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**APPENDICES**

**Appendix 1: Pronunciation test material adapted from Subandowo (2017), Purwaningsih & Nurdiawati (2020), and Dewi et al. (2017)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Consonant** | **English Words** | **No.** | **Consonants** | **English Words** |
|  | / p / | happen |  | / s / | Mouse |
|  | / b / | bathe |  | / z / | Raising |
|  | / t / | prestige |  | / ∫ / | cash |
|  | / d / | harder |  | / ʒ / | vision |
|  | / k / | Cabbage |  | / h / | happen |
|  | / g / | Got |  | / m / | plum |
|  | / t∫ / | Church |  | / n / | bin |
|  | / dʒ / | Judge |  | / ŋ / | coming |
|  | / f / | Leaf |  | / l / | larger |
|  | / v / | cover |  | / j / | View |
|  | / θ / | theater |  | / w / | Sweet |
|  | / δ / | this |  | / r / | carrot |

**Appendix 2: Interview guidance adapted from (Dewi et al., 2017)**

|  |  |
| --- | --- |
| **Number** | **Questions** |
|  | What semester are you in? |
|  | What is your mother tongue? |
|  | What is your foreign language? |
|  | Which English consonant(s) is/are the most difficult to pronounce? |
|  | What do you think the factors causing most of the Tegalnese accent “ngapak” of your pronouncing English consonant sounds? |

**Appendix 3: The questionnaire of factors causing English consonant interference adapted from Subandowo (2017); Wardani et al. (2019)**

Read the statement in the following table. Then, give your response to the statement by checklist (🗸) in the response column. SA=Strongly Agree, A=Agree, N=Neither Agree nor Disagree, D=Disagree, and SD=Strongly Disagree. Each item and their choices are then equated with a numerical value, where Strongly Agree is weighted 5 points, agree 4 points, Neither Agree nor Disagree 3 points, disagree 2 points, and Strongly Disagree 1 point.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Categories | Questions | Responds | | | | |
| SA  (5) | A  (4) | N  (3) | D  (2) | SD  (1) |
|  | High accent | My mother tongue affects the accuracy of my emphasis on pronunciation. |  |  |  |  |  |
| I always produce more air from my lungs when I pronounce English consonants. |  |  |  |  |  |
| I have difficulty pronouncing the sound /b/. |  |  |  |  |  |
| I have difficulty pronouncing the sound /d/. |  |  |  |  |  |
| I have difficulty pronouncing the sound /g/. |  |  |  |  |  |
| I have difficulty pronouncing the sound / dʒ /. |  |  |  |  |  |
| I have difficulty pronouncing the sound / δ /. |  |  |  |  |  |
| I have difficulty pronouncing the sound /p/. |  |  |  |  |  |
| I have difficulty pronouncing the sound /t/. |  |  |  |  |  |
| I have difficulty pronouncing the sound /k/. |  |  |  |  |  |
|  | School area | I use my mother tongue language in the classroom. |  |  |  |  |  |
| I use my mother tongue language when I talk to my classmates. |  |  |  |  |  |
| I use my mother tongue language when I talk to my teachers. |  |  |  |  |  |
| I use my mother tongue language outside the class. |  |  |  |  |  |
| My teachers use the Tegalnesse language when they teach. |  |  |  |  |  |
| I use Tegalnesse accents when I speak English in the classroom. |  |  |  |  |  |
| My classmates use Tegalnesse accents when they speak English. |  |  |  |  |  |
| My teacher uses Tegalnesse accents when they speak English. |  |  |  |  |  |
| I speak English with the native accent to my teacher at school. |  |  |  |  |  |
| I speak English with the native accent to my classmate at school. |  |  |  |  |  |
|  | Exposure | I don’t use English in daily communication. |  |  |  |  |  |
| I Study English only at school. |  |  |  |  |  |
| I studied English when entering junior high school. |  |  |  |  |  |
| I start studying pronunciation at university. |  |  |  |  |  |
| I only practice pronunciation in the classroom. |  |  |  |  |  |
| I use YouTube for practicing their pronunciation. |  |  |  |  |  |
| I use music for practicing their pronunciation. |  |  |  |  |  |
| I use the movie for practicing their pronunciation. |  |  |  |  |  |
| I use novels for practicing their pronunciation. |  |  |  |  |  |
| I focus more on other language features such as grammar, vocabulary, and tenses. |  |  |  |  |  |
|  | Motivation | I have personal goals for studying English. |  |  |  |  |  |
| I have personal goals for studying English pronunciation. |  |  |  |  |  |
| English is my second option when entering university. |  |  |  |  |  |
| I want to be as native as I can in English pronunciation. |  |  |  |  |  |
| I feel satisfied when I speak English with my Tegalnesse accents as long as it’s understandable. |  |  |  |  |  |
| I study English to get a better job, career, and experience. |  |  |  |  |  |
| I study English because I follow my friends. |  |  |  |  |  |
| I like English speaking class. |  |  |  |  |  |
| I like the English pronunciation class. |  |  |  |  |  |
| I study English to pass the exam. |  |  |  |  |  |
|  | Environment | Tegalnesse language is my mother tongue. |  |  |  |  |  |
| I live surrounded by Tegalnesse people. |  |  |  |  |  |
| People around me speak in the Tegalnesse language. |  |  |  |  |  |
| People around me speak with Tegalnesse accents. |  |  |  |  |  |
| English is my second language. |  |  |  |  |  |
| I live surrounded by English speakers. |  |  |  |  |  |
| My neighbors speak the English language. |  |  |  |  |  |
| My parents and family speak the English language. |  |  |  |  |  |
| My neighbors speak English with a native accent. |  |  |  |  |  |
| My parents and family speak English with a native accent. |  |  |  |  |  |
|  | High context culture | I often use no verbal communication. |  |  |  |  |  |
| I often use facial expressions in communication. |  |  |  |  |  |
| I often use the tone of voice in communication. |  |  |  |  |  |
| I often use gestures in communication. |  |  |  |  |  |
| I use indirect communication (known as berbelit-belit). |  |  |  |  |  |
| I use as few words as possible. |  |  |  |  |  |
| I often emphasize personal relationships in communication. |  |  |  |  |  |
| I use emotions in communication. |  |  |  |  |  |
| I often keep silent to agree. |  |  |  |  |  |
| I am often silent to keep my own opinions. |  |  |  |  |  |
|  | Low context culture | I mostly use verbal (words) communication. |  |  |  |  |  |
| I use direct communication. |  |  |  |  |  |
| I mostly avoid silence between conversations. |  |  |  |  |  |
| I keep talking whether I have anything to say or not |  |  |  |  |  |
| I use a logical approach. |  |  |  |  |  |
| I minimize the personal approach |  |  |  |  |  |
| I communicate to agree. |  |  |  |  |  |
| I mostly communicate to express my opinion. |  |  |  |  |  |
| I look at people's eyes when I talk to them. |  |  |  |  |  |
| I mention people's names when I talk to them. |  |  |  |  |  |

**Appendix 4: The Result of Validity Test of Students’ Anxiety Questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
| **No item** | **rxy** | **Rtable 5% (25)** | **Status** |
|  | 0.416 | 0.444 | Invalid |
|  | 0.390 | 0.444 | Invalid |
|  | 0.261 | 0.444 | Invalid |
|  | 0.304 | 0.444 | Invalid |
|  | 0.241 | 0.444 | Invalid |
|  | 0.183 | 0.444 | Invalid |
|  | 0.456 | 0.444 | Valid |
|  | 0.230 | 0.444 | Invalid |
|  | 0.286 | 0.444 | Invalid |
|  | 0.284 | 0.444 | Invalid |
|  | 0.374 | 0.444 | Invalid |
|  | 0.436 | 0.444 | Invalid |
|  | 0.079 | 0.444 | Invalid |
|  | 0.246 | 0.444 | Invalid |
|  | -0.311 | 0.444 | Invalid |
|  | 0.180 | 0.444 | Invalid |
|  | 0.160 | 0.444 | Invalid |
|  | -0.112 | 0.444 | Invalid |
|  | 0.290 | 0.444 | Invalid |
|  | 0.102 | 0.444 | Invalid |
|  | 0.170 | 0.444 | Invalid |
|  | -0.255 | 0.444 | Invalid |
|  | -0.087 | 0.444 | Invalid |
|  | 0.540 | 0.444 | Valid |
|  | -0.252 | 0.444 | Invalid |
|  | 0.664 | 0.444 | Valid |
|  | 0.247 | 0.444 | Invalid |
|  | 0.357 | 0.444 | Invalid |
|  | 0.455 | 0.444 | Valid |
|  | 0.453 | 0.444 | Valid |
|  | 0.438 | 0.444 | Invalid |
|  | 0.414 | 0.444 | Invalid |
|  | 0.596 | 0.444 | Valid |
|  | 0.573 | 0.444 | Valid |
|  | 0.170 | 0.444 | Invalid |
|  | 0.540 | 0.444 | Valid |
|  | 0.050 | 0.444 | Invalid |
|  | 0.198 | 0.444 | Invalid |
|  | 0.342 | 0.444 | Invalid |
|  | 0.063 | 0.444 | Invalid |
|  | 0.415 | 0.444 | Invalid |
|  | 0.348 | 0.444 | Invalid |
|  | 0.402 | 0.444 | Invalid |
|  | 0.405 | 0.444 | Invalid |
|  | 0.355 | 0.444 | Invalid |
|  | 0.238 | 0.444 | Invalid |
|  | -0.053 | 0.444 | Invalid |
|  | 0.400 | 0.444 | Invalid |
|  | -0.159 | 0.444 | Invalid |
|  | -0.121 | 0.444 | Invalid |
|  | 0.536 | 0.444 | Valid |
|  | 0.409 | 0.444 | Invalid |
|  | 0.401 | 0.444 | Invalid |
|  | 0.731 | 0.444 | Valid |
|  | 0.575 | 0.444 | Valid |
|  | 0.512 | 0.444 | Valid |
|  | 0.434 | 0.444 | Invalid |
|  | 0.460 | 0.444 | Valid |
|  | 0.167 | 0.444 | Invalid |
|  | 0.359 | 0.444 | Invalid |
|  | 0.098 | 0.444 | Invalid |
|  | 0.515 | 0.444 | Valid |
|  | 0.127 | 0.444 | Invalid |
|  | -0.155 | 0.444 | Invalid |
|  | 0.139 | 0.444 | Invalid |
|  | 0.476 | 0.444 | Valid |
|  | 0.497 | 0.444 | Valid |
|  | 0.097 | 0.444 | Invalid |
|  | -0.052 | 0.444 | Invalid |
|  | -0.126 | 0.444 | Invalid |

**Appendix 5: The Result of Reliability Test of Students’ Anxiety Questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
| **Case Processing Summary** | | | |
|  | | N | % |
| Cases | Valid | 20 | 100.0 |
| Excludeda | 0 | .0 |
| Total | 20 | 100.0 |
|  | | | |

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .810 | 70 |

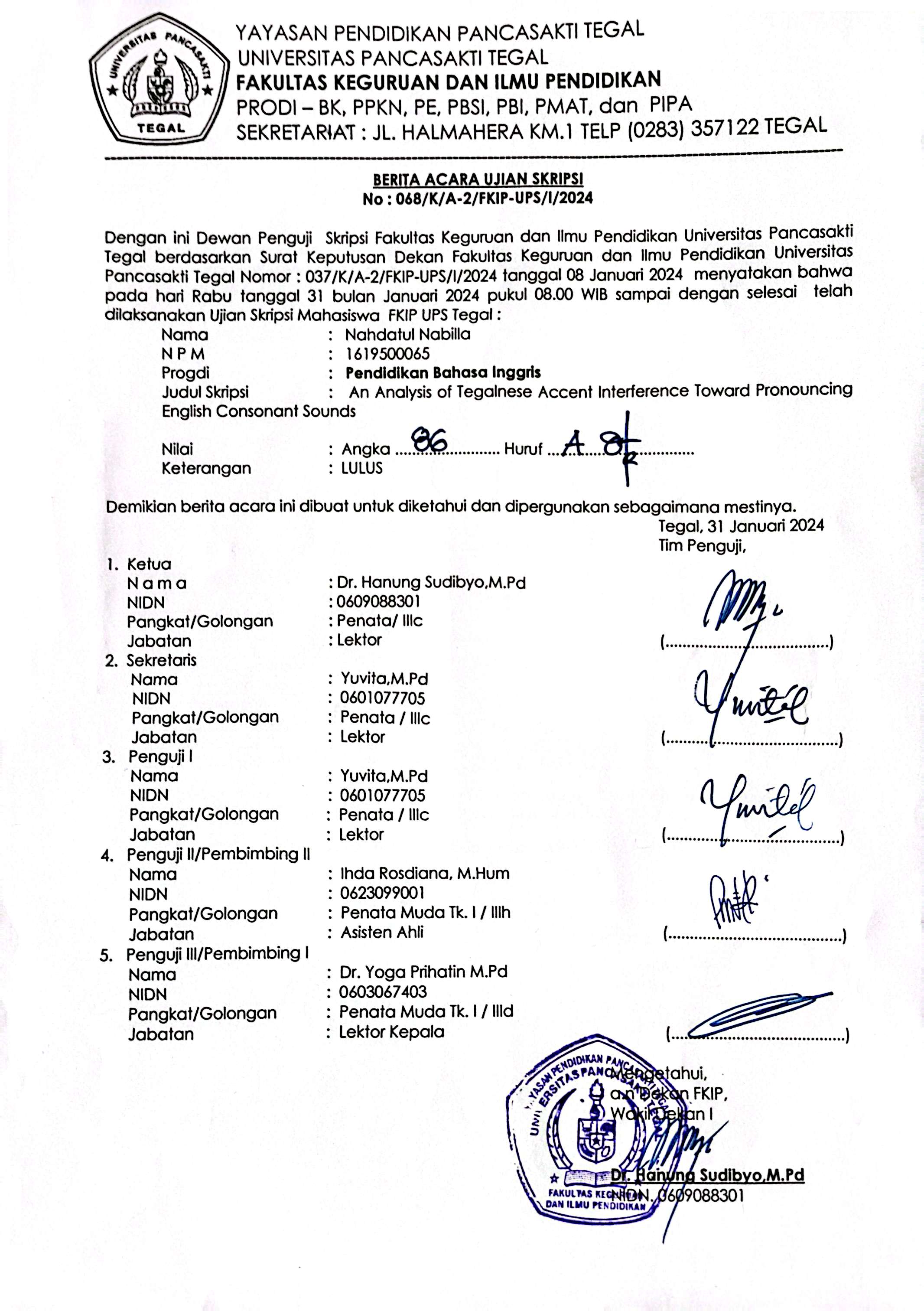
**Appendix 6: WhatsApp Voice Note Archive on Google Drive**

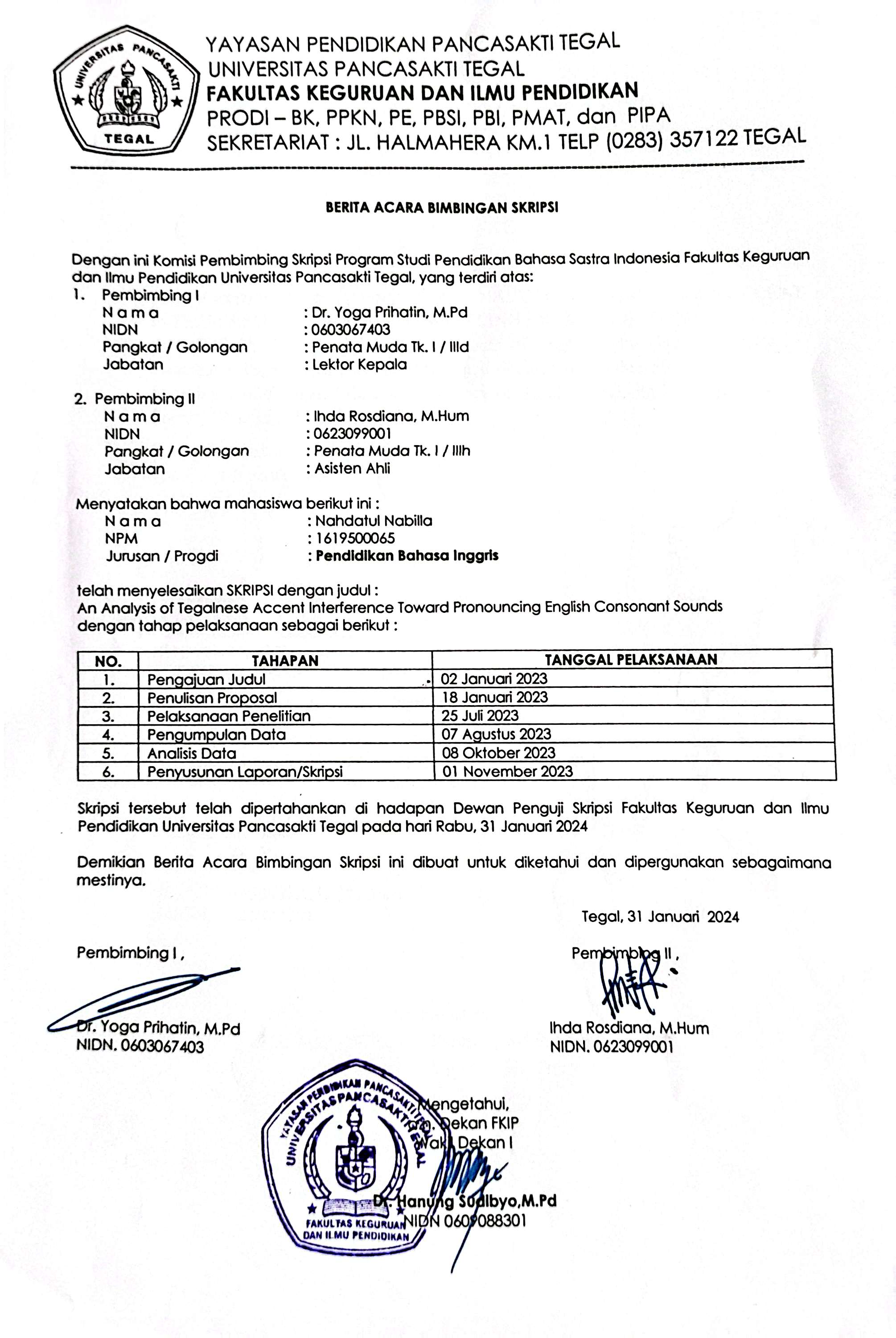
****

**Appendix 7: Scan Similarity Result**

****

**Appendix 8: Official Report**

****

****

**Appendix 8: Recording of respondents**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number | English words | Respondents | | | | | | | | | | | | | | | | | | | | Number of errors |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |  |  |
|  | happen | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | bathe | 🗴 | ✓ | 🗴 | 🗴 | ✓ | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 2 |  |
|  | prestige | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | harder | 🗴 | 🗴 | 🗴 | 🗴 | ✓ | ✓ | ✓ | 🗴 | ✓ | ✓ | 🗴 | 🗴 | 🗴 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 12 |  |
|  | Cabbage | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | Got | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 🗴 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 🗴 | ✓ | ✓ | ✓ | ✓ | ✓ | 18 |  |
|  | Church | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | Judge | 🗴 | ✓ | 🗴 | 🗴 | ✓ | 🗴 | ✓ | 🗴 | ✓ | ✓ | ✓ | ✓ | ✓ | 🗴 | ✓ | 🗴 | ✓ | ✓ | 🗴 | 🗴 | 11 |  |
|  | Leaf | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | cover | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | theater | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | this | 🗴 | ✓ | 🗴 | ✓ | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 2 |  |
|  | Mouse | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | Raising | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | cash | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | vision | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | happen | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | plum | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | bin | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | coming | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | larger | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | View | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | Sweet | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |
|  | carrot | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |  |

**Appendix 8: Student’s responses on valid and reliable questionnaires**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | |  | | | Exposure | | | | | | | | | | |  | |  |
|  | I have difficulty pronouncing the sound / δ /. | |  | |  | | | I start studying pronunciation at university. | | | | I use YouTube for practicing their pronunciation. | | | I use novels for practicing their pronunciation. | | I focus more on other language features such as grammar, vocabulary, and tenses. | |  | |  |
| **P1** | 4 | |  | |  | | | 4 | | | | 3 | | | 3 | | 4 | | 14 | | 4 |
| **P2** | 4 | |  | |  | | | 4 | | | | 5 | | | 5 | | 5 | | 19 | | 5 |
| **P3** | 4 | |  | |  | | | 5 | | | | 5 | | | 2 | | 3 | | 15 | | 4 |
| **P4** | 3 | |  | |  | | | 3 | | | | 4 | | | 2 | | 3 | | 12 | | 3 |
| **P5** | 3 | |  | |  | | | 1 | | | | 5 | | | 5 | | 4 | | 15 | | 4 |
| **P6** | 5 | |  | |  | | | 3 | | | | 4 | | | 2 | | 5 | | 14 | | 4 |
| **P7** | 1 | |  | |  | | | 1 | | | | 3 | | | 1 | | 3 | | 8 | | 2 |
| **P8** | 2 | |  | |  | | | 4 | | | | 4 | | | 2 | | 4 | | 14 | | 4 |
| **P9** | 3 | |  | |  | | | 4 | | | | 4 | | | 3 | | 2 | | 13 | | 3 |
| **P10** | 2 | |  | |  | | | 4 | | | | 4 | | | 2 | | 4 | | 14 | | 4 |
| **P11** | 4 | |  | |  | | | 3 | | | | 2 | | | 2 | | 2 | | 9 | | 2 |
| **P12** | 3 | |  | |  | | | 5 | | | | 4 | | | 2 | | 3 | | 14 | | 4 |
| **P13** | 3 | |  | |  | | | 2 | | | | 2 | | | 2 | | 3 | | 9 | | 2 |
| **P14** | 3 | |  | |  | | | 4 | | | | 4 | | | 3 | | 3 | | 14 | | 4 |
| **P15** | 1 | |  | |  | | | 4 | | | | 4 | | | 3 | | 4 | | 15 | | 4 |
| **P16** | 3 | |  | |  | | | 1 | | | | 4 | | | 3 | | 3 | | 11 | | 3 |
| **P17** | 2 | |  | |  | | | 4 | | | | 5 | | | 2 | | 3 | | 14 | | 4 |
| **P18** | 2 | |  | |  | | | 3 | | | | 3 | | | 3 | | 3 | | 12 | | 3 |
| **P19** | 3 | |  | |  | | | 4 | | | | 4 | | | 3 | | 3 | | 14 | | 4 |
| **P20** | 2 | |  | |  | | | 1 | | | | 3 | | | 2 | | 4 | | 10 | | 3 |
|  |  | |  | |  | | | 64 | | | | 76 | | | 52 | | 68 | |  | |  |
|  |  | |  | |  | | | 3,2 | | | | 3,8 | | | 2,6 | | 3,4 | |  | |  |
| Motivation | | | | | |  | | |  | | HCC | | | | | | | | | | | |  |  |
| English is my second option when entering university. | I want to be as native as I can in English pronunciation. | | | I study English to get a better job, career, and experience. | |  | | |  | | I often use no verbal communication. | | | I often use gestures in communication. | | I use indirect communication (known as berbelit-belit). | | I use as few words as possible. | | I use emotions in communication. | | |  |  |
| 5 | 4 | | | 4 | | 13 | | | 4 | | 3 | | | 4 | | 2 | | 4 | | 4 | | | 17 | 3 |
| 5 | 5 | | | 5 | | 15 | | | 5 | | 4 | | | 4 | | 4 | | 4 | | 4 | | | 20 | 4 |
| 3 | 5 | | | 5 | | 13 | | | 4 | | 3 | | | 5 | | 5 | | 5 | | 3 | | | 21 | 4 |
| 2 | 5 | | | 5 | | 12 | | | 4 | | 4 | | | 4 | | 3 | | 3 | | 4 | | | 18 | 4 |
| 1 | 5 | | | 5 | | 11 | | | 4 | | 3 | | | 5 | | 1 | | 2 | | 5 | | | 16 | 3 |
| 3 | 5 | | | 4 | | 12 | | | 4 | | 3 | | | 5 | | 5 | | 3 | | 5 | | | 21 | 4 |
| 1 | 5 | | | 5 | | 11 | | | 4 | | 2 | | | 2 | | 3 | | 3 | | 4 | | | 14 | 3 |
| 3 | 4 | | | 4 | | 11 | | | 4 | | 4 | | | 4 | | 2 | | 3 | | 2 | | | 15 | 3 |
| 1 | 5 | | | 5 | | 11 | | | 4 | | 1 | | | 3 | | 2 | | 3 | | 4 | | | 13 | 3 |
| 1 | 2 | | | 4 | | 7 | | | 2 | | 3 | | | 4 | | 3 | | 4 | | 2 | | | 16 | 3 |
| 2 | 2 | | | 1 | | 5 | | | 2 | | 2 | | | 2 | | 2 | | 2 | | 3 | | | 11 | 2 |
| 2 | 5 | | | 3 | | 10 | | | 3 | | 3 | | | 3 | | 3 | | 3 | | 3 | | | 15 | 3 |
| 2 | 4 | | | 4 | | 10 | | | 3 | | 4 | | | 4 | | 3 | | 4 | | 2 | | | 17 | 3 |
| 4 | 4 | | | 4 | | 12 | | | 4 | | 3 | | | 4 | | 3 | | 4 | | 4 | | | 18 | 4 |
| 4 | 4 | | | 4 | | 12 | | | 4 | | 3 | | | 3 | | 4 | | 5 | | 4 | | | 19 | 4 |
| 4 | 3 | | | 5 | | 12 | | | 4 | | 3 | | | 3 | | 3 | | 3 | | 3 | | | 15 | 3 |
| 3 | 5 | | | 5 | | 13 | | | 4 | | 3 | | | 4 | | 3 | | 3 | | 4 | | | 17 | 3 |
| 1 | 5 | | | 5 | | 11 | | | 4 | | 3 | | | 4 | | 1 | | 4 | | 3 | | | 15 | 3 |
| 2 | 4 | | | 4 | | 10 | | | 3 | | 4 | | | 4 | | 4 | | 4 | | 4 | | | 20 | 4 |
| 2 | 1 | | | 1 | | 4 | | | 1 | | 2 | | | 2 | | 1 | | 2 | | 2 | | | 9 | 2 |
| 51 | 82 | | | 82 | |  | | |  | | 60 | | | 73 | | 57 | | 68 | | 69 | | |  |  |
| 2,55 | 4,1 | | | 4,1 | |  | | |  | | 3 | | | 3,65 | | 2,85 | | 3,4 | | 3,45 | | |  |  |
| LCC | | | | | | |  | | |  | | |
| I use direct communication. | | I minimize the personal approach | | I communicate to agree. | | |  | | |  | | |
| 4 | | 4 | | 3 | | | 11 | | | 4 | | |
| 3 | | 4 | | 4 | | | 11 | | | 4 | | |
| 3 | | 3 | | 3 | | | 9 | | | 3 | | |
| 3 | | 3 | | 3 | | | 9 | | | 3 | | |
| 5 | | 3 | | 5 | | | 13 | | | 4 | | |
| 4 | | 5 | | 3 | | | 12 | | | 4 | | |
| 3 | | 1 | | 3 | | | 7 | | | 2 | | |
| 4 | | 4 | | 4 | | | 12 | | | 4 | | |
| 4 | | 2 | | 3 | | | 9 | | | 3 | | |
| 3 | | 4 | | 3 | | | 10 | | | 3 | | |
| 1 | | 3 | | 2 | | | 6 | | | 2 | | |
| 3 | | 2 | | 4 | | | 9 | | | 3 | | |
| 3 | | 2 | | 3 | | | 8 | | | 3 | | |
| 4 | | 4 | | 4 | | | 12 | | | 4 | | |
| 3 | | 3 | | 2 | | | 8 | | | 3 | | |
| 3 | | 3 | | 3 | | | 9 | | | 3 | | |
| 4 | | 2 | | 3 | | | 9 | | | 3 | | |
| 4 | | 2 | | 3 | | | 9 | | | 3 | | |
| 3 | | 3 | | 3 | | | 9 | | | 3 | | |
| 2 | | 3 | | 2 | | | 7 | | | 2 | | |
|  | |  | |  | | |  | | |  | | |
| 3,3 | | 3 | | 3,15 | | |  | | |  | | |