

**THE INTELLIGIBILITY OF THAI ENGLISH SOUNDS  
TO INDONESIAN ENGLISH SPEAKERS**



**Submitted as a Partial Fulfilment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

**by:**

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
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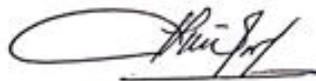
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**PUBLICATION ARTICLE**

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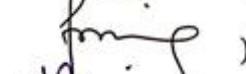
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## THE INTELLIGIBILITY OF THAI ENGLISH SOUNDS TO INDONESIAN ENGLISH SPEAKERS

### ABSTRAK

Penelitian ini mengkaji tentang kejelasan pengucapan bunyi bahasa Inggris Thailand oleh Penutur Bahasa Inggris Thailand di tingkat sekolah menengah atas. Tujuan dari penelitian ini adalah: (1) Untuk menjelaskan tingkat kejelasan bunyi bahasa Inggris Thailand yang diproduksi oleh Siswa di Thailand, (2) Untuk mengidentifikasi ciri-ciri fonologis bahasa Inggris Thailand yang diproduksi oleh siswa Thailand. Data tersebut adalah kata-kata yang direkam yang mengandung variasi bunyi bahasa Inggris dihasilkan oleh siswa Thailand. Data tersebut dikumpulkan dengan menggunakan pengujian, perekaman dan analisis dokumen. Setelah ditranskripsikan secara fonetis, data dianalisis dengan menggunakan teknik analisis kontras, membandingkan dan mengontraskan antara pelafalan Penutur Bahasa Inggris Thailand dan Standar Pengucapan (RP). Hasil penelitian ini menunjukkan bahwa: (1) Tingkat Kejelasan bunyi Bahasa Inggris Thailand kepada Penutur Bahasa Inggris Indonesia sebanyak 50.6%, (2) Ciri-ciri fonologis Bahasa Inggris Thailand yang diproduksi oleh Penutur Bahasa Inggris Thailand dapat dilihat dari pelafalan bunyi bahasa Inggris seperti bunyi konsonan, vokal, dan vokal ganda. Seperti pada contoh bunyi vokal (a, ɪ, i, ə, ʌ, ɑ, ɒ, o, U, u) yang diucapkan lebih panjang, dan juga kesulitan Penutur Bahasa Inggris Thailand dalam mengucapkan bunyi interdental seperti [ʃ, ʒ, ð, θ]. Namun, dapat disimpulkan bahwa pengucapan Bahasa Inggris Thailand masih dapat diterima dan dipahami dengan baik oleh Penutur Bahasa Inggris Indonesia.

**Kata kunci:** Kejelasan, Penutur Bahasa Inggris, Standar Pengucapan

### ABSTRACT

This research study deals with the intelligibility of Thai English Sound pronunciation by Thai English Speakers at secondary high school level. The objectives of this study are: (1) To explain the intelligibility of Thai English sounds to Indonesian English Speakers, (2) To identify the phonological features of Thai English produced by Thai Students. The data are recorded words that contain variations in ThaiE by using testing, recording and document analysis. After being transcribed phonetically, the data are analysed by using contrastive analysis techniques, comparing and contrasting to both ThaiE's pronunciation and Received Pronunciation (RP). The results of this study indicate that: (1) The intelligibility scores of ThaiE sounds to Indonesian English Speakers as much as 50.6%, (2) The phonological features of ThaiE produced by Thai English Speakers can be seen from the ThaiE speakers' pronunciation such as consonant sounds, vowels, and diphthongs. These sounds, for example, the vowels (a, ɪ, i, ə, ʌ, ɑ, ɒ, o, U, u) are typically sounded longer than they should not be long and the ThaiE speakers also difficult to pronounce the interdental sounds such as [ʃ, ʒ, ð, θ]. It can be concludes that ThaiE Speakers' pronunciation is still intelligible and understood properly by Indonesian English Speakers.

**Keywords:** Intelligibility, English Speakers, Received Pronunciation

## 1. INTRODUCTION

For English learners with Thai background or Thai English Speakers (ThaiE), it is said that mastering English is not only shown by their ability to remember meanings, memorize spelling / alphabet, or arrange words or phrases into a sentence correctly; however, it must also be seen from the skill and fluency in pronouncing English sounds correctly. In connection to the latter, although there are ways to pronounce English sounds as Received Pronunciation (RP), there are still many ThaiE who do not know how to read phonetic symbols as transcriptions of pronunciation of words correctly. The Received Pronunciation (RP) transcription refers to the Standard English pronunciation system.

So as the English speakers, ThaiE is endeavoured to be able to pronounce sounds like the native speaker (Native Speaker of English / NSE); or, at least close to the Received Pronunciation (RP), standard British accent, American accent or General American (GA), or USA equivalent (Walker, 2001).

Furthermore, having the ability to pronounce sounds correctly turns out not only to be limited to mastering phonetic bases, but also requires mastery of other English knowledge, such as word order (syntax), word categories, word meanings, and other aspects which is the context in pronunciation.

The appearance of ThaiE is caused by several things or aspects, among which can be seen as in terms of phonological conditions (phonologically conditioned) words, differences in word categories, sound chains, tongue-twisters, compound words, and others (Katamba, 1989), (Kelly, 2000), (Jane, 2005).

In the English sound pronunciation, besides recognizing sound classifications such as consonant sounds, vowel sounds, and diphthong sounds and how they are pronounced (Jane 2005), (Roach, 1991), (Walfram, W. & Johnson, 1981) the learner who speaks them is also expected to be able to pronounce correctly in connection with the problem aspects sound or prosodic features, such as: length (length), pressure (stress), as well as the height of the slides (pitch) (Jones, 1983, pp. 1–8).

From the exposure of several cases as above, we can conclude that the diversity of variations in English sound pronunciation by ThaiE, among others, is caused by the lack of attention in correct English pronunciation, lack of knowledge about phonetic bases,

ignorance of various English text contexts, and the difficulty of changing accents Thailand to RP.

Related to this research there were previous studies about the study of intelligibility which had previously been conducted by Rajadurai (2006) about the role of intelligibility; it has also raised questions about the intelligibility and phonology of new varieties of English, Jung, M-Y (2010) about The Intelligibility and Comprehensibility of World Englishes to Non-Native Speakers, Rias van den Doel (2011) about International Intelligibility in EIL, Dayag, Danilo T (2011) about Intelligibility of Philippine English, Laila (2012) who had studied about a case study of Javanese ESL Students in Tertiary Level which resulted that Native Speaker of English (NSE) and/or Foreign Speaker of English (FSE) have perceived intelligibly (53,8%) in pronouncing the English sounds. This reality represented that Javanese Learners of English (JLE)'s pronunciation is still perceived and understood properly by NSE/ FSE, Yuliati (2014) about investigation one of phonological features by Indonesian learners of English, final consonant clusters, and its intelligibility, Moedjito (2015) about global intelligibility should be the goal of pronunciation instruction at EFL classrooms, Matsuura, H., Rilling, S., Chiba, R., Kim, E.Y.J., Rini, N (2016) about Intelligibility and comprehensibility in English as a lingua franca: nativized English in Japanese, Moedjito, Jaelani & Asrobi (2019) about the factors which made EFL speakers' utterances more intelligible in the context of global intelligibility, Pathom (2013) about Thai university students' aspiration with regards to their pronunciation model, Lahdae, A (2015) about the Phonological Features Affecting Intelligibility of Thai Learners as Evaluated by Native and Non-Native Listener, Suntornsawet, J (2017) about The Intelligibility of Thai-Accented English Pronunciation to Native Speakers and Non-Native Speakers of English, Duangsaeng, W & Chanyoo, N (2017) about Intelligibility of Thai English Restaurant Menus as Perceived by Thai and Non-Thai Speakers, Kim, S (2017) about the effect of Listeners' Communicative Experiences in Thai English on the Intelligibility of Thai English.

Related to the previous research, the researcher wants to analyse about the intelligibility of Thai English sounds to Indonesian English Speakers because the researcher wants to know the sound of pronunciation demonstration model is not enough to simply play a tape recorder from the NSE, but it will be better if accompanied

by an articulation explanation, an illustration of the mechanism of sound pronunciation by certain sound organs, as well as an appropriate presentation of the model (instructor). Likewise, the introduction of various contexts of English texts will also help students in the correct pronunciation of English sounds.

## **2. METHOD**

The objects of this research were English words produced by Thai English Speaker which spoke both during English learning and in other contexts, sources of data from qualitative research are in the form of lingual units especially words that articulated by Thai English pronunciation of English sounds, which allows distinguishing the meanings between variations in Indonesian English Speakers and Thai English pronunciation. Based on the data source the researcher use record technique and note taking through phonetic transcription of words read by Thai English Speakers by doing a comparison both of Thai English and Received Pronunciation (RP). Also from the recording of the test the researcher asked the Indonesian English Speakers should be write down the words in orthography form.

The type of this research is descriptive qualitative. The subjects of this research were all Thai English Speakers who spoke English. The data sources of research are the diversity of ThaiE English pronunciation in the mastery of various contexts of English vocabulary as a distinction of meaning in the relevant texts. The data source of this research, the researcher divided into the main data in the form of recording, is the results of pronunciation of words and secondary data source is the speaker of the English sound, namely ThaiE speakers from secondary school level. The data were collected by using observation, note taking, testing, and document analysis. This research addressed the trusworthiness criteria namely credibility, transferability, dependability and confirmability. The data analysis was applied by using the comparative and contrast technique (comparative and contrast) is applied between standard pronunciation or Received Pronunciation (RP) with the pronunciation of English students which refers to the RP pronunciation standard based on (Clark, 1995, p. 2) as a reference followed by using of sound transcription matches the International Phonetic Alphabet (IPA).

### 3. FINDINGS AND DISCUSSION

In this section, the researcher discuss the level of Intelligibility of Thai English to Indonesian English Speakers, based on the intelligibility scores obtained by ten listeners who are Indonesian English speaker that have no exposure previously to Thai English.

**Table 1. Intelligibility Scores of Listeners across Speakers**

Speaker	Total Number of Words	Listener	Number of Correct Words	Percentage
N <sub>1</sub>	50	IES <sub>1</sub>	33	66
N <sub>2</sub>	50	IES <sub>2</sub>	22	44
N <sub>3</sub>	50	IES <sub>3</sub>	21	42
N <sub>4</sub>	50	IES <sub>4</sub>	30	60
N <sub>5</sub>	50	IES <sub>5</sub>	27	54
N <sub>6</sub>	50	IES <sub>6</sub>	29	58
N <sub>7</sub>	50	IES <sub>7</sub>	16	32
N <sub>8</sub>	50	IES <sub>8</sub>	24	48
N <sub>9</sub>	50	IES <sub>9</sub>	29	58
N <sub>10</sub>	50	IES <sub>10</sub>	22	44
<b>Total words</b>			253	
<b>Precentage of Intelligibility (Average)</b>				50.6

After conducting the research, from the first data of English words produced by Thai English Speakers were intermediate level students studying in various disciplines at their school (Demonstration of Secondary High School of Suksasart Khon Kaen University). The students consisted of 10 students who are 5 male and 5 female students studying at state Demonstration of Secondary High School in Khon Kaen Thailand. While their native languages varied, they were all bilingual speakers of Thai and English, both official languages of the Thai. Having started English in preschool, by secondary high school age they have complete enough of their education in English. Their average age was 17. 5. Ranging from 17 to 18. Secondary High School Suksasart Khon Kaen University Thailand. In other way, the researcher took second data, namely Indonesian English Speakers, which is the students of English Education Department, Muhammadiyah University of Surakarta, who has practiced internship 2 and 3 outside the country are 10 people who have conducted internship in various countries such as

Malaysia, Thailand and the Philippines but they have no exposure and unfamiliar in Thai English. The data was taken through the method of listening to the vocabulary of English spoken by Thai English Speakers from the audio and then transcribing it into the orthography form.

As seen in the table 4.1 indicates that, Speaker 1 was the most intelligible to the Listener 1 recognizing at least three-fifth of the total number of speakers' words. In other side, for the high intelligibility scores obtained by the First Listener as much as 66% is perhaps the correct pronunciation of words by the First Speaker. Of the Seventh Speaker of Thai English, this speaker had the lowest number in pronouncing the words, in addition to the fact that the lowest of the intelligibility scores obtained by the Seventh Listener as much as 32%. As the table above also shown that the average of Intelligibility scores of Thai English to Indonesian English Speakers as much as 50.6%. It means that the Indonesian English Speakers have perceived intelligible (50.6 %) in pronouncing the English sounds by Thai English. On the other hand, their unperceived of English sounds pronounced by ThaiE as many as 49.4%. This reality represented that Thai Learners of English (ThaiE)'s pronunciation is still intelligible and understood properly by Indonesian English Speakers.

The researcher obtained the results of field studies in the form of data about the ability to pronounce vocabulary in English on the 6th grade students at Demonstration of Secondary High School Suksasart Khon Kaen University. The data was obtained from the results of the vocabulary categorized about Clothes to the students as respondents as many as 10 students with a total of 5 male students and 5 female students taken randomly from six classes (special and regular). As a subject of this research all the Thai English speakers were intermediate level.

Based on the findings obtained by researcher, it can be seen that there are variations in the phonological features of English sounds by Thai English Speakers, namely variations in the pronunciation of vowels, diphthongs, and consonants sound. The variation that arise occurs probably due to the combination of local Thai and English which allows the variations to be carried over from the characteristics of World Englishes from Local language to English.

As the researcher describe in findings, the variation of English sound pronunciation by ThaiE is caused by many aspects such as ignorance of sound science

or phonetics, the model obtained during learning, as well as the lack of practice that can encourage ThaiE's habit of pronouncing English sounds correctly.

**a. The Intelligibility Level of Thai English Sounds to Indonesian English Speakers is Probably Influenced by Many Aspect such as :**

**1). Ignorance of Phonetics and Phonology**

From this it can be explained that there are variations that appear like the sound [e I] pronounced ThaiE with variations of pronunciation [ε I] is due to ThaiE's ignorance of the diversity of phonetic transcription. So what happens as said Bathing and Raincoat which sequentially bring up variations [beɪðɪŋ] or ['beɪðɪŋ] and ['reɪnkəʊt] or ['rɛɪnkəʊt].

**Table 2. Variations of Sound Pronunciation [eI] in ThaiE**

Vocabulary	Received Pronunciation (RP)	Variations in ThaiE Pronunciation
<i>Bathing suit</i>	[ 'beɪðɪŋ sju:t ]	[ 'be <sup>1</sup> ðɪŋ sju:t ], [ 'beɪðɪŋ sju:t ], [ 'bʌðɪŋ sju:t ]
<i>Raincoat</i>	[ 'reɪnkəʊt ]	[ 're <sup>1</sup> nkə:t],[ 'rɛɪnkə:t], [ 'rɛɪnkəʊt], [ 'rʌɪnkəʊt ], [ 'rʌɪnkə:t ]

In addition, still in the corridor of a lack of understanding about how to read phonetic transcriptions. For example, which should appear as [j] becomes lost as in the words costume, suit, uniform, as shown in table 3 below.

**Tabel 3. Variations of Sound Pronunciation [j] in ThaiE**

Vocabulary	Received Pronunciation (RP)	Variations in ThaiE Pronunciation
<i>Costume</i>	[ 'kɒstju:m ]	[ 'kɒstu:m ], [ 'kɒstʃu:m ], [ 'kɒstəm ], [ 'kɒstju:m ], [ 'kɔ:stju:m ], [ kɔ:stju:m ]
<i>Suit</i>	[sju:t ]	[su:t], [sɪt], [sji:t ], [sju:t ], [sju:ɪt ], [sju:k ]
<i>Uniform</i>	[ 'ju:nɪfɔ:m ]	[ju:nɪfɔ:m], [ 'jɑ:nɪfɔ:m ]

Basically, phonological conditions usually refer to the marking of morpheme variants that appear in certain phonological environments. For example in English, the past tense indicator (suffix -ed) and plural indicators (suffix -s) will be spoken with a series of separate rules.

For example the suffix sound -s, which will be pronounced as sound without sound [s] if it follows the sound of the without sound, and will be pronounced as

sound [z] if it follows sound. The first, for example in the words: *boot – boots, sock – socks, short – shorts*; while the second as in words; *bloomer – bloomers, cloth – clothes, coverall – coveralls, earring – earrings, glove – gloves, jean – jeans, sandal – sandals, shoe – shoes, stocking – stockings, threads – threads*.

ThaiE is less able to recognize the phonological context as long as they do not get enrichment material about phonetic studies and phonology.

## 2). Effect of Phoneme Segments

For example, the sound [əʊ] changes to [ɔ:] as in the coat [kəʊt] that ThaiE reads to [k ɔ: t], the bathing suit ['beɪðɪŋ sju:t] read ThaiE to ['bʌðɪŋ sju:t]. Diphthong or double vowels contain vowels taken only as nucleus or sounds that are of full quality and second vowels as glides (half-gliding), such as the sound of diphthongs [əʊ] become [ɔ:] that look like in the example *coat*, as shown in table 4 below:

**Table 4. Variations of Diphthong Sound in ThaiE**

Vocabulary	Received Pronunciation (RP)	Variations in ThaiE Pronunciation
Ball gown	[bɔ:l gaʊn ]	[bɔ:l gɒn], [bɑ:l gaʊn ], [bɔ:l gaʊn ], [bɔ:l glɒn ], [bɔ:l gaʊn ],
Bathing suit	['beɪðɪŋ sju:t ]	['bʌðɪŋ sju:t ], ['beɪðɪŋ sju:t ], ['beɪðɪŋ sju:t ]
Bedclothes	['bedkləʊðz ]	['bedklɔ:ðz ], ['bedklɔ:ð ], ['bedkləʊð ], ['bedklɔ:ðs ], ['bedklɔ:d ]
Coat	[kəʊt]	[kɔ:t], [kəʊt], [kɔ:ts]
Clothes	[ kləʊðz ]	[ klɔ:ðz ], [ klɔ:ð ], [ klɔ:ðs ], [ klɔ:st ]
Clothing	[ 'kləʊðɪŋ ]	[ klɔ:ðɪŋ ], [ klɔ:ðɪŋ ], [ 'klɔ:stɪŋ ]
Cowboy boots	[ 'kaʊbɔɪ bu:ts ]	[ 'kɒbɔɪ bu:t], [ 'kaʊbɔɪ bu:t ], [ 'kaʊbɔɪ bu:ts ], [ 'kɔ:bɔɪ bu:ts ], [ 'khɔ:bɔɪ bu:ts ], [ 'kɔ:bɔɪ bu:t ]
Earrings	['ɪə ,rɪŋz ]	['ɪə ,rɪŋz ], ['ɪə ,rɪŋ],
Formal wear	[ 'fɔ:məl weə ]	[ 'fɔ:məl weə(r) ], [ 'fɔ:məl weə ]
Fur coat	[ fɜ: kəʊt ]	[ fɜr kɔ:t], [ fɜr kɔ:t ], [ fɜ: kəʊt ]
Gown	[gaʊn ]	[gɒn ], [gaʊn ], [gəʊn ]
Hawaiian shirt	[ hə'waɪən ʃɜ:t ]	[ hʌ'waɪʌn ʃɜ:t ], [ hʌ'waɪən ʃɜ:t ]
Jewelry	[ 'dʒu:əlri ]	[ 'dʒu:əlri ]
Kimono	[ kɪ'məʊnəʊ ]	[ kɪ'mɔ:nɔ: ], [kɪmɔ:nɔ: ]
Overcoat	[ 'əʊvəkəʊt ]	[ 'ɒvəkɔ:t ], [ 'ɔ:vəkɔ:t ]

Raincoat	[ 'reɪnkəʊt ]	[ 'reɪnkɔ:t ], [ 'reɪnkɔ:t ], [ 'reɪnkəʊt ], [ 'reɪnkəʊt ], [ 'Leɪnkɔ:t ]
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### 3). Homographs

For example the words *watch*, in the context of the sentence as follows:

- a) I watch [wɒtʃ] football alone in the television.
- b) I will give my parents a watch [wɒtʃ].

The pronunciation of the word watch will contain the vowel sound [ɒ] or the sound of consonants [tʃ] will depend on one's ability to recognize it as what category in the sentence. So that it contains the same pronunciation but different meaning and its use in the context of the sentence, as a verb means to contain vowel sound [ɒ] and consonants [tʃ]. And also as a noun will contain vowel sound [ɒ] and consonants [tʃ].

Another example is the word coat, which is pronounced as [kəʊt] which means 'An outer garment', and pronounced [kəʊt] which means 'to cover', which sequentially occurs in the context of the sentence a) Tom grabbed his coat and left., and b) It's time to coat it with chocolate.

### 4). Ignorance in the Dual Role Words Category

For example if it has emphasis on the first syllable, then the word categories are nouns or adjectives; while the word that gets stressed on the second syllabus, then the word these are categorized as verbs, such as sentences below:

**Table 5. ThaiE Variation in Saying Word**

Sentences Containing Multiple Categories of Words	Received Pronunciation of That word	ThaiE Variations in Saying the Word
1. I <b>watch</b> football alone in the television.	[wɒtʃ]	[wɒtʃ], [wɒ], [wɪtʃ], [wɒð ], [wɔ:l k ]
2. I will give my parents a <b>watch</b> .	[wɒtʃ]	[wɒtʃ], [wɒ], [wɪtʃ], [wɒð ], [wɔ:l k ]
3. Tom grabbed his <b>coat</b> and left.	[kəʊt]	[kɔ:t], [kəʊt], [kɔ:ts]
4. It's time to <b>coat</b> it with chocolate.	[kəʊt]	[kɔ:t], [kəʊt], [kɔ:ts]

### 5). Lack of Knowledge about Suprasegmental Sound Characteristics.

The location of the pressure will be well recognized by ThaiE in certain English syllables after knowing the rules that apply the principle: if the sound of a burst of voice (voiceless stop) followed by vowels are pressed, for example coat ['khəʊt]; syllables containing vocal nucleus that are under pressure, for example Kimono [kɪ'məʊnəʊ].

### b. The Phonological Features of Thai English produced by Thai English Speakers.

#### 1). ThaiE Consonant Sound Pronunciation

a). ThaiE lethargic sounds are lenient, lacking enthusiasm or lack of energy, so they are often spoken without aspirate. For example the following data:

**Table 6. Variations in ThaiE Pronunciation**

Vocabulary	Variations in ThaiE Pronunciation
Coat	[kəʊt] instead of [k <sup>h</sup> əʊt]
Scarf	[skɑ:f] instead of [sk <sup>h</sup> ɑ:f]
Jacket	[ 'dʒækɪt ] instead of [ 'dʒ <sup>h</sup> æk <sup>h</sup> ɪt ]
Gloves	[glʌvz] instead of [ 'g <sup>h</sup> lʌvz]
Suit	[sju:t] instead of [sju:t <sup>h</sup> ]
Socks	[sɒks] instead of [sɒk <sup>h</sup> s]
Shirt	[ʃɜ:t] instead of [ʃ <sup>h</sup> ɜ:t]
T-shirt	[ 'ti:ʃɜ:t ] instead of [ 't <sup>h</sup> i:ʃ <sup>h</sup> ɜ:t ]
Dress	[dres] instead of [d <sup>h</sup> res]
Belt	[bɛlt] instead of [b <sup>h</sup> ɛlt <sup>h</sup> ]
Sweater/jumper	[ 'swetə / dʒʌmpə ] instead of [ 's <sup>h</sup> wet <sup>h</sup> ə / 'dʒ <sup>h</sup> ʌmp <sup>h</sup> ə ]
Ball Gown	[bɔ:l gaʊn] instead of [b <sup>h</sup> ɔ:l g <sup>h</sup> aʊn]
Bathing Suit	[ 'beɪðɪŋ sju:t ] instead of [ 'b <sup>h</sup> eɪðɪŋ sj <sup>h</sup> u:t]
Bedclothes	[ 'bedkləʊðz ] instead of [ 'b <sup>h</sup> ɛdk <sup>h</sup> ləʊðz ]
Bloomers	[ 'blu:məz ] instead of [ 'b <sup>h</sup> lu:məz ]
Boxer Short	[ 'bɒksə ʃɔ:ts ] instead of [ 'b <sup>h</sup> ɒk <sup>h</sup> sə ʃ <sup>h</sup> ɔ:t <sup>h</sup> s ]
Cardigan	[ 'kɑ:dɪgən ] instead of [ 'k <sup>h</sup> ɑ:d <sup>h</sup> ɪg <sup>h</sup> ən ]
Clothes	[ kləʊðz ] instead of [ 'k <sup>h</sup> ləʊð <sup>h</sup> z ]
Clothing	[ 'kləʊðɪŋ ] instead of [ 'k <sup>h</sup> ləʊð <sup>h</sup> ɪŋ ]
Costume	[ 'kɒstju:m ] instead of [ 'k <sup>h</sup> ɒstj <sup>h</sup> u:m ]
Coveralls	[ 'kʌvəɔ:lz ] instead of [ 'k <sup>h</sup> ʌvəɔ:lz ]
Cowboy boots	[ 'kaʊbɔɪ bu:ts ] instead of [ 'k <sup>h</sup> aʊb <sup>h</sup> ɔɪ bu:t <sup>h</sup> s]
Dress	[ dres ] instead of [ d <sup>h</sup> res ]
Gloves	[ glʌvz ] instead of [ 'g <sup>h</sup> lʌvz ]
Gown	[ gaʊn ] instead of [ 'g <sup>h</sup> aʊn ]
Handkerchief	[ 'hæŋkətʃɪf ] instead of [ 'hæŋk <sup>h</sup> ətʃ <sup>h</sup> ɪf ]

Hawaiian shirt	[ hə'waɪən ʃɜ:t ] instead of [ hə'waɪən ʃ <sup>h</sup> ɜ:t <sup>h</sup> ]
Kimono	[ kɪ'məʊnəʊ ] instead of [ 'k <sup>h</sup> ɪ'məʊnəʊ ]
Pajamas	[ pə'dʒɑ:məz ] instead of [ 'p <sup>h</sup> ə'dʒ <sup>h</sup> ɑ:məz ]
Panama Hat	[ ,pænə'mɑ: hæʔ ] instead of [ ,p <sup>h</sup> ænə'mɑ: hæʔ <sup>h</sup> ]
Sandals	[ 'sændlɜ ] instead of [ 'sænd <sup>h</sup> lɜ ]
Stockings	[ 'stɒkɪŋz ] instead of [ 'st <sup>h</sup> ɒk <sup>h</sup> ɪŋz ]
Tank Top	[ tæŋk tɒp ] instead of [ 't <sup>h</sup> æŋk t <sup>h</sup> ɒp ]
Threads	[ θrɛdz ] instead of [ θrɛd <sup>h</sup> z ]
Turtleneck Shirt	[ 'tɜ:t(ə)l,nɛk ʃɜ:t ] instead of [ 't <sup>h</sup> ɜ:t <sup>h</sup> (ə)l,nɛk <sup>h</sup> ʃ <sup>h</sup> ɜ:t <sup>h</sup> ]

- b). ThaiE sound pronunciation in terms of the consonant sound description parameters there is no difference, for example in terms of sound or voicing; for sounds [ʃ] and [ʒ] as in *watch* and *wash* tend to be the same; for [s] and [z] sounds like *close* and *clothes* also sound the same; and for sounds [f] and [v] as in the *offer coat* and *overcoat* they sound the same.
- c). Sound pronunciations that are difficult for ThaiE because they are not found in Thai, namely interdental sounds [ʃ, ʒ, ð, θ] such as on *T-shirts*, *Watch*, *Clothes*, *Threads*; pronounced successively as [sh, ch, th, ts,].

## 2). ThaiE Vowel Pronunciation

### a). Front Vocal Sounds

From the vocal pronunciation process, often ThaiE cannot distinguish the quality of the vowel sounds that are side by side with the tongue position. For example when distinguishing the pronunciation of vowel sounds [ɛ] and [e] as in the words *leather* ['lɛðə] and *later* [leɪtə], or sounds [æ] and [ɛ] as in the words *bad* [bæd] and *bed* [bɛd] To give a clear picture of the difference between the two, it is easier to explain it in a simple way, namely duration. The sounds [e] and [æ] are longer than the sounds [[ɛ]]. That position the jaw will feel lower down to the sound [æ] than the sound [ɛ]; and so it is for the sound [ɛ] further down than the sound [e].

### b). Middle Vocal Sounds

When in fact the middle vowel sounds are not pronounced with pressure or length. Like the sound [ə] in the words: *sweater / jumper* ['swɛtə / 'dʒʌmpə], *bloomers* ['blu:məz], *cardigan* ['kɑ:dɪgən], *fashion* ['fæʃən], *leather* ['lɛðə],

*pajamas* [ pə' dʒɑ:məz ], *Sarong* [sə'rɒŋ], and the sound [ʌ] in the words: *Gloves* [glʌvz], *Coveralls* ['kʌvərə:lz].

### c). Back Vowel Sounds

ThaiE can raise the back of the tongue so that the oral cavity is narrowed which is seen in the lower jaw position slightly up. Sequentially, the pronunciation of back vowels starting from [ɑ, ɒ, o, U, u] is marked by widening of the back of the oral cavity which is gradually raised until the back tongue is in the top position until the pronunciation of [u] sounds and the spoken sound heard a little longer than the rules.

## 3). Diphthong ThaiE sound pronunciation

### a). Diphthong [aɪ] is sometimes pronounced ThaiE with [æ] or [ɛ]

For example [aɪ] as in *hawaiian shirt* [hə'waɪən ʃɜ:t] is pronounced ThaiE as [hə'wæɪən ʃɜ:t] or [hə'weɪən ʃɜ:t].

### b). Diphthong [aʊ] tends to be pronounced ThaiE with [ɒ], [ɔ], [ʊ].

For example [aʊ] in *ball gown* [bɔ:l gaʊn], *cowboy boots* ['kaʊbɔɪ bu:ts], *gown* [gaʊn], will be heard as consecutive *ball gown* [bɔ:l gɒn], *cowboy boots* ['kɒbɔɪ bu:ts], ['kɔ:bɔɪ bu:ts], *gown* [gɒn].

### c). Diphthong [eɪ] is sometimes pronounced ThaiE as a Sound [ʌ], and [ɛ].

For example [eɪ] as in *bathing suit* ['beɪðɪŋ sju:t] is pronounced ['bʌðɪŋ sju:t ], ['beɪðɪŋ sju:t ], ['beɪðɪŋ sju:t ], and the word *raincoat* [ 'reɪnkəʊt ] is pronounced [ 'reɪnkɔ:t ], [ 'reɪnkɔ:t ], [ 'reɪnkəʊt], [ 'rʌɪnkɔ:t ].

### d). Diphthong [əʊ] is sometimes pronounced ThaiE with [ɔ] and [ɒ].

For example [əʊ] as in the words *coat* [kəʊt] is pronounced as [kɔ:t], [kɔ:ts], *bedclothes* ['bedkləʊðz] is pronounced to ['bedklɔ:ðz], ['bedklɔ:ð], ['bedklɔ:ðs], ['bedklɔ:d], *clothes* [kləʊðz] is pronounced to [ klɔ:ðz ], [ klɔ:ð ], [ klɔ:ðs ], [ klɔ:st ], *clothing* ['kləʊðɪŋ] is pronounced to [klɔ:ðɪŋ], ['klɔ:stɪŋ], *fur coat* [fɜ: kəʊt] is pronounced to [fɜr kɔ:t], [fɔr kɔ:t], *kimono* [kɪ'məʊnəʊ] is pronounced to [kɪ'mɔ:nɔ:], *overcoat* ['əʊvəkəʊt] is pronounced to ['ɒvəkɔ:t], ['ɔ:vəkɔ:t], *raincoat* is pronounced to ['reɪnkɔ:t] and the sound [ɒ] as in the word *overcoat* ['əʊvəkəʊt] is pronounced to ['ɒvəkɔ:t].

### e). Diphthong [ɔɪ]

For example the sound [ɔ I] as in *cowboy boots* ['kaʊbɔɪ bu:ts].

**f). Diphthong [Iə] is sometimes pronounced ThaiE with [ə] and [ʌ]**

For example [Iə] means that in *earrings* ['Iə,rɪŋz] is pronounced as ['ə,rɪŋ], and the sound [ʌ] in the *hawaiian shirt* [hə'waɪən ʃɜ:t] is pronounced as [hʌ'waɪʌn ʃɜ:t].

**g). Diphthong [uə] is sometimes pronounced ThaiE with [e]**

For example [uə] a case in the word *jewelry* ['dʒu:əlri] pronounced to ['dʒewelri] will bring up [e] sound variations.

**h). Diphthong [eə] is sometimes pronounced ThaiE with [ə]**

For example [eə] as in *formal wear* ['fɔ:məl weə] is pronounced to ['fɔ:məl wə (r)].

This research also supported by the previous studies. The first study was conducted by Rajadurai (2006) about the role of intelligibility; it has also raised questions about the intelligibility and phonology of new varieties of English.

The second study was conducted by Jung, M-Y (2010) about The Intelligibility and Comprehensibility of World Englishes to Non-Native Speakers.

The third study was conducted by Rias van den Doel (2011) about International Intelligibility in EIL.

The fourth study conducted by Dayag, Danilo T (2011) about Intelligibility of Philippine English.

The fifth study conducted by Laila (2012) who had studied about a case study of Javanese ESL Students in Tertiary Level which resulted that Native Speaker of English (NSE) and/or Foreign Speaker of English (FSE) have perceived intelligibly (53,8%) in pronouncing the English sounds. This reality represented that Javanese Learners of English (JLE)'s pronunciation is still perceived and understood properly by NSE/ FSE.

The sixth study conducted by Yuliati (2014) about investigation one of phonological features by Indonesian learners of English, final consonant clusters, and its intelligibility.

The seventh study conducted by Moedjito (2015) about global intelligibility should be the goal of pronunciation instruction at EFL classrooms.

The eighth study conducted by Matsuura, H., Rilling, S., Chiba, R., Kim, E.Y.J., Rini, N (2016) about Intelligibility and comprehensibility in English as a lingua franca: nativized English in Japanese.

The ninth study conducted by Moedjito, Jaelani & Asrobi (2019) about the factors which made EFL speakers' utterances more intelligible in the context of global intelligibility,

The tenth study conducted by Pathom (2013) about Thai university students' aspiration with regards to their pronunciation model

The eleventh study conducted by Lahdae, A (2015) about the Phonological Features Affecting Intelligibility of Thai Learners as Evaluated by Native and Non-Native Listener,

The twelfth study conducted by Suntornsawet, J (2017) about The Intelligibility of Thai-Accented English Pronunciation to Native Speakers and Non-Native Speakers of English.

The thirteenth study conducted by Duangsaeng, W & Chanyoo, N (2017) about Intelligibility of Thai English Restaurant Menus as Perceived by Thai and Non-Thai Speakers.

The last study conducted by Kim, S (2017) about the effect of Listeners' Communicative Experiences in Thai English on the Intelligibility of Thai English.

Based on the previous studies above, it can be concluded that this research also point outs the intelligibility of Thai English Sounds to Indonesian English Speakers as the research source. In this research, the writer focuses on analysing the intelligibility of Thai English Sounds to Indonesian English Speakers which is not many researchers employ.

#### **4. CONCLUSION**

Based on the finding and discussion of the data analysis, the researcher shows that the level of intelligibility of Thai English to Indonesian English Speakers produced by students of Suksasart – Satit Demonstration of Secondary High School Khon Kaen University of Thailand. The Intelligibility scores of Thai English to Indonesian English Speakers as much as 50.6%. Therefore, it can be concludes that the Thai English Speakers (ThaiE)'s pronunciation is still intelligible and understood properly by Indonesian English Speakers.

The researcher also shows that the phonological features of Thai English produced by students of Suksasart – Satit Demonstration of Secondary High School Khon Kaen University of Thailand. The phonological features that produced by Thai English Speakers can be seen from the Thai English Speakers' pronunciation of English sounds that are in accordance with phonology and phonetics such as: a. Voiceless consonants i.e. the sounds of (p, k, t, h) and Voiced Consonants i.e. the sounds of (b, d, g, ɟ, l, n, m, r, w, j, ŋ). b. Front Vowel Sounds i.e. the sounds of (a, ɪ, i), Middle Vowel Sounds i.e. the sounds of (ə and ʌ), and Back Vowel Sounds i.e. the sounds of (ɑ, ɒ, o, U, u). c. Diphthongs Sound i.e. the sound of (aɪ, eɪ, ɔɪ, ɪə, uə, eə). Therefore it can be concluded that there are any sound pronunciations that difficult to pronounce by ThaiE because they are not found in Thai Language, namely interdental sounds such as [ʃ, ʒ, ð, θ]. The tendency of pronunciation as the latter is also influenced by the tendency of ThaiE to pronounce as its phoneme segment.

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