, they try so hard to learn pronunciation subject, they always note down on their pocket book when they get a new word, they ask their foreign friend if they do not know that word with mean at 3.49, and they always read English newspaper to improve pronunciation with the least number of 3.14. This result is related to the work written by Judy B. Gilbert that said clearly in learning and practicing the English pronunciation no matter the listening activities are useful for learners.

5.2.3 Regarding an investigation of the Students' difficulties in learning the English Pronunciation. The researcher collected and analyzed data from questionnaire found that they do not have devices to help them in practicing pronunciation with the highest mean at 3.34, they do not know phonetic symbols so they do not know how to practice their pronunciation with mean at 3.29, When they try to practice pronunciation, someone laughs at them with mean at 3.23, they have negative thinking in English pronunciation with mean at 3.11, they do not have much time to practice the English pronunciation with mean at 2.97, English pronunciation is not for them with the least number of 2.91. As we can see the results above, students still need many factors to support in learning their English focused on pronunciation and be able to communicate with native speakers confidently.

5.2.4 In respect of Teachers' roles to students of developing the English Pronunciation. The researcher collected and analyzed data from questionnaire found that when teachers teach English pronunciation they do not understand at all with the highest number of 3.34, they do not have teachers that can make clearly in pronunciation with mean at 3.20, Teachers do not emphasize about pronunciation with mean at 3.17, Teachers do not have strategy in teaching pronunciation with mean at 3.09, Teachers do not teach me with mean at 3.06, and Teachers do not allow them ask when they have a question in pronunciation with the least number

of 2.89. For this results, teachers are the main power in learning of students, especially, The English pronunciation is quite difficult for them. If they need to the great teacher to resolute this problem and finally, they are able to pronounce correctly. And they have confidence to communicate with foreigners.

### **5.3 Suggestion**

Respondents would like teachers to teach about English pronunciation and listening skills more than ones.

English pronunciation is very important in communication, for this reason. Teachers should have new strategy more and more in teaching the English pronunciation.

Teachers should speak English more than other when come to class, because if teachers speak English all the time, students normally listen all the class, it might make them to be familiar, lead to understanding and finally, they can communicate as well.

### **5.4 Suggestion for further Studies**

The further studies need to include a greater diversity of respondents. The English pronunciation is in the different stages of people it might have more information and the researcher can get good reaction from them.

1. The English pronunciation in other fields, universities, schools to focus on how to use in communication.
2. A study of the English pronunciation focusing on multimedia in other places.
3. A study of the beginning of learners in practicing their English pronunciation.

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APPENDIX A



## บันทึกข้อความ

รับที่	๐๓๗
วันที่	๕ ก.พ. ๕๖
เวลา	๑๓.๓๗ น.
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย	

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/ ๓๑

วันที่ ๓๐ มกราคม ๒๕๖๒

เรื่อง ขออนุญาตแจกแบบสอบถามเพื่อทดสอบเครื่องมือวิจัย (Try-out)

นมัสการ คณบดีคณะมนุษยศาสตร์

สิ่งที่ส่งมาด้วย แบบสอบถามการวิจัย จำนวน ๓๕ ชุด

ด้วย Ven. Somsavanh Sanpaseuth รหัสประจำตัว ๖๐๐๑๒๐๓๐๖๗ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาโท เรื่อง “The English Pronunciation of B.A. Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดย ผศ.ดร.วีระกาญจน์ กนกกมลเสศ และ รศ.ดร.ปรีชา คະເນຕນອກ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ นิสิตมีความประสงค์จะขออนุญาตเก็บข้อมูลเพื่อนำไปทดสอบเครื่องมือวิจัยประกอบการทำวิทยานิพนธ์ดังกล่าวข้างต้น ดังนั้น ทางโครงการหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) หวังเป็นอย่างยิ่งจะได้รับความอนุเคราะห์จากท่านให้นิสิตแจกแบบสอบถามเพื่อเก็บข้อมูลในกลุ่มตัวอย่างในการทดลองเครื่องมือวิจัย จำนวน ๓๕ รูป/คน เพื่อประโยชน์ในการศึกษาและนำผลการศึกษาไปใช้ประกอบในเชิงวิชาการและพัฒนางานต่อไป

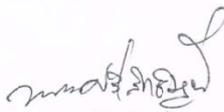
จึงนมัสการมาเพื่อโปรดอนุญาตให้ Ven. Somsavanh Sanpaseuth แจกแบบสอบถามแก่นิสิตระดับปริญญาตรี ชั้นปีที่ ๓ สาขาวิชาภาษาอังกฤษ จำนวน ๓๕ รูป/คน เพื่อทดสอบเครื่องมือวิจัย (Try-out) และขอกราบขอพระคุณมา ณ โอกาสนี้

- ทราบ.....  
 มอบหมายให้.....

กราบนมัสการด้วยความเคารพอย่างสูง

  
 (ผศ. ดร. วีระกาญจน์ กนกกมลเสศ)

ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต  
 สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)

  
 (พระศรีสิทธิมนี)  
 คณบดีคณะมนุษยศาสตร์  
 ๕ / ๓๗ / ๕๖



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ที่ ศธ ๖๑๐๔.๓/ ๑๔

วันที่ ๓๐ มกราคม พ.ศ. ๒๕๖๒

เรื่อง ขอความอนุเคราะห์ให้หนังสือสัมภาษณ์เก็บข้อมูลเพื่อการวิจัย

เรียน Assoc. Prof. Nilratana Klinchan

ด้วย Ven. Somsavanh Sanpaseuth รหัสประจำตัว ๖๐๐๑๒๐๓๐๖๗ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาานิพนธ์ เรื่อง “The English Pronunciation of B.A. Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดย ผศ.ดร.วีระกัญจน์ กนกกมล และ รศ.ดร.ปรีชา คະเนตนอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

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หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบคุณมา ณ โอกาสนี้

เรียนมาด้วยความนับถือ

๒๒/๑/๑๙

(ผศ.ดร.วีระกัญจน์ กนกกมล)

ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต  
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ที่ ศธ ๖๑๐๔.๓/ ๖๔

วันที่ 10 มกราคม พ.ศ. ๒๕๖๒

เรื่อง ขอความอนุเคราะห์ให้นิติศาสตร์เก็บข้อมูลเพื่อการวิจัย

เรียน Dr. Narongchai Pintrymool

ด้วย Ven. Somsavanh Sanpaseuth รหัสประจำตัว ๖๐๐๑๒๐๓๐๖๗ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาโท เรื่อง “The English Pronunciation of B.A. Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดย ผศ.ดร.วีระกาญจน์ กนกกมล และ รศ.ดร.ปรีชา คະเนตนอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

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เรียนมาด้วยความนับถือ

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ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต  
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)  
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

1. Dr. Narongchai Pimsaiyom 8/2/2019



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เรื่อง ขอความอนุเคราะห์ให้หนังสือสัมภาษณ์เก็บข้อมูลเพื่อการวิจัย

นมัสการ Phra Wichan Parichano, Dr.

ด้วย Ven. Somsavanh Sanpaseuth รหัสประจำตัว ๖๐๐๑๒๐๓๐๖๗ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาโท เรื่อง "The English Pronunciation of B.A. Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาดำเนินหลักสูตรพุทธศาสตรมหาบัณฑิต โดย ผศ.ดร.วีระกาญจน์ กนกกมล และ รศ.ดร.ปรีชา คະเนตนอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอความอนุเคราะห์ให้ Ven. Somsavanh Sanpaseuth สัมภาษณ์เก็บข้อมูลเพื่อการวิจัย ดังกล่าว

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

นมัสการด้วยความเคารพอย่างสูง

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ผศ.ดร.วีระกาญจน์ กนกกมล  
ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต  
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)  
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

8 Feb 2562

ที่ ศธ ๖๑๐๔.๓/๑๕



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๓๐ มกราคม ๒๕๖๒

เรื่อง ขอความอนุเคราะห์ให้หนังสือสัมภาษณ์เก็บข้อมูลเพื่อการวิจัย

เรียน Ajahn Apson Tiewcharoenkit

ด้วย Ven. Somsavanh Sanpaseuth รหัสประจำตัว ๖๐๐๑๒๐๓๐๖๗ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปฏิญานินพนธ์ เรื่อง "The English Pronunciation of B.A. Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดย ผศ.ดร.วีระกาญจน์ กนกกมลเศ และ รศ.ดร.ปรีชา คະเนตตอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

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หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบคุณมา ณ โอกาสนี้

เรียนมาด้วยความนับถือ

(ผศ.ดร.วีระกาญจน์ กนกกมลเศ)

ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต  
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)  
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

\* Ajarn Miss Apson Tiewcharoenkij  
8/2/19

นิสิตผู้ประสานงานเพื่อการวิจัย

โทร. ....



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Ref.MCU.6104.3/๒5

30 January 2019

Subject: Request for taking permission for an interview

Dear Ajahn Alexander Willis

I would like to introduce to you that **Ven. Somsavanh Sanpaseuth** is an M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, His research thesis is entitled " **The English Pronunciation of B.A. Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University..**" which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by **1. Asst. Prof. Dr. Veerakarn Kanokkamalade, 2. Assoc. Prof. Dr. Preecha Kanetnong**

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow **Ven. Somsavanh Sanpaseuth** for an interview for the purpose of research work.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

  
8 Feb 2019



(Asst.Prof.Dr. Veerakarn Kanokkamalade)  
Director of Master of Arts in English  
(International Program)  
Mahachulalongkornrajavidyalaya University

### Assessors of the Research Question

- 1) Assoc. Prof. NilratanaKlinchan, Lecturer, Department of Foreign Languages at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.
- 2) Dr. NarongchaiPinsaimoon, Lecturer, Department of Foreign Languages at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.
- 3) Dr. PhramahaWichainParicharo, Lecturer, Department of Foreign Languages at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.
- 4) Miss. ApsonTiewcharoenkij, Lecturer, Department of Foreign Languages at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.
- 5) Mr. Alexander Willis, Lecturer, Department of Foreign Languages at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

APPENDIX B

## Questionnaire

### THE ENGLISH PRONUNCIATION OF BACHELOR OF ARTS THIRD YEAR STUDENTS AT FACULTY OF HUMANITIES, MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

#### Instruction:

The major purpose of this questionnaire is to be conducted a survey focusing on The English Pronunciation of BACHELOR OF ARTS Third Year Students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University

There are five parts:

**Part 1:** General background information

**Part 2:** Students' attitudes to the English Pronunciation

**Part 3:** Students' methods of learning the English Pronunciation

**Part 4:** Students' difficulties in learning the English Pronunciation

**Part 5:** Teachers' roles of developing the English Pronunciation

#### Instruction:

Answer the following questions honestly, and the researcher gratefully thanks all of you for your kind cooperation.

#### Part 1: General background information

#### Instruction:

Please mark [✓] down on the box  to define the most correctly your opinion

#### 1. Gender

- Monk
- Novice
- Bhikkhuni
- Male
- Female
- Other.....

**2. Age**

- 18-20
- 21-30
- 30 up

**3. Education background**

- BACHELOR OF ARTS
- M.A.
- Ph.D.
- Other.....

**4. At least, Years of Speaking English**

- 1-3 years
- 4-6 years
- 7-9 years
- 10 years up
- Other.....

**Instruction:**

Please mark [✓] down on the box  to define the most correctly your opinion

1. Strongly disagree
2. Disagree
3. Fairly agree
4. Agree
5. Strongly agree

### Part 2: Students' attitudes to the English Pronunciation

Questions	Level of Frequency				
	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
	5	4	3	2	1
1. Pronunciation is not useful for real life					
2. It is not important to learn pronunciation					
3. It is very hard to understand the rule of pronunciation					
4. Always sleep when I have to learn English pronunciation					
5. Pronunciation is created for native speakers					
6. I am bored and tired when pronunciation subject starts					
7. I am not interested to learn English pronunciation					

### Part 3: Students' methods of learning the English Pronunciation

Questions	Level of Frequency				
	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
	5	4	3	2	1
1. I try so hard to learn pronunciation subject					
2. I always note down on my pocket book when I get a new word					
3. I try to look at dictionaries when I do not know how to pronounce words					

4. I always watch English movies to improve my pronunciation					
5. I ask my foreign friend if I do not know that word					
6. I further practice by myself after learning pronunciation from class					
7. I always read English newspaper to improve pronunciation					

#### Part 4: Students' difficulties in learning the English Pronunciation

Questions	Level of Frequency				
	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
	5	4	3	2	1
1. English pronunciation is not for me					
2. I do not have much time to give the English pronunciation					
3. I do not have devices to help me in practicing pronunciation					
4. When I try to practice pronunciation, someone laughs at me					
5. I have negative thinking in English pronunciation					
6. I do not know phonetic symbols so I do not know how to practice my pronunciation					

Part 5: Teachers' roles to students of developing the English Pronunciation

Questions	Level of Frequency				
	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
	5	4	3	2	1
1. Teachers do not teach me					
2. Teachers do not allow to ask when I have a question in pronunciation					
3. Teachers do not emphasize about pronunciation					
4. we do not have teachers that can make clear in pronunciation					
5. When teachers teach English pronunciation I do not understand at all					
6. Teachers do not have strategy in teaching pronunciation					

**Suggestion:**

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The Research Interview  
THE ENGLISH PRONUNCIATION OF  
BACHELOR OF ARTS THIRD YEAR STUDENTS AT FACULTY OF  
HUMANITIES,  
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

These are three questions for interviewing five teachers at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

Interviewee's name:.....

Position:.....

Date:.....

Q. 1 Why is pronunciation so important?

.....  
.....  
.....  
.....  
.....  
.....

Q. 2 Why is pronunciation so difficult to teach?

.....  
.....  
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.....  
.....

Q. 3 What techniques do you use in teaching English Pronunciation?.

.....  
.....  
.....  
.....  
.....  
.....

Thank you so much!

## Biography of Researcher

<b>Name</b>	: Ven. SomsavanhSanpaseuth
<b>Date of Birth</b>	: 7th April, 1994 C.E. At Nonsoung Village
<b>Date of Ordination</b>	: 16th May, 2015 C.E. At SaphayPhonkeo Temple
<b>Present Address</b>	: Haisok Temple, Pakse District Champasack Province
<b>Tel</b>	: 083-526-5486
<b>Education</b>	
<b>2010</b>	: Graduated the first dhamma level from PariyattidhammaCentre HaisokNandanaramPakse District Champasak Province (Lao PDR)
<b>2011</b>	: Graduated the second dhamma level from Pariyattidhamma Centre HaisokNandanaramPakse District Champasak Province (Lao PDR)
<b>2012</b>	: Graduated the advanced dhamma level from Pariyattidhamma Centre HaisokNandanaramPakse District Champasak Province (Lao PDR)
<b>2012</b>	: Graduated an Upper Secondary School from Upper Secondary School of Thahin Sangha Pakse District Champasak Province (Lao PDR)
<b>2014</b>	: Graduated the first dhammalevel from Pariyattidhamma Centre Nhongwaeng Temple PhraArramlaungMuang District Khonkaen Province(Thai Kingdom)
<b>2015</b>	: Graduated the second dhamma level from Pariyattidhamma Centre

- That Temple PhraArramlaungMuang  
District Khonkaen Province (Thai  
Kingdom)
- 2016** : Graduated the advanced dhamma  
level from Pariyattidhamma  
Centre That Temple  
PhraArramlaungMuang District  
Khonkaen Province (Thai Kingdom)
- 2016** : Graduated B.A English Major from  
Mahachulalongkornrajavidyalaya  
University Khonkaen Campus  
Khoksri Sub-district Muang District  
Khonkaen Province (Thai Kingdom)
- Language** : Lao, Thai and English
- Occupation** : A Student, Master of Arts English  
(International Program) At MCU
- Hobbies** : Reading some newspapers, some  
books, listen to dhamma etc.