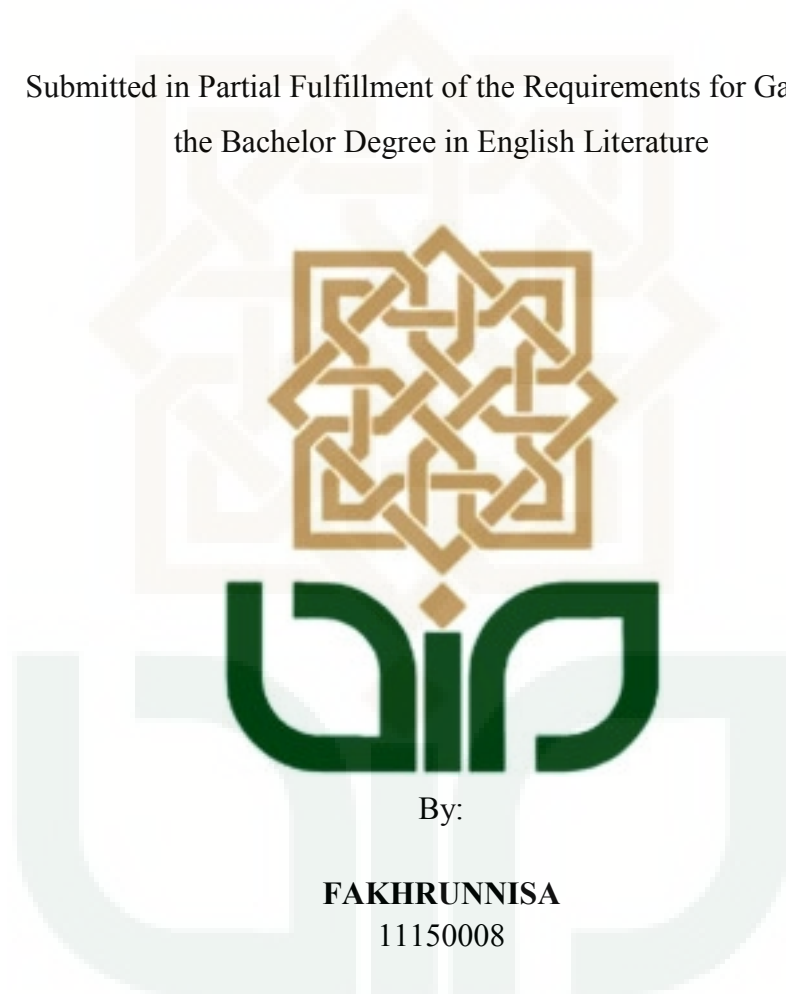


**INDONESIAN-JAVANESE STUDENTS' PRONUNCIATION OF  
ENGLISH MONOPHTHONGS**

A Case Study of Students of English Debating Club of SMK N 7 Yogyakarta

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirements for Gaining  
the Bachelor Degree in English Literature



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Saya menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqosyah untuk memenuhi sebagian syarat memperoleh gelar Sarjana Sastra Inggris.

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# **INDONESIAN-JAVANESE STUDENTS' PRONUNCIATION OF ENGLISH MONOPHTHONGS**

(A Case Study of Students of English Debating Club of SMK N 7 Yogyakarta)

## **ABSTRACT**

Non native English speakers may find difficulties in pronouncing English sounds. The problem of non native English speakers of Indonesian-Javanese is the difference between English vowel inventory and Indonesian-Javanese vowel inventories. This research aims to describe how Indonesian-Javanese students of SMK 7 Yogyakarta pronouncing English monophthong vowels, to explain the factors that affect their pronunciation, and to identify the sound changes. This research is descriptive qualitative. This research data is obtained through observation, interview, and documentation. The Analysis of this research uses theory of Phonetics and Phonology of English, Indonesian, and Javanese. This research finds three conclusions. First, the English monophthong vowels are pronounced correctly and incorrectly by the Indonesian-Javanese students. Second, the factors for their correct pronunciation are the influence of familiarity of English borrowing words and the frequency of use English words in class, whereas the factors of their incorrect pronunciation are the rapid speech, unawareness of correct pronunciation, the influence of Indonesian allophonic rules, the influence of the familiar Indonesian words, lost of stress, stress displacement, and the confusion in differentiating British or American accents. Third, the sound changes found in their pronunciation are long vowel shortening, the lowering, centralizing, and heightening of vowels, and anaptyxis.

Keywords: monophthong vowel pronunciation, sound changes, vowel inventory, allophonic rules

# **INDONESIAN-JAVANESE STUDENTS' PRONUNCIATION OF ENGLISH MONOPHTHONGS**

(A Case Study of Students of English Debating Club of SMK N 7 Yogyakarta)

## **ABSTRAK**

Bukan penutur asli bahasa Inggris mungkin merasa kesulitan melafalkan bunyi bahasa Inggris. Salah satu permasalahannya adalah dikarenakan perbedaan dari perbendaharaan vokal bahasa Inggris dengan bahasa lain seperti dalam kasus penelitian ini adalah perbendaharaan vokal di bahasa Indonesia-Jawa. Penelitian ini bertujuan untuk mendeskripsikan bagaimana siswa klub debat bahasa Inggris SMK N 7 Yogyakarta melafalkan bunyi vokal tunggal bahasa Inggris, menjelaskan faktor yang berkaitan dengan pelafalan bunyinya, dan mengidentifikasi perubahan suaranya. Penelitian ini menggunakan metode deskriptik kualitatif. Data penelitian ini dikumpulkan melalui observasi, wawancara, dan dokumentasi. Penelitian ini dianalisis menggunakan teori Fonetik dan Fonologi bahasa Inggris, bahasa Indonesia, dan bahasa Jawa. Penelitian ini menemukan tiga buah kesimpulan. Pertama adalah pelafalan bunyi vokal monofong bahasa Inggris yang sebagian dilafalkan benar dan salah oleh siswa Indonesia-Jawa dalam klub debat bahasa Inggris. Kedua adalah terdapat faktor yang mempengaruhi pelafalan benar yaitu adanya kesamaan perbendaharaan kata pinjam dari bahasa Inggris dalam bahasa Indonesia dan kebiasaan dalam pembelajaran, selain itu faktor yang mempengaruhi pelafalan yang salah adalah lafal cepat, ketidak telitian, pengaruh peraturan alofon bahasa Indonesia, aksen yang hilang, salah penempatan aksen, kebingungan dalam membedakan aksen Inggris dan Amerika. Ketiga adalah perubahan suara diantaranya pemendekan, penurunan, penengahan, peninggian vokal, dan yang terakhir adalah kasus swarabakti vokal.

Kata kunci : Pelafalan vokal tunggal, perubahan suara, perbendaharaan vokal, aturan alofon

**MOTTO**

*Do the best then Allah will take care of the rest*

*TAWAKKALTU 'ALALLAH*



## **DEDICATION**

*TERUNTUK SRIKANDHI-SRIKANDHI HEBAT*

*(Ibu, Budhe-budhe, Adek-adek Perempuan, Bulek-Bulek, Mbah ti, Rr. Diana  
Surkartiningsih, Mrs. Jiah, Tante pontan, my woman lecturers and teachers, and  
my girl friends)*

*AND*

*FOR EVERYONE WHO LIVES IN THEIR PASSIONATE LIFE*



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Yogyakarta, 9 September 2015

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## LIST OF ABBREVIATION

PPB : Pusat Pelatihan Bahasa

RP : Received Pronunciation

UK : United Kingdom

USA : United States of America





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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

Language is a means of communication. People communicate using their languages. Language is used to convey the message. There are many languages spoken in this world. People need to communicate one another with a language as they should use the same language in order to give the same understanding for the conveyed messages. That is why people from different countries need to have *lingua franca* or international language.

English is a *lingua franca* and an international language which is used almost all over the world. English is varied into several important accents such as British English accent, American English accent and Australian English accent. Yet, there are still other kinds of the accents of English that may point out or characterize the people's origin. Qur'an, Surah Al Hujurah :13 states ;

يٰۤاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۤىِٕلٍ  
لِّتَعَارَفُوْۤا اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْ اِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ

*O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may*

*despise (each other). Verily the most honored of you in the sight of Allah (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things) (Ali, 2001:1342-1343).*

The verse tells that people in this world created with different kinds of nations and tribes including the languages. The languages may show people's nationality. The dialects and accents in the languages could be the indicators of people's origin. English has standard accent which is called RP (Received Pronunciation). English is not a native language of Indonesian yet English becomes a main subject curriculum taught in Indonesian schools. Indonesian schools mostly include English as the main lesson in their curriculum and English also becomes one of national examination subject in high schools.

Indonesian-Javanese students may have problems in pronouncing the English words especially when their native languages do not have the same vowel inventories. For example English vowel inventory has vowel /æ/ whereas Indonesian-Javanese vowel inventories do not have this vowel. Besides, English vowel inventory has long vowels such as /i:/; /ɜ:/; /ɑ:/; /ɔ:/; and /u:/ whereas Indonesian-Javanese vowel inventories do not have long vowels. This research chooses the native students like Indonesian-Javanese students whose their native languages have different vowel inventories from English vowel inventories. This research takes the subject of students in English debating club of SMK N 7 Yogyakarta who are mostly Indonesian-Javanese students. English debating club in SMK N 7 Yogyakarta is a new extracurricular class since 2012. The students in

English debating club of SMK N 7 Yogyakarta are selected by the school committee. The Indonesian-Javanese students in this English Debating club have relatively good English basic speaking skill and they have confidence to deliver the speech in public. This club had won twice in the first place of regional competition in the year 2012 and 2013 and this club achieved two nomination awards of best speakers in English debating competition. That is why it becomes an interesting subject for this research. This research is to show how the students in this club actually speak whether they make correct or incorrect pronunciation on their English debating speech.

English debating competition is the annual competition held by Indonesian education department. The English debating competition is held for different categories of high schools including for vocational high school. Every vocational high school in Yogyakarta is obliged to send one team which consists of three student debaters. Those three students have their own speaker's role as the first speaker, the second speaker, third speaker, and the reply speaker. The first winner of regional English debating competition would join national English debating competition. In English debating competition, there are found several kinds of pronunciation accent of English as there are many student debaters from all parts of Indonesia. Indonesian-Javanese student debaters have their own characterized pronunciation which is interesting to be analyzed in this research.

The students in English debating club of SMK N 7 Yogyakarta are encouraged to make debating speeches according to the topics and to deliver their ideas or opinion about the cases related to the topics. Their speech pronunciation

points out the character of Indonesian-Javanese accent. As their characterized pronunciation, this research focuses on the English monophthong vowel pronunciation of Indonesian-Javanese students. This research explains Indonesian-Javanese students' monophthong pronunciation since there are differences between English vowel inventory and Indonesian-Javanese vowel inventories. So, this research finds the vowel sound changes on the Indonesian-Javanese student's pronunciation. This research aims to describe the English monophthong vowel pronunciation of Indonesian-Javanese students. Other previous researches were done only on the consonant sound changes and diphthong vowels as the research objects. Thus, this research would be the first research that focuses on the English monophthong vowels as the object of the research. Better English monophthong vowel pronunciation may be important to produce better pronunciation.

## **1.2 Research Questions**

Based on the background of this research, there are three questions formulated for this research as follow:

1. How do students of English debating club of SMKN 7 Yogyakarta pronounce English monophthong vowels in their speech?
2. What are factors affecting their pronunciation of the vowels?
3. What are the vowel sound changes found in their speech?

### **1.3 Objectives of Study**

This research primarily analyzes the English vowel sound pronunciation of Javanese debating students in SMKN 7 Yogyakarta. This research is to describe their pronunciation of monophthong vowels in English words and to explain the factors that influence their pronunciation. It is also to identify and describe the sound changes in their English vowel pronunciation.

### **1.4 Significances of Study**

Practically, this research can be used as a reference for English teaching, a learning of English pronunciation especially for Indonesian-Javanese students, some points to be considered for teacher, and as a reference for other researchers who want to do a research on English vowel monophthong pronunciation. Theoretically, it contributes kinds of sound changes affected by foreign accent as it is the monophthong vowel sound changes at the case of Indonesian-Javanese students.

### **1.5 Literature Review**

There are several previous researches about Javanese student pronunciation. In this paper, it would be three previous researches to discuss. The first previous research is the UNS journal article by Malikatul Laila, a lecturer in Muhammadiyah University of Surakarta, Post graduate student of Linguistics Department, UNS. The journal article is entitled "Pronunciation quality of

Javanese of ESL Students in Producing the English Sound” (A Case Study of Javanese Student of ESL in Tertiary Level). The research question is how Javanese ESL students shift their articulation in producing the English sounds. The data in this research are speech in the forms of linguistic elements: words, phrases, and sentences which include the sound shifts and which are transcribed phonetically to get to know the Javanese ESL students’ real pronunciation of English sounds. The data are collected by observation and participant interview methods. The conclusions are the pronunciation shifts produced by Javanese ESL students focus on the movement from one point of articulation to the adjacent one as viewed from the impressionistic articulatory phonetics. The intelligibility level of Native Speaker of English (NSE) or Foreign Speaker of English (FSE) in perceiving Javanese ESL students’ pronunciation of English sounds is 53, 8%, or in the category of good.

The second previous research is from Sulistyaningrum, a student of English Department, UGM. The title of her thesis is “Variations of English Pronunciation and Errors Made by English Department Students Year 2012 Faculty of Cultural Sciences Universitas Gadjah Mada”. Her research questions are whether there are any difficulties of Indonesian learners in English pronunciation, how Indonesian learners pronounce English words related to diphthongs, and what factors contributed the errors. The technique of collecting data is recording in PPB (pusat pelatihan bahasa) with the method of snowball sampling. There are 25 students of English Department students who are the participants and the data were transcribed into a phonetic transcription. Her

research is focused on the English diphthongs. Her study shows that Indonesian learners in the English department did not have any difficulties in terms of pronunciation relating to 4 diphthongs. The writer concludes that there are 4 factors that contribute the errors in the pronunciation.

The first factor is that the learners rarely hear, use, and practice pronouncing the words. The second factor is the differences between English spelling and pronunciation. There are discrepancies between the actual sounds of English with the orthography, the graphic symbols or letters used in writing. The third factor is the differences between the number of diphthongs that Indonesian and English have. The fourth factor is that there are differences between English and American pronunciation especially in the diphthongs /ɪə/ and /eə/ that contributes to the pronunciation.

The journal article by M. Arif Rahman Hakim from State College for Islamic Studies (STAIN) Bengkulu, Indonesia is entitled “An Analysis of Phonetics /b/, /d/, /g/, /j/, /dʒ/ and /ð/ as in English Pronunciation for Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012”. This research is about the consonant sound changes. This research uses descriptive qualitative method and the data of this research were collected by using a record player. There are three research questions for this research and those are all about how strong the influence of that phonetics is when they pronounce it, whether it influences the meaning of the sentence, and does the stress on pronunciation changes the sounds.



The conclusion of this research shows that the female students' ability to eliminate the Javanese accent on their pronunciation is better than the male students. The analysis shows for 30 people of Javanese students in English Department of the Bengkulu STAIN respondent of the study, there are 13 male students or equal to 100 % still use a Javanese accent emphasis when they speak English. Whereas the female students, from the total of 17 female students who became respondents, 15 people or 88,24 still show the Javanese accent when they speak English, while for the rest which is 2 people or 11, 76 %, they can eliminate the Javanese accent on their pronunciation.

These three previous researches have good points in analyzing the factors which are related to the pronunciation produced by non native English speakers of Indonesian-Javanese. The first research has detailed information about pronunciation shift and the pronunciation accuracy, yet this research does not explain any sound changes on the research finding in detail. The second research finds the factors of the error pronunciation of the English diphthongs of Indonesian students and the third research is about the finding of the consonant sound changes of Javanese students and this research would be good when it clearly explained using the theory of phonetics and phonology of both language of English and Indonesian. However, this research provides more detailed explanation about Indonesian-Javanese English student debaters' pronunciation such as the sound changes especially they produce on its monophthong vowel pronunciation of Javanese students. This research would be the first research that focuses on monophthong vowels pronunciation. It will be clearly explained using

the theory of phonetics and phonology of those three languages of Indonesian, Javanese, and English.

## **1.6 Theoretical Approach**

Cruttenden says in his book entitled *Gimson's Pronunciation of English* that phonetics is the study of the sounds in languages which “concerns the concrete characteristics (articulatory, acoustics, auditory) of the sounds used in languages” and phonology is the study of “how sounds function in systemic way in a particular language” (Cruttenden, 2001:6). Phonology is also the study about different sounds which have different meanings (Ladefoged, 2011: 33).

This research will use phonetics and phonology of English, Indonesian, and Javanese to analyze the data transcription. Phonetics is used to explain the sounds and phonology is used to explain the characterization of the sounds. Phonetics and phonology are the studies about speech sound.

## **1.7 Method of Research**

### **1.7.1 Type of Research**

This research is a field research and a library research. The field research is by doing an observation and interview on the real participants at the case study of English debating speech. It uses purposive sampling since the students are chosen based on three different levels of English pronunciation from low, medium, and normal according to the information of their English teacher in their school. Purposive sampling is used for obtaining the data which is not based on

any strata, area, or random yet it is based on a purpose (Arikunto, 2013:183). The library research is done to support the analysis by providing standard pronunciation from *Cambridge Advanced Learner's Dictionary* 3<sup>rd</sup> Edition Software © IDM S.A., France 2008.

### **1.7.2 Data Source**

The main data of this research are the pronunciation of the English words by Javanese students of English debating class in SMK N 7 Yogyakarta. The students are selected according to their pronunciation level skill as those three students are qualified into low, medium, and normal in pronunciation level skill. The supporting data are the standard pronunciation taken from *Cambridge Advanced Learner's Dictionary* 3<sup>rd</sup> Edition Software © IDM S.A., France 2008.

### **1.7.3 Collecting Data Technique**

The data is collected by observation, interview, and documentation. Here are the steps of doing this research:

- a. choosing 3 Javanese students in English debating club of SMK N7 Yogyakarta as the representatives of the population;
- b. observing by recording the debating speeches of 3 Javanese students;
- c. transcribing the data recorded;

- d. interviewing the participants by questioning them related to the English monophthong pronunciation in their debating speech recorded;
- e. documenting the standard pronunciation of the words as the comparative data from *Cambridge Advanced Learner's Dictionary 3<sup>rd</sup> Edition Software* © IDM S.A., France 2008.

#### **1.7.4 Data Analyzing Technique**

The data will be analyzed by:

- a. identifying the quality of the vowel changes produced by the participants;
- b. describing their pronunciation;
- c. explaining the factor affecting the students' pronunciation;
- d. classifying the sound changes;
- e. drawing conclusion;

### **1.8 Paper Organization**

This research paper is divided into four chapters. The first chapter is introduction. There are background of study, research questions, objectives of study, the significances of study, literature review, theoretical approach, method of research, and paper organization. The second chapter is theory. The third chapter is discussion. The fourth chapter is conclusion and suggestion.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### 4.1 Conclusion

This research conclusion would be for three main findings of the analysis based on the three research questions. First, there are some monophthong vowels of some words in their English debating speeches which are pronounced correctly and some others which are pronounced incorrectly. The monophthongs which are usually pronounced correctly are /e/; /ʌ/; /ʊ/; /ɔ:/; /i/; /i:/ and /ə/ whereas those usually pronounced incorrectly are /i:/; /æ/; /ɜ:/; /u:/; /ɔ:/.

Second, their correct and incorrect pronunciations of the English monophthong vowels are affected by different factors. Their correct pronunciation is affected by the influence of familiarity due to their existence as Indonesian borrowing words from English and their frequency of use in their English class learning and preaching. Their incorrect pronunciation is affected by the rapid speech, unawareness of correct pronunciation, the influence of Indonesian allophonic rules, the influence of the familiar Indonesian words, lost of stress, stress displacement, and the confusion in differentiating British and American accents.

Third, five sound changes are found in the pronunciation of English monophthong vowels. The first is the shortening of English long monophthong as /u:/ becomes /u/, and /ɔ:/ becomes /ɔ/. The second is lowering English monophthong vowels in closed syllables, as found in the word *speaker* /'spi:kər/

pronounced as /spɪkər/ and the word *field* /fi:ld/ pronounced as /fɪld/ The third is the vowel insertion of vowel /ə/ or it is called *svarabhakti* or anaptyxis as found in the word *gentleman* /'dʒən.tl.mən/ pronounced into /dʒəntəlmən /. The fourth is the centering vowel sounds of /æ/ (this English monophthong vowel is pronounced into /ə/ and /ʌ/). The fifth is heightening vowel sound of /æ/ which is pronounced as /e/ by Indonesian-Javanese students in some cases.

#### 4.2 Suggestion

The next researchers are suggested to conduct the research further about the other vowel changes and supra segmental sounds of non native speakers of English. The next researches should be completed with the factors affected the vowel changes and explained using the theory of sociolinguistic and phonological interference.

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## APPENDIX I

### THE PHONEMIC AND PHONETICS TRANSCRIPTION

#### The Phonemic Transcription of Student 1

Good afternoon ladies and gentlemen and the honorable adjudicators.

Thanks for the time that given to us. We are from the affirmative team. I am as the second speaker will give background and definition about olympic and paralympic should be held together. Olympic is quadrennial international sporting event to competition into sports summer and winter and involving thousands of athletes. While the paralympic games is a major international multi sport event, involving athletes with a range of physical disabilities. Paralympic athletes are athletes who have great courage. They're able fight weakness turn it into an ability. Ability that they get with hard work. The ability that able to exceed usual athletes. So, I agreement if olympic and paralympic should be held together. Because this activity will make an athletes with a range of physical disabilities will feel much appreciated and is considered the same. If they could, why not? I think they have a special ability that are not owned by another athletes. They have a willingness and great enthusiasm and that is their largest capital. So our parameter today is Indonesian's athlete.

Although not perfect, paralympic athletes always believe that they can do it. They do the best for himself and maybe to his country. Of course with hard work they

are able to even be able to exceed the ability of ordinary athletes. As evidence that athletes with a range of physical disabilities is able to be juxtaposed with ordinary athletes is

1. Maria Natalia Londa get a gold medal in sea games 2014. But behind its success, Maria have an imperfection is the size of her lung is smaller than the size of a normal lung. But she never despair
2. David Jobs, the fingers of his right hand is not perfect but he can won in sea games 2001 and 2005.
3. Ryan Yohwari is a badminton's athlete, he has left hand is not perfect.

From the achievement, indicating that they can not be underestimated. Imperfection doesn't prevent them to excel. From their achievement can we know that they have quite superior ability when equated other athletes. With the holding of the olympic and paralympic games held together, of course will give a good impact, as example athletes may be more sportive, athletes are more motivated, athlete have more passion.

I think no harm in olympic and paralympic should be held together. Because able or not an athletes is not views from the physical built but a great willingness to be able to do that. In here they get equal opportunities. So, indirectly to teach other always try and try. With this, a combination of olympic and paralympic become an event a positive. This event have any benefits to an athletes.

### The Phonetic Transcription of Student 1

gud a:ftərnun leɪdɪz ənd dʒentlmən ənd ðə ɔrnəreɪbl ʌdʒudɪkətər  
 θæŋkz fɔr ðə tem ðat ɡɪvən tu ʌs wi: a:r frɔ:m əfe:rmətɪv tɪm əm əz fe:st  
 spɪkər wɪl ɡɪv bækgraʊnd ənddəfɪnɪʃən əbət ɒlɪmpɪk ənd paralɪmpɪkz ʃʊld  
 bɪ held tʊgeðər ɒlɪmpɪk ɪz quædrənɪəl ɪntərneʃənəl spɔ:rtɪŋ ɪvənt tu  
 kɔmpətɪʃən ɪntu spɔ:rtz 'sʌm.ər end wɪntər end ɪnvɒlvɪŋ  
 θəʊzənd ɒv ʌθlɪtz waɪl ðə paralɪmpɪkz ɡemz ɪz ə meɪjər ɪntərneʃənəl  
 mʊlti spɔ:rt ɪvənt ɪnvɒlvɪŋ ʌθlɪtz wɪð ə reɪndʒ ɒv fɪzɪkəl dɪsəbɪlɪtɪz  
 paralɪmpɪk ʌθlɪtz a:r ʌθlɪtz hu hev ɡreɪt kɔrɪdʒ ðer ebəl tu faɪt wɪknəs end  
 te:rn ɪt ɪntu ən ebɪlɪtɪs ðæt ðeɪ ɡet wɪð hɑ:d we:k ðə ebɪtəl ebɪlɪtɪ ðet  
 ebəl tu eksɪt jʊʃuəl əθlɪtz so aɪ əɡrɪmənt ɪf ɒlɪmpɪk paralɪmpɪkz ʃʊld bɪ  
 tʊgeðər bɪkəz ðɪz æktɪvɪtɪ wɪl mek ən əθlɪtz wɪð ə reɪndʒ ɒv pɪsɪkəl  
 dɪsəbɪlɪtɪs wɪl fɪl mʌtʃ əpreʃɪetəd end ɪz kənsɪdərɪd ðə seɪm ɪf ðeɪ kʊld waɪ  
 nat aɪ θɪŋk ðeɪ hev ə speʃəl ebɪlɪtɪ ðat a:r nat ʊʊnd baɪ ənʌðər ʌθlɪtz ðeɪ  
 hev ə wɪlɪŋnəs end ɡret ɛntʊsɪəsəm end ðet ɪz ðæt ɪz ɪt ðer lɔrdʒəst keɪptəɪl  
 so a:r parametər tudeɪ ɪz ɪndəneʃən ʌθlɪ:tʃ ʌlðʊ nat pɜrfekt paralɪmpɪkz  
 əθlɪtz ɔlweɪz bəlɪv ðet ðeɪ ken du ɪt ðeɪ du ðə best fɔ:r hɪmself end meɪbɪ  
 tu hɪz kʌntri ɒv kɔ:rs wɪð hɑ:rd wɜrk ðeɪ a:r ebəl tu ɪvən bɪ ebəl tu eksɪt  
 ðə ebəlɪtɪ ʊv ɔ:rdɪnəlɪ əθlɪtz ez evɪdəntz ðæt əθlɪ:tʃ wɪð ə reɪndʒ ɒv fɪsɪkəl

dísæbilitis iz ebeal tu bi tekspoz wið ordinærlu æthlitz iz f3:st maria natali  
 londa get æ gould medal in si: gemz tu: þauzen end f3:rtin bæt bihaend it  
 saksess maria hev æn inperfeksjon iz ðæ saiz of h3:r l3: iz sm3:l3r ðen ðæ  
 saiz of æ n3:rm3:l l3: b3:t 3i nev3:r klisper sek3:nd d3:vid d3:rbz ðæ findz3:r ov  
 hiz rait hænd iz n3:t p3:rv3:kt b3:t hi ken won in si: gemz tu þauz3:nd end  
 w3:3n end tu þauz3:nd end fiv rian jouharu iz æ bedmint3:n æthlit hi hev æ left  
 hend iz n3:t p3:rf3:kt fr3:m ðæ æt3:ævm3:nt indiketun ðet ðei ken n3:t bi  
 3:nd3:stimet inperfeksjon d3:z n3:t pruv3:n fr3:m ðæ eks3:l fr3:m ðæ  
 æt3:ævm3:nt ðet ken wi nou ðet ðei hev kwart sup3:ri3:r eþiliti wen ekju3:t3:d  
 n3:ð3:r æthlitz wið ðæ holdun ov ðæ olimpik end paralimpik gemz held tugeð3:r  
 ov k3:rs wil giv æ gud impek es eksemp3:l f3:rst æthlit meib3: m3:r sp3:rtiv  
 sek3:nd æthlit 3:r m3:r m3:tivet3:d æthlit hev m3:r p3:3:3:n 3: thun3:k n3: h3:rm in  
 olimpik end paralimpik 3:ud bi: held tugeð3:r bik3:z eb3:l 3:r n3:t æn æthlitz iz  
 n3:t vju fr3:m ðæ fisik3:l b3:t æ grit w3:lun3:s tu bi eb3:l tu du ð3:t in h3: ð3:ri  
 get ekw3:l oportunitis so ind3:raikli tu i:tf 3:ð3:r 3:lweiz tra: end tra: wið ðiz  
 æ k3:mbin3:s3:n ov olimpik end paralimpik bik3:m æn iv3:n æ positif hev eni  
 b3:n3:fit tu æn æthlitz

### The RP Transcription

gud ɹɑ:f.tə'nu:n 'leɪ.dɪz ænd 'dʒen.tl.mən ænd ðə 'bɒn.ər.ə.bl ə'.dʒu:.dɪ.keɪ.təʃ  
 θæŋkz fɔ:ʃ ðə taɪm ðæt 'gɪv.ən tu ʌs wi: ɑ:r frɒ:m ə'fɛ:r.mətɪv tɪm aɪm əz  
 fɛ:st spi:kər wɪl gɪv 'bæk.graʊnd ænd 'def.rɪ'nɪʃ.ən ə.'baʊt əʊ.'lɪm.pɪkz ænd  
 ɹæ.rə'lɪm.pɪkz ʃʊd bi: held tə'geð.əʃ əʊ'lɪm.pɪkz ɪz ɪn.tə'næʃ.ən.əl 'spɔ:.tɪŋ  
 ɪ'vent tu: ɪkɒm.pə'tɪʃ.ən 'ɪn.tu: spɔ:tɪz 'sʌm.ər ænd wɪntər ænd ɪn'vɒlvɪŋ  
 'θəʊ.zənd ɒv 'æθ.li:tɪz waɪl ðə ɹæ.rə'lɪm.pɪks geɪmz ɪz ə 'meɪ.dʒeʃ  
 ɪn.tə'næʃ.ən.əl mʌl.tɪ spɔ:tɪ ɪ'vent ɪn'vɒlvɪŋ 'æθ.li:tɪz wɪð ə reɪndʒ ɒv  
 'fɪz.ɪ.kəl ɪdɪs.ə'bɪl.ɪ.tɪs ɹæ.rə'lɪm.pɪks 'æθ.li:tɪz ɑ:r 'æθ.li:tɪz hu: hev greɪt  
 'kʌr.ɪdʒ ðeəʃ 'eɪ.bl tu: faɪt 'wi:k.nəs ænd tɛ:n ɪt 'ɪn.tu: ən 'əbɪl.ɪ.tɪs ðæt ðeɪ  
 get wɪð hɑ:d wɛ:k ðə 'əbɪl.ɪ.tɪs ðæt 'eɪ.bl tu: ɪk'sɪ:d 'ju:zʊ.əl 'æθ.li:tɪz sʊ ɑɪ  
 'əgrɪ:mənt ɪf əʊ.'lɪm.pɪkə ɹæ.rə'lɪm.pɪks ʃʊd bi: 'tə.geð.əʃ  
 bɪkʌz ðɪs æk'tɪ.vɪ.tɪ wɪl meɪk ən 'æθ.li:tɪz wɪð ə reɪndʒ ɒv 'fɪz.ɪ.kəl ɪdɪs.ə'bɪl.  
 ɪ.tɪs wɪl fi:l mʌʃ ə'pri:ʃi.eɪt.ɪt ænd ɪz 'kən'sɪd.əd ðə seɪm ɪf ðeɪ kʊd waɪ  
 nɒt ɑɪ θɪŋk ðeɪ hæv ə 'speʃ.əl ə'bɪl.ɪ.tɪ ðæt ɑ:ʃ nʌt əʊnd baɪ ə'nʌð.əʃ 'æθ.li:tɪz  
 ðeɪ hæv ə 'wɪl.ɪŋ.nəs ænd greɪt 'ɪn.θju:zɪ.æz.əm ænd ðæt ɪz ðeəʃ lɑ:rdʒəst  
 'kæp.ɪ.təl səʊ əʊəʃ pə'ræm.ɪ.təʃ tə'deɪ ɪz ɪn.də'ni:zən 'æθ.li:tɪz ɔ:l'ðəʊ nʌt  
 'pɜ:.fekt ɹæ.rə'lɪm.pɪks 'æθ.li:tɪz'ɔ:l.weɪz bɪ'li:v ðæt ðeɪ kæn du: ɪt ðeɪ du ðə  
 best fɔ:r hɪm'self ænd 'meɪ.bi tu: hɪz 'kʌn.trɪ ɒv kɔ:s wɪð hɑ:d wɛ:k ðeɪ ɑ:r

'eɪ.bl tu: 'i:vən bi: 'eɪ.bl tu: 'ɪk.sɪ:d ðə ə'bɪl.i.ti ov 'ɔ:r.dɪ.nə.ri 'æθ.li:tz æz  
 'ev.i.dənts ðæt 'æθ.li:tz wɪð ə reɪndʒ ov 'fɪz.i.kəl ɹɪs.ə'bɪl.i.tɪs ɪz 'eɪ.bl tu:  
 bi: dʒʌk.stə'pəʊz wɪð 'ɔ:r.dɪ.nə.ri ɹɪs.ə'bɪl.i.tɪs ɪz fɜ:st mɑ:riɑ nɑ:təlɪ  
 lɒndə get ə gəʊld 'med.əl in si: geɪmz tu: 'θɑ:zənd ənd ɹɪ'ti:n bʌt bɪ'hænd  
 ɪt 'sæk.ses mɑ:riɑ hæv ən ɹɪm.pə'fɛk.ʃən ɪz ðə saɪz of hɜ:ʃ lʌŋ ɪz smɔ:lər ðen  
 ðə saɪz of ə 'nɔ:məl lʌŋ bʌt ʃi: 'nev.ə' dɪ'speə' 'sek.ənd dɑ:vɪd dʒɒbz ðə  
 'fɪŋ.gəʃ ov hɪz rɑɪt hænd ɪz nɒt pɛ:vɛkt bʌt hɪ kæn wʌn in si: gemz tu:  
 'θɑ:zənd ənd wʌn ənd tu: 'θɑ:zənd ənd faɪv rɪɑn ʒoʊhɑ:ri ɪz ə  
 'bæd.mɪn.tən 'æθ.li:t hɪ hez ə left hænd ɪz nɒt 'pɜ:fɛkt frɒm ðə ə'tʃi:v.mənt  
 'ɪn.dɪ.keɪ.tɪŋ ðæt ðeɪ kæn nɒt bi: ɹɪn.də'res.tɪ.meɪt ɹɪm.pə'fɛk.ʃən dʌz nɒt  
 prɪ'vənt frɒm ðə ɪk'sel frɒm ðə ə'tʃi:v.mənt ðeɪ kæn wɪ nəʊ ðæt ðeɪ hev  
 kwaɪt ðet ðeɪ hev kwaɪt su:'pɪə.riə' ə'bɪl.i.ti wen ɪ'kwetɪt 'lɒ.ə' 'æθ.li:tz wɪ  
 ð ðə 'həʊl.dɪŋ ov ðə eu'ɪm.pɪks ənd ɹæ.r.əlɪm.pɪks geɪmz held tə'gɛð.ər ov  
 kɔ:s wɪl gɪv ə gʊd 'ɪm.pæk æz ɪg'zɑ:m.pl fɛ:st 'æθ.lɪt 'meɪ.bi mɔ:ʃ spɔ:tɪv  
 sekənd 'æθ.li:t a:ʃ mɔ:ʃ 'meʊ.tɪ.veɪ.tɪd 'æθ.li:t hæv mɔ:ʃ 'pæʃ.ən aɪ θhɪŋk nɒ  
 hɑ:ʃm in eu'ɪm.pɪks ən ɹæ.r.əlɪm.pɪks ʃʊd bi: held tə'gɛð.ə' bɪkɒz 'eɪ.bl ɔ:ʃ  
 nɒt ən 'æθ.li:tz ɪz nɒt vʒu: frɒm ðə 'fɪz.i.kəl bʌt ə greɪt 'wɪl.ɪŋ.nəs tu: bi:  
 'eɪ.bl tu: du: ðæt ɪn hɪə' ðə get 'i:k.wəl ɹɒp.ə'tʃu:nə.ti səʊ ɹɪn.dɑ:rekt.lɪ tu:  
 ɪ:tʃ 'lɒ.ə' 'ɔ:l.weɪz traɪ ənd traɪ wɪð ðɪs ə ɹɒm.bɪ'nəɪ.ʃən ov eu'ɪm.pɪks

ænd ,pær.əlɪm.pɪks 'bɪ.kʌm ən 'iː.vən ə 'pʊz.ətɪv hæv 'en.i 'ben.ɪ. fɪt tuː ən  
'æθ.li:t



## **The Phonemic Transcription of Student 2**

Good afternoon the honorable adjudicators ladies and gentlemen, I am as the second speaker would like to say that I don't agree if the Olympic and paralympic should be held together because it degrade degrades paralympic athletes. It they compete jointly it will cause a sense of envy by paralympic athletes who have physically disabled against Olympic athletes who extraordinary physical to perfection. Now indeed a lot of paralympic athletes who had the higher spirit of competition than Olympic athletes.

But if they know that they will compete with Olympic athletes, it was feared that if they will feel envy even to lose spirit to compete. They will think that they are a lower than the olympic athletes. They will feel pride debased and it will also invite reproach from olympic athletes to paralympic athletes because they feel if they are the best with their perfection physical. It could cause conflicts between paralympic athletes with olympic athletes. With the held together of Paralympics and Olympic also complicate they who have physically disabled to compete with their who have perfection physical. For example when competing of marathon, olympic athletes will run as easily use their both legs. But what about what about those who have the physical disabilities. They would need some help to follow the competition. For example by using a wheelchair for those who have a defect in his legs. That would complicate their compete.

Other example, when competing of swimming. An athlete the Olympics more freely moving with all the force they want. But other but other with paralympic



athletes. They can only moves by certain force. But this was not as easy as performed by olympic athletes.

Olympics and paralympics be held with the goal to know how large the spirit of the athletes in their sports field. Doesn't to compare the perfect physical and defects so that better the olympic and paralympic held in pararell or don't be held together. If Olympics and Paralympics be held together many people think if that just compare the physical someone. But if the Olympics not held together with Paralympics. I'm sure that everything will be fine. There is nothing of any kind to be worries. They will be more relaxed because compete with people who have the same physical and it will be more viewed fair by society. No one would feel envy and there is no body would renounces because they felt himself more perfect. So because if the Olympics and Paralympics held jointly only causes trouble inviting reproach and jealousy it also lowered paralympic athletes who have physically disabled. Thus, I don't agree if the Olympics and Paralympics should be held together.

## The Phonetic Transcription of Student 2

gud aftərnun tə ðə henərəbəl ə,dʒudiketər ledız end dʒentəlmən aiəm ez  
 sekənd spikər wuld lark tu: sei ðet aɪ don ə'gri: ɪf ðə əulɪmpɪkz end  
 paralɪmpɪk sould bɪ held tugeðer bɪkɒz ɪt dɪgrɪd dɪ'grədʒ paralɪmpɪk  
 ʌθlɪtz ɪf ðeɪ kɒmpət dʒɔɪntli ɪt wɪl kɑ:zəs sents ov envi bəɪ paralɪmpɪk  
 ʌθlɪtz hu hev pɪsɪkəlɪ dɪsɛbəld əgents əulɪmpɪkz ʌθlɪtz hu ekztraordinəri  
 fɪzɪk ə l tu pərfekʃən nou ɪndɪd ə lɒt ov paralɪmpɪk ʌθlɪtz hu hed ðə  
 haɪgər spɪrɪt ov kɒmpətɪʃən ðen olɪmpɪkz ʌθlɪtz  
 bʌt ɪf ðeɪ nou ðət ðeɪ wɪl kɒmpət wɪð ɒlɪmpɪk ʌθlɪtz ɪt wɒz fɪrd ðet ɪf ðeɪ  
 wɪl fil envi ɪvən tu lɒs spɪrɪt kɒmpɪt ðeɪ wɪl tɪŋ ðet ðeɪ aɪr ə louər ðen ðə  
 olɪmpɪk ʌθlɪtz ðeɪ wɪl fil preɪd dɪbəsɪd end ɪt wɪl also ɪnvɑɪtɪŋ rɪpɔrt frəm  
 əulɪmpɪkz ʌθlɪtz tu paralɪmpɪk ʌθlɪtz bɪkɒz ðeɪ fil ɪf ðeɪ aɪr ðə best wɪð ðer  
 pərfekʃən pɪsɪkəl ɪt kould kɒz kɒnflikt  
 bɪtwɪn paralɪmpɪk ʌθlɪtz wɪð ɒlɪmpɪk ʌθlɪtz wɪð ðə held tugeðer ov  
 paralɪmpɪk end olɪmpɪk ɒlsə kɒmplɪkət ðeɪ hu hev pɪsɪkəlɪ dɪsɛblɪd tu  
 kɒmpɪt wɪð ðer hu  
 hev pərfekʃən pɪsɪkəl fɔr ɪgzəmpəl wen kɒmpətɪn mɑrətɒn olɪmpɪk ʌθlɪtz  
 wɪl rʌn ez ɪzɪli ju:z ðer bɒt legz bʌt wɒt əbɒt wɒt əbɒt ðəus hu hev pɪsɪkəl  
 dɪsəbɪlɪtɪz ðeɪ wuld nɪd sʌm help tu foləu kɒmpətɪʃən fɔr ɪgzəmpəl bəɪ ju:

zij wi:l tʃer fɔr ðous hu hev ə dɪfekt in hɪz legz ðat wuld komplɪkət ðer  
 kɔmpɪt 'lɔð.ər ɪgzɑmpəl wen kɔmpəʊtɪŋ ov swɪmɪŋ ən ʌtlɪt ðə oʊlɪmpɪkz  
 mɔr frɪ:lɪ mu:vɪŋ ɑ:l ðə 'fɔrs ðeɪ wɒnt bʌt ʌðər wɪð paralɪmpɪk ʌθlɪtz ðeɪ  
 ken ɒnli baɪ sərten 'fɔrs bʌt ðɪs wɒz nɒt ez 'ɪsɪ ez pərfoʊmd baɪ olɪmpɪk  
 ʌθlɪtz olɪmpɪkz end paralɪmpɪkz bɪ held wɪð ðə goʊl tu nou hʌs lɑ:rdz ðə  
 spɪrɪt ov ðə ʌθlɪtz in ðer spɔ:rtz fɪld dʌzənt tu kɔmpər ðə pɜ:rfekt pɪsɪkəl  
 end dɪfekt sɔ ðat betər ðə olɪmpɪkz end paralɪmpɪkz held in pʌrʌrel ɔr dont  
 bɪ held tuɡeðər ɪf olɪmpɪkz end paralɪmpɪkz bɪ held tuɡeðər meni pɪpəl θɪŋ  
 ɪf ðat ʤʌst kɔmpər ðə pɪsɪkəl sʌmwʌn bʌt ɪf olɪmpɪkz nɒt held tuɡeðər wɪ  
 ð paralɪmpɪkz ʌm sɔr ðat evrɪtɪŋ wɪl bɪ faɪn ðer ɪz nʌtɪŋ ov enɪ ken tu bɪ  
 wɔrɪz ðeɪ wɪl bɪ mɔ:r rɪlektɪd bɪkɔz kɔmpɪt wɪð pɪpəl hu hev ðə sem  
 'pɪsɪkəl end ɪt wɪl bɪ mɔr vʃud baɪ sɔsɪtɪ no wʌn wuld fɪl envi end ðer ɪz no  
 bʌdɪ wɔʊld' rɪnɔnses bɪkɔz ðeɪ fɪlt hɪmsɛlf mɔr pɜ:rfekt so bɪkɔz ɪf ðə  
 olɪmpɪkz end paralɪmpɪkz held dʒɔɪnli ɒnli kɑ:zɛz trʌbəl ɪnvɪtɪn rɪ'prɔʊtʃ  
 end dʒeləsli ɪt ʌlsoʊ lɔ:rd paralɪmpɪkz ʌθlɪtz hu hev pɪsɪkəlɪ dɪsɛɪbld ðus  
 ʌɪ don ə'ɡrɪ: ɪf ðə olɪmpɪkz end paralɪmpɪkz sold bɪ held təɡeðər

### The RP Transcription

gud ˌɑ:f.təˈnu:n tu: ðə ˌpɒ.˚r.ə.bl əˈdʒu:di.keɪ.təˈleɪ.dɪz ænd ˈdʒen.tl.mən  
 aim æz sekənd ˈspi:kər wud laɪk tu: seɪ ðæt aɪ dəʊnt əˈgri: ɪf ðə  
 əʊ.ˈlɪm.pɪkz ænd ˌpær.əˈlɪm.pɪkz sʊld bi: held təˈgeð.əˈ bɪkɒz ɪt dɪˈgreɪd  
 ˌpær.əˈlɪm.pɪkz ˈæθ.li:tz ɪf ðeɪ kəm.ˈpi:t dʒɔɪnt.li ɪt wɪl kɔ:z sents ɒv ˈen.vɪ  
 baɪ ˌpær.əˈlɪm.pɪkz ˈæθ.li:tz hu: hæv ˈfɪz.ɪ.kli dɪ.ˈseɪ.blɪd əˈgentst  
 əʊ.ˈlɪm.pɪkz ˈæθ.li:tz hu: ɪkˈstrɔ:dn.˚r.ɪ  
 ˈfɪz.ɪ.kəl tu: pəˈfek.ʃn nəʊ ɪnˈdi:d ə lɒt ɒv ˌpær.əˈlɪm.pɪkz ˈæθ.li:tz hu: hæd  
 ðə ˈhaɪ.əˈspɪr.ɪt ɒv ˈkɒm.pəˈtɪʃ.ən ðæn əʊ.ˈlɪm.pɪkz ˈæθ.li:tz  
 bʌt ɪf ðeɪ nəʊ ðæt ðeɪ wɪl ˈkəm.pi:t wɪð əʊ.ˈlɪm.pɪk ˈæθ.li:tz ɪt wɒz fɪrð ðæt  
 ɪf ðeɪ wɪl fi:l ˈen.vɪ ˈɪv.ən tu: lu:s ˈspɪr.ɪt kəm.ˈpi:t ðeɪ wɪl θɪŋk ðæt ðeɪ ɑ: ə  
 ˈləʊ.əˈ ðæn ðə əʊ.ˈlɪm.pɪkz ˈæθ.li:tz ðeɪ wɪl fi:l praɪd dɪˈbeɪsd ænd ɪt wɪl  
 ˈɔ:l.səʊ ɪnˈvaɪ.tɪŋ rɪˈprəʊtʃ frɒm əʊ.ˈlɪm.pɪkz ˈæθ.li:tz tu: ˌpær.əˈlɪm.pɪkz  
 ˈæθ.li:tz bɪkɒz ðeɪ fi:l ɪf ðeɪ ɑ:r ðə best wɪð ðeəˈ pəˈfek.ʃn ˈfɪ.ɪ.kəl ɪt kʊd  
 kɔ:z ˈkɒn.flɪkt bɪtˈwi:n ˌpær.əˈlɪm.pɪkz ˈæθ.li:tz wɪð əʊ.ˈlɪm.pɪkz ˈæθ.li:tz wɪðð  
 ə held təˈgeð.əˈ ɒv ˌpær.əˈlɪm.pɪkz end əʊ.ˈlɪm.pɪkz ˈɔ:l.səʊ ˈkɒm.plɪ.keɪt  
 ðeɪ hu: hæv ˈfɪz.ɪ.kəl dɪ.ˈseɪ.blɪd tu: kəmˈpi:t wɪð ðeəˈ hu:  
 hæv ˈpə.fek.ʃn ˈfɪz.ɪ.kəl fɔ: ɪgˈzɑ:m.pl wen ˈkəm.pi:t.ɪŋ ˈmæɪ.ə.θn əʊ.ˈlɪm.  
 pɪkz ˈæθ.li:tz wɪl rʌn æz ˈɪ.zi:lɪ ju:z ðeəˈ bəʊθ legz bʌt wɒt əˈbʌʊt wɒt

ðəʊs hu: hæv 'fɪz.i.kəl ,dɪs.ə'bi:l.i.tɪz ðeɪ wʊd ni:d sʌm help tu: 'fɒl.əʊ  
 ,kɒm.pə'tɪʃ.ən fɔː 'ɪg.zɑ:m.pl baɪ ju:ziŋ wi:l tʃeəʔ fɔː ðəʊs hu: hev ə 'di:fekt  
 ɪn hɪz legz ðæt wʊd 'kɒm.plɪ.keɪt ðeəʔ kəm'pi:t 'ʌð.ər 'ɪg.zɑ:m.pl wen  
 kəm.'pi:t.ɪŋ ɒv swɪmɪŋ ən 'æθ.li:t ðə əʊ.'lɪm.pɪkz mɔːʔ fri:li 'mu:.vɪŋ ɔ:l ðə  
 fɔːrs ðeɪ wɒnt bʌt 'ʌð.ər wið ,pær.ə'lɪm.pɪkz 'æθ.li:tz ðeɪ kæn 'əʊn.li baɪ  
 'sɜ:.tən fɔːrs bʌt ðɪs wɒz nɒt æz 'i:si æz pə'fɔ:md baɪ əʊ.'lɪm.pɪkz æθ.li:tz  
 əʊ.'lɪm.pɪkz ænd ,pær.ə'lɪm.pɪkz bi: held wið ðə ɡəʊl tu: nəʊ haʊ lɑ:dʒ ðə  
 'spɪr.ɪt ɒv ðə 'æθ.li:tz ɪn ðeəʔ spɔ:tz fi:ld 'dʌz.ənt tu: kəm'peəʔ ðə 'pɜ:rfekt  
 'fɪz.i.kəl ænd 'di:fekt səʊ ðæt 'bet.ər ðə əʊ.'lɪm.pɪkz ænd ,pær.ə'lɪm.pɪkz  
 held ɪn 'pær.ə.leɪ ɔːr dəʊnt bi: held tə'geð.ər ɪf əʊ.'lɪm.pɪkz ænd  
 ,pær.ə'lɪm.pɪkz bi held tə'geð.ər' men.i 'pi:.pl θɪŋk ɪf ðæt dʒʌst kəm'peəʔ ðə  
 'fɪz.i.kəl 'sʌm.wʌn bʌt ɪf əʊ.'lɪm.pɪkz nɒt held tə'geð.ər wið ,pær.ə'lɪm.pɪkz  
 aɪm ʃɔːʔ ðæt 'ev.ri.θɪŋ wi:l bi: faɪn ðeəʔ ɪz 'nʌθ.ɪŋ ɒv 'en.i kæn tu: bi: 'wʌ.rɪ  
 ðeɪ wi:l bi mɔːʔ rɪ'læks bɪkɒz kəm'pi:t wið 'pi:.pəl hu: hæv ðə seɪm'fɪz.i.kəl  
 ænd ɪt wi:l bi: mɔːʔ vju:d baɪ sə'saɪ.ə.ti nəʊ wʌn wʊd fi:l 'en.vɪ end ðeəʔ ɪz  
 nəʊ 'bɒd.i wʊd 'rɪ.naʊnts bɪkɒz ðeɪ felt hɪm'self mɔːʔ pɜ:rfekt səʊ bɪkɒz ɪf  
 ðə əʊ.'lɪm.pɪkz ænd ,pær.ə'lɪm.pɪkz held 'dʒɔɪnt.li 'eʊn.li kɑ:z 'trʌb.l  
 'ɪn.vɑɪ.tɪŋ rɪ'prəʊtʃ ænd 'dʒel.ɛ̃sli ɪt 'ɔ:l.səʊ 'ləʊ.ərd ,pær.ə'lɪm.pɪkz ,æθ.li:tz  
 hu: hæv 'fɪz.i.kəl 'dɪ.seɪ.blɪd ðʌs aɪ dəʊnts ə'ɡri: ɪf əʊ.'lɪm.pɪkz ænd ,pær.ə'li  
 m.pɪkz sʊd bi: held tə'geð.ər'

### **The Phonemic Transcription of Student 3**

Good afternoon ladies and gentlemen and the honorable adjudicators. I am as the third speaker from positive team would give the rebuttals from negative team. I disagree about the second speaker from negative team, states that Not all athletes with disabilities have equal abilities exceed of non disabled athletes, because athletes with disabilities have ability and willingness of different. Not all sports branches could combine athletes non disabled with athletes disabilities like race. Of course will be a lot of considerations when the occurs. Because unlike athletes in general, athletes with disabilities require various auxiliaries in implementing this event but I think the athletes with disabilities feel treated normally but should the sports branches between athletes which disabilities with athletes non disabilities will be held wiith that sports branches athletes non disabilities. Ladies and gentlemen we are from positive team agree to this motion. Thank you.

### The Phonetic Transcription of Student 3

gud ɑ:ftənu:n ledɪz ənd dʒentəlmən ənd ðə hɒnərəbəl ʌdʒudɪketər əjem ʌz  
 ðə θɜrd spɪkər frɒm pɒsɪtɪv tɪm wuld gɪv ðə rɪbʌtəl frɒm negatɪv tɪm aɪ  
 dɪsəgrɪ əbʊt ðə sekənd spɪkər frɒm negatɪv tɪm stət ðə nɒt ɔl ʌθlɪt wɪð dɪs  
 eɪbɪlɪtɪs hev ekwəl əbəlɪtɪz ɛksɪt ɒv nɒn dɪseɪbɪlɪtɪz eθlɪtɪz bɪkəʊs ʌθlɪtɪz  
 dɪseɪbɪlɪtɪs hev ebəlɪtɪ end wɪlɪjnz ɒv dɪfərənt nɒt ɔl spɔ:rt brentʃ kuld  
 kɒmbɪn ʌθlɪtɪz nɒn dɪseɪbəlɪt nɒn dɪseɪbəl ʌθlɪtɪz dɪseɪbəl laɪk res ɒv kɔrs wɪ  
 bɪl ə lət ɒv kɒnsɪdərəʃən wen wɪ əkɔrs bɪkɔz ʌnlɪk ʌtlɪt ɪn dʒənərəl ʌθlɪtɪz  
 wɪð dɪseɪbɪlɪtɪz rekuɪrəd vərɪəs əʊksɪlərɪs ɪn ɪmpləmentɪŋ ðɪz ɪvən bʌt  
 aɪ tɪŋ ðə ʌtlɪt wɪð dɪseɪbɪlɪtɪz fɪl trɪt nɔrməlɪ bʌt sʌk bʌt ʃuld ðə spɔrt  
 brentʃ bɪtwɪ:n ʌθlɪtɪz wɪtʃ dɪseɪbɪlɪtɪz wɪl bɪ held wɪð ðet spɔrtz brentʃ  
 ʌtlɪtɪz nɒn dɪseɪbɪlɪtɪz ledɪz ənd dʒentəlmən wɪ ɑ:r frɒm pɒsɪtɪv tɪm ə'grɪ: tu  
 ðɪz mɒʊʃən teŋ ju

### The RP Transcription

gud ɹɑ:f.tə'nu:n 'leɪ.dɪz ænd 'dʒen.tl.mən ænd ðə 'ɒn.ər.ə.bl ə'.dʒu:.dɪ.keɪ.tʃr  
 aɪm æz ðə θɜ:rd 'spi:kər frəm 'pɒz.ə.tɪv tɪ:m wuld ɡɪv ðə rɪ'blət.əl frəm  
 'neg.ə.tɪv tɪm aɪ ɹɪs.ə.'ɡri: ə'baʊt ðə 'sek.ənd 'spi:kər frəm 'neg.ə.tɪv tɪ:m  
 steɪt ðə nɒt ɔ:l 'æθ.li:t wɪð ɹɪs.ə'blɪ.tɪz hæv 'i:kwəl ə'blɪ.tɪz 'ɪk.sɪ:d ɒv  
 nɒn ɹɪs.ə'blɪ.tɪz 'æθ.li:tz bɪ'kɒz 'æθ.li:tz ɹɪs.ə'blɪ.tɪz hæv ə'blɪ.tɪ ænd  
 'wɪl.ɪŋ.nəs əv 'dɪf.ər.ənt nɑt ɔ:l spɔ:t brɑ:ntʃ kʊd kəm'baɪn 'æθ.li:tz nɒn  
 ɹɪs.ə'blɪ.tɪz nɒn dɪ'seɪ.bl 'æθ.li:tz dɪ'seɪ.bəl laɪk reɪs ɒv kɔ:s wɪl bɪ ə lɑt  
 ɒv kən.sɪd.ə'reɪ.ʃən wen ðə ə'kɜ:rz bɪkɒz ʌn'laɪk 'æθ.li:t ɪn 'dʒən.ər.əl  
 'æθ.li:tz wɪð ɹɪs.ə'blɪ.tɪz rɪ'kwærθ 'veə.rɪ.əs ɔ:g'zɪl.i.ər.ɪz ɪn  
 'ɪm.plɪ.mentɪŋ ðɪs 'i:vən bɑt aɪ θɪŋk ðə 'æθ.li:tz wɪð ɹɪs.ə'blɪ.tɪz fɪ:l trɪt  
 'nɔ.mə.li bɑt ʃʊd ðə spɔ:t brɑ:ntʃ bɪ'twɪ:n 'æθ.li:tz wɪð ɹɪs.ə'blɪ.tɪz wɪl  
 bɪ: held wɪð ðæt spɔ:t brɑ:ntʃ 'æθ.li:tz nɒn ɹɪs.ə'blɪ.tɪz 'leɪ.dɪz ænd  
 'dʒen.tl.mən wɪ ɑ: frəm 'pɒz.ə.tɪv tɪm ə'ɡri: tu: ðɪs 'məʊ.ʃən θæŋk ju:



## APPENDIX II

### TRANSCRIPT OF INTERVIEW

#### **Question**

You pronounced correctly the words *held*, *second*, *help*, *large*, and still many others like you are familiar to the words. Why?

#### **Answer**

Student 1: I often heard that on English lesson class and religious preaching.

Student 2: I have the same answer as student 1 and I often hear that many times from my English teacher.

Student 3: I have the same answer as my friends.

#### **Question**

Why do you pronounce the word *can* as /ken/, and as /end/? Those were pronounced differently from RP. Do you realize that?

#### **Answer**

Student 1: I did not check up in the dictionary and I thought that I was right. I also often heard people saying the word in that way.

Student 2: I thought I was right because I often heard in English lesson people saying in that way of pronunciation.

Student 3: I don't feel that I was wrong because I don't know.

#### **Question**

Do you notice that some of your words there are loss and adding of the stress as in the word *speaker* and *force*?

#### **Answer**

Student 2: I don't realize that because I don't know the exact pronunciation, besides I also don't see the transcript in the dictionary. I was trying on my way although I didn't see on dictionary.

Student 1: I often hear and use the word *speaker* in daily conversation as to mention the thing or the person.

Student 3: I do not know about the stress exists in the word *speaker* but I feel that my pronunciation lot tends to be Indonesian accent.

### **Question**

Why do you pronounce the word *athlete* in different kinds of pronunciation? Mostly you pronounced it into /ʌθlɪt/ and the rest is /əθlɪt/.

### **Answer**

Student 1: I feel confused in pronouncing the word *athlete*. But I believed that it was like I should have said *atlit* like Indonesian words. So I keep constantly saying that although I felt doubt of the right pronunciation

Student 2: I was sure that athlete pronounced in the same word of *atlit* in Indonesia because I feel familiar with that word.

Student 3: I have same answer with her too.

### **Question**

In your speech there are words which are pronounced with British and American. Do you know the differences or you are intentionally used both accent of pronunciation?

### **Answer**

Student 1: I was unintentionally used both pronunciations. It is because I don't realize the differences.

Student 2: I didn't know because I also did not get the lesson in my English class about the differences of English British and American.

**APPENDIX III**  
**SURAT PERNYATAA KESEDIAN BERPARTISIPASI DALAM**  
**PENELITIAN**



## PERNYATAAN KESEDIAAN BERPARTISIPASI DALAM PENELITIAN

Saya yang bertanda tangan dibawah ini:

Nama : Viona Betzy

Usia : 15 th

Asal Sekolah : SMK N 7 Yogyakarta

Atas dasar sukarela menyatakan bersedia membantu peneliti untuk melakukan pengambilan data berupa perekaman audio pidato debat bahasa Inggris dan wawancara guna dijadikan bahan pembuatan skripsi yang berjudul "*Indonesian-Javanese Students' Pronunciation of English Monophthongs*" (A Case Study of Students of English Debating Club of SMK N 7 Yogyakarta) hingga selesai. Dalam pembuatan surat ini, saya dalam keadaan tanpa paksaan dan saya menyetujui untuk menjadi partisipan dalam penelitian ini.

Tanggal: 17. - 3. - 2015

Mengetahui,



Partisipan

## **PERNYATAAN KESEDIAAN BERPARTISIPASI DALAM PENELITIAN**

Saya yang bertanda tangan dibawah ini:

Nama : Mey Linda Rachmalia Andini

Usia : 15 tahun

Asal Sekolah : SMK N 7 Yogyakarta

Atas dasar sukarela menyatakan bersedia membantu peneliti untuk melakukan pengambilan data berupa perekaman audio pidato debat bahasa Inggris dan wawancara guna dijadikan bahan pembuatan skripsi yang berjudul *"Indonesian-Javanese Students' Pronunciation of English Monophthongs"* (A Case Study of Students of English Debating Club of SMK N 7 Yogyakarta) hingga selesai. Dalam pembuatan surat ini, saya dalam keadaan tanpa paksaan dan saya menyetujui untuk menjadi partisipan dalam penelitian ini.

Tanggal: 17 - 3 - 2015

Mengetahui,



Partisipan

## PERNYATAAN KESEDIAAN BERPARTISIPASI DALAM PENELITIAN

Saya yang bertanda tangan dibawah ini:

Nama : Ernawati.

Usia : 16 tahun.

Asal Sekolah : SMKN 7 Yogyakarta.

Atas dasar sukarela menyatakan bersedia membantu peneliti untuk melakukan pengambilan data berupa perekaman audio pidato debat bahasa Inggris dan wawancara guna dijadikan bahan pembuatan skripsi yang berjudul "*Indonesian-Javanese Students' Pronunciation of English Monophthongs*" (A Case Study of Students of English Debating Club of SMK N 7 Yogyakarta) hingga selesai. Dalam pembuatan surat ini, saya dalam keadaan tanpa paksaan dan saya menyetujui untuk menjadi partisipan dalam penelitian ini.

Tanggal: 17. -03. -...2015

Mengetahui,



Partisipan

**APPENDIX IV**  
**CURRICULUM VITAE**

**PERSONAL DETAIL**

Name : Fakhrunnisa  
Place, Date of Birth : Madiun, 14 Juli 1993  
Sex : Female  
Religion : Islam  
Nationality : Indonesian  
Address : Jalan Pandu 669 RT 44 RW 09 Ketanggungan, Kec Wirobrajan, Kota Yogyakarta, DIY kode pos 55252  
E-mail : fakhrunnisa78@gmail.com  
Hobby : cooking, watching movies, hanging out, reading, meeting new friends  
Mobile Phone : 089675517959



**EDUCATION**

1999-2006: SD N Taman Sari 1, Yogyakarta  
2006-2008: SMP N 2, Yogyakarta  
2008-2011: SMK N 7, Yogyakarta  
2011-2015: UIN Sunan Kalijaga, Sleman, Yogyakarta

**WORKING EXPERIENCE**

2010-2013 : Private Teacher Bimbel Qu, Nasyiatul Aisyiyah  
2012-2012 : Liaison Officer of SOM AMAF ASEAN for Philippine  
2012-present : English Debating Teacher for English Debating Club of SMK N 7 Yogyakarta

**ORGANIZATION**

2010-2014: Coordinator of HRD Nasyiatul Aisyiyah  
2012-2013: English Debate Coordinator SPBA

