



A STUDY OF ENGLISH PRONUNCIATION OF THIRD AND FOURTH- YEAR
CAMBODIAN STUDENTS OF FACULTY OF HUMANITIES
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY BASED ON
LINGUISTIC APPROACH

PHRA SITTHICHON SIDDHIPAÑÑADHIVAMSO (SAMAPANYATHIWONG)

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

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2017



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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "A Study of Pronunciation of Third and Fourth year Cambodian Students of Mahachulalongkornrajavidyalaya University, Based on Linguistic Approach" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

(Phramaha Somboon Vuddhikaro, Dr.)

Dean of Graduate School

Thesis Examination Committee:

(Assoc. Prof. Dr. Wilaisak Kingkham)

Chairperson

(Assoc. Prof. Niltratana Klinchan)

Member

(Asst. Prof. Dr. Veerakarn Kanokkamlade)

Member

(Dr. Samorn Ketsom)

Member

(Dr. Narongchai Pinsaimoon)

Member

Thesis Supervisory Committee:

Assoc. Prof. Niltratana Klinchan

Chairperson

Asst. Prof. Dr. Veerakarn Kanokkamlade

Member

Researcher:

Phra Sitthichon Siddhipaññadhiwongso

(Samapanyathiwong)

Thesis Title : A Study of English Pronunciation of Third and Fourth-year Cambodian Students of Faculty of Humanities Mahachulalongkornrajavidyala university Based on Linguistic Approach.

Researcher : Phra Sitthichon Sitdipaññadhivamsō (Samapanyathiwong)

Degree : Master of Arts in English (International Program)

Dissertation Supervisory Committee:

: Assoc. Prof. Nilratana Klinchan,
B.A (English), M.A. (Political Science)

: Asst. Prof.Dr. Veerakarn Kanokkamalade,
B.A. (English), M.A. (Linguistics), Ph.D. (Linguistics)

Date of Graduation : June 18, 2018

Abstract

This thesis entitled “ A study of English Pronunciation of Third and Fourth-Year Cambodian Students of Faculty of Humanities Mahachulalongkornrajavidyala university Based on Linguistic Approach” comprises three objectives: 1)Study English pronunciation of the third and four year of Cambodian students from the Faculty of Humanities, Mahachulalongkornrajavidyala; 2) To study the problems of English pronunciation of the third and fourth year Cambodian students of Faculty of Humanities, Mahachulalongkornrajavidyala; 3) To propose the ways of improving English pronunciation of the third and fourth year of Cambodian students of Faculty of Humanities, Mahachulalongkornrajavidyala. This research is a qualitative method. The population and sample of this study were 10 third-year and 10 fourth-year students from Cambodia that were studying at Mahachulalongkornrajavidyala University majoring in English. The data collection in the study was carried out with English pronunciation tests investigating the problems of English pronunciation concerning: consonants, vowels sound, word stress, sentence stress, and intonation for statements and yes/no questions. In addition to these, questionnaire and interview were used in the study. The data collected were analyzed by means of percentage.

Results of the study were as follows:

From investigation researcher can summarize to understanding what is the part that respondents have much problems of pronunciation; the first part that respondents have much wrong answers is Consonant sound (Ch,Sh) final sound, the respondents have wrong 93 times. The second is the part of Consonant sound (Ch,Sh) and testing of Vowel sounds both are equal respondents could pronounce incorrectly for 89 times. The third part that is Word stress two syllables the respondents pronounce incorrectly for 69 times. The fourth is the part of Word stress Three syllables the respondents pronounce incorrectly for 40 times. And the fifth that is consonant sounds (F and V) final sound the respondents have the problem about pronunciation, they have wrong pronunciation for 36 times. The sixth that respondents have problem about pronunciation is the part of Sentences stress 31 respondents pronounce incorrectly. The last is the part of Intonation Statement Yes, no question this is the part that the respondents have the problem about the pronunciation lowest, only 23 incorrectly. From testing the part that respondents have most problems is the part of consonant sound (ch,sh) final sound.

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Chapter I

Introduction

1.1 Background and Significance of the Problems

There are some of people in the world can speak English well, if they can speak well that mean they have to practice by themselves when they were children or they may be see how English important because they know English is very the big problems for them and they have to speak English for communication with people in the world. But sometime they learn English speak to in society or group of people. Usually humans like to speak their mother tongue because it is easy to use. On the other hand those who learn to speak the second language it seems too difficult to read and to try. Furthermore, studying English is development skills in English learning especially pronunciation or speaking skill because pronunciation skill it is very important for students to practice speaking and listening every day. Speaking skill very necessary for everyone to learn English for pronunciation and listening skills both of these skill very important for students who learn to practice speaking English in their daily life, it is like the first step of learning language the you have to try to listen and pronounce every day. You can start little by little such as greeting your friend: good morning, how are you? how is your life? Did you sleep well last night? Have a good dream? etc.

For good pronunciation it should come from the knowledge of English learning. When students come to study English with native speaker it will easy to understand the meaning on the right way because pronunciation very important to study for learners who are starting to speak or for the learners who start to pronunciation in English. Anyway, studying involve the words and sentences of pronunciation the audience will understand or not depend on the senders they can pronounce those words clearly and correctly or not. In this case researcher wants to emphasize pronunciation of English language for learners who study pronunciation

point out to senders they probably not pronounce clearly so that impossible for receiver to understand the point of communication. In fact, there are many kinds of media can help us for develop English pronunciation in the present such as television, internet line, face book; audiovisual aids etc, all of media are useful for English pronunciation.

Actually, researcher wants to emphasize in this research which remembering English vocabularies sound because we have to learn to understand consonants and vowels of English, so when you have to study you should remember in your brain. There are many consonants and vowels in English you have to know but and distingue feature such as stress and intonation you have to know and understand already, otherwise you will make it wrong for pronunciation obviously. There is some little bit different sound between English and American, such as the vowel sound of English "Ask" pronunciation /a:k/ but in American English sound rather (oa) in American English sound quit difference, there are many sound symbols to show as the sample that researcher will show in the 4 chapter concerning linguistic.

According to, Biyaem,¹ teachers face to face many problems in English language, for instance, inadequately equipped classrooms and educational technology .In this cause researcher wants to talk about the people who can speak English perfectly in their daily life unless native speaker, even though most of country in the world they speak English as the native speaker for example English land, or American they can understand but they may can understand you like a child trying to speak English in second language. Howatt and Dakin² state that “listening is the ability to identify and understand what others are saying. They understand you because they are the native speaker they know every word you had spoken, Moreover

¹Biyaem, Suda., **Learner Training: Changing roles for a Changing World, Educational Innovation for Sustainable Development**, (Bangkok: UNESCO Principal Regional Office for Asia and the Pacific. 1997), p. 169.

²Howatt A., and J. Dakin, **Language laboratory materials**, ed. J.P.B. Allen, S. P. B. Allen, and S. P. Corder, [Online]. Resource: /4070728/SOME_PROBLEMS_IN_LISTENING_COMPREHENSION <http://www.academia.edu> [October 5, 2014,].

Punthumasen³ found that most of students do not want to learn English because they find themselves while they are studying English, so students think that sometime teaching method makes student boring to study English subject. Sometime native speakers they know you're speaking English wrong but, in their head, you may be like a child who practices to speak, if your speaking skill it doesn't too bad they have to tell actually how-to pronoun these words. That is the reason why I want to indicate pronunciation Sharma & Barrett,⁴ 2007. "Technologies is not a panacea that can replace language teachers and face-to-face classrooms, it is something that can be used to enhance language learning". Self-access learning center promote the approach whereby students study independently choosing from among different resources that are available. It very important for everybody whoever wants to speak English correctly and clearly?

How to practice pronunciation it is very important question there are many tools of pronunciation according to Porges, Stephen W⁵ states that, Communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. We can't remember all of word, so that it will easier for us to understand and pronoun the surely we will know how about the consonants and vowel and the symbol of phonetics sound. This guide will help you to understand and use the pronunciation symbols but Harryman, Kresheck, and Nicolosi⁶ stated that communication is any means by which an individual relates experiences, ideas, knowledge, and feelings to another. So communication can be expressed through both speech and gestures. In British pronunciations given are those

³Punthumasen P., **International Program for Teacher Education: An Approach to Tackling Problems of English Education in Thailand**, (3rd UNESCO-ACEID International Conference, Bangkok: UNESCO Principal Regional Office for Asia and the Pacific. 2007), pp. 9-15.

⁴Barrett B, & Sharma, P.,**The internet and Business English**, (Oxford: Summertown Publishing Ltd, 2005), p. 1.

⁵Porges, Stephen W., **The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-regulation**, (New York: W W Norton & Company, 2011), p. 31.

⁶Harryman E, Kresheck J, & Nicolosi L.,**Terminology of Communicaiton Disorders**, (Pennsylvania: Williams & Wilkins Media, 1996), P. 19.

of younger speakers of General British. This includes RP (Received Pronunciation) and a range of similar accents which are not strongly regional. The American pronunciations chosen are also as far as possible the most general (not associated with any particular region). The British pronunciation is given first. There are different sounds in English I'll show you only some example of the maybe weak form and strong form that we can pronoun in different way for pronunciation in English language that you should know. Even speaking is importance but listening also importance David Nunan and Lindsay Mille⁷, on the other hand, defined listening is essential not only as a receptive skill but also to develop of spoken language proficiency.

We should have listening skill Robbins⁸ defined active listening skills to enhance successful communication as an essential mentoring skill. Linguistics analyzes human language as a system for relating sounds or signs in signed languages and meaning. Phonetics studies acoustic and articulator properties of the production and perception of speech sounds and non-speech sounds according to⁹.Zakahi, Walter The purpose of public speaking can range from transmitting information or telling a story to motivating people to act.

Linguistics also includes non-formal approaches to the study of other aspects of human language, such as social, cultural, historical and political factors. The study of cultural discourses and dialects is the domain of sociolinguistics, which looks at the relation between linguistic variation and social structures, as well as that of discourse analysis, which examines the structure of texts and conversations. Research on language through historical and evolutionary linguistics focuses on how languages change, and on the origin and growth of languages, particularly over an extended period of time.

⁷David Nunan and Lindsay Miller., **New Ways in Teaching Listening**, (Bloomington IllinoisUSA: Pantagraph Printing, 1995), p. 167.

⁸Robbins S., **Management**, (New Jersey: Prentice Hall, Inc., 1991), pp. 5-39.

⁹Zakahi, Walter., "**Communication Education**", **West Virginia: Speech Communication Press**, (Bradley University alumnus seniorvice president of academic affairs, 1988), p. 53.

1.2 Objectives of the Study

1.2.1 To study English pronunciation of the third and fourth year of Cambodian students from the Faculty of Humanities, Mahachulalongkornrajavidyalaya.

1.2.2 To study the problems of English pronunciation of the third and fourth year Cambodian students of Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi District, Ayutthaya Province.

1.2.3 To propose the ways of improving English pronunciation of the third and fourth year of Cambodian students at the Faculty of Humanities, Mahachulalongkornrajavidyalaya.

1.3 Statement of Research Questions

1.3.1 What is the English pronunciation.

1.3.2 What are the problems of English pronunciation.

1.3.3 What are the ways of improving English pronunciation.

1.4 Scope of The Study

This research is aimed at the ability of using English to communicate correctly, especially with students who come from Cambodia, and includes the limitation as follows.

1.4.1 Content: This research concerns an ability of English pronunciation of Cambodian students who study the third and fourth year, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya Province.

1.4.2 Area: This research focuses on the area at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya Province.

1.4.3 Population: Cambodian students who study in the third – fourth year at Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya Province.

1.4.4 Time: This research will take five months to collect the data starting from 1 November, 2016 to March, 2017.

1.5 Definition of Terms used in this Study

This research studies about pronunciation and there are some definitions as the following.

The problem of English pronunciation: aims at the pronunciation of Cambodian students who study in the third and fourth year, at Foreign Languages Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya Province.

Cambodian students: means students who come from Cambodia and they are studying third and fourth year, at Faculty of Humanities.

1.6 Literature Review and Research Works Concerned

Even though speaking skill is the most important skill but we have to bear some foundation about listening skill. Healey ¹⁰et. al. said Bad teaching will not disappear with the addition of even the most advanced technology; good teaching will benefit from appropriate method to use technology to help learners to achieve their goals. Many countries tried to use modernize their equipment, they usually spend large amount of technology and then to prove the positive effects of integrating technology for language teaching. Still, there are many teachers who still have been not interested to teaching the language with appropriate technologies.

Horwitz and Cope¹¹ mention that foreign language anxiety consist of three components: communication apprehension, test anxiety and fear of negative evaluation. Firstly, communication apprehension in foreign language anxiety refers to “a type of shyness characterized by fear and anxiety about communicating with people” (Cubukcu, 2007)¹². Cubukcu also states that “communication apprehension in foreign

¹⁰Healey, Deborah et. al., **TESOL Technology Standards Framework**, (Virginia: Teachers of English to Speakers of Other Language, Inc., 2008), pp. 14851-14869.

¹¹Horwitz E. K Horwitz, M.B, & Cope J., “Foreign language classroom anxiety,” **The Modern Language Journal**, Vol.78, No.2, (November, 1986) : 125-132.

¹²Cubukcu, F., “Foreign language anxiety”, **Iranian Journal of Language Studies**, Vol.1, No.2, (April, 2007) : 133-141.

language learning derives from personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood; that is why many talkative people are silent in the class " Secondly, test anxiety refer to an unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluation situations " (Dusek, 1980, p.88)¹³. Finally, fear of negative evaluation refers to "apprehension about others' evaluations, avoidance of evaluative situations and expectation that other will evaluate them negatively" (Cubukcu, 2007)

1.7 Research Methodology

1.7.1 Research design

This research study is qualitative and focusing on improving English pronunciation aiming at interview with the respondents, at Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya province. Qualitative Research method will be used for this study.

1.7.2 Population and sample group.

Population includes 10 third year students and 10 fourth year students from Cambodia, at the Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.7.3 Conceptual Framework

This research aims to:

Study the pronunciation of Cambodian students at faculty of humanities, Mahachulalongkornrajavidyalaya University, Wangnoi District, Ayutthaya Province.

Find out the ways to improve English pronunciation of Cambodian students at faculties of humanities, Mahachulalongkornrajavidyalaya University, Wangnoi District, Ayutthaya Province: based on linguistic approach.

1.7.4 Research tools

¹³Dusek, J. B., **The development of test anxiety in children**, (NJ: Lawrence Erlbaum, 1980), pp. 43-54.

This research is a qualitative and the tools of collecting data include interview, testing form. The testing form include personal information of informants. This part involves the background of participants, including their gender, age, year of the study and experience in English classes and not lower than 20 years of age, able to use English communication.

Part 2: Testing of English pronunciation.

1.7.5 Data collection

To begin with, the researcher sends a letter to the head of Department of Foreign Languages, Faculty of Humanities, in order to collect data from Cambodian EFL students, the third year and fourth year class. When the request is approved, researcher will go to meet the head of Department of Foreign Languages, faculty of Humanities, MahachulalongkornrajavidyalayaUniversity. After the head of Department of Foreign Languages, Faculty of Humanities gives permission then the collection will be started.

The structure interview is distributed to EFL students each class from the third year to fourth year for data collection. There are the words and sentences for this research study. After they completed the interview, researcher will collect and combine all together. Then, the researcher will check all again for their absoluteness after that, the analysis will be started for the result.

1.7.6 Content Analysis

After finishing an interview with the participants, the researcher will analyze the data.

1.8 Expected Benefits

1.8.1 Knowing English pronunciation of Cambodian students who are studying in the third and fourth year class.

1.8.2 Knowing the problems of English pronunciation of students.

1.8.3 Knowing the ways to improve English pronunciation.

Chapter II

Literature Review and Research Works Concerned

This research study involves pronunciation and improves the problems of English pronunciation or English-speaking experience of Cambodian students in the third year and fourth year class Bachelor of Arts at Faculty of Humanities Mahachulalongkornrajavidyalaya University. This chapter will review the literature related to English speaking or English pronunciation and the way about how to improve English pronunciation skill, therefore knowing the problems is very necessary for us to express the definition of English speaking, characteristics of speaking, and the importance of English speaking because we're not native speakers and we use English as a second language about how we could improve our English speaking by using activities.

Moreover, it still had an importance to study about students' attitude because the research will point out the problems of English speaking and try to find out the way to improve cause of problems related to English speaking or the weakness of speaking. Finally, the research reviews the previous studies of English speaking problems. Before we will understand the problems firstly we have to know about how to pronounce English on the right way, when we know the truth of the problems that are the ways to find out the problems that is why researcher says like that before we will solve the problems we have to know first, so researcher has to be based on other researches concerned.

Before researcher will solve the problems, we have to know the problems first because if we don't know at all or we don't know about research work concerned with the problems, absolutely we can't solve it and we won't know the reality of the problems we are not able to solve them, so in this chapter the researcher will take

information in various ways about pronunciation or speaking theories to support the concept and give more information about studying the problems and find out the way of the problems.

This section can be divide into two parts following:

2.1 Theories of English pronunciation

2.2 Research Work Concerned

2.1 Theories of English pronunciation

For new learners, the most important skill to make pronunciation or English speaking because this skill will show your ability of learning language, as you know we study English as a second language, so that why this skill is the most significant for learners to find the business or to get the better jobs. Anyway, speaking still have some main point we have you to emphasize for pronunciation correctly according to Tipaporn Pasaree said, the correlation of spelling and pronunciations is one of the main problems confusing foreign students who learn English as a foreign language. Some letters have more than one sound. The letter "c" and "g", for example, have two sounds, the former sounding like /k/ in "cat," and like lsi in "excite" while the latter sounding like lg/ in "game" and like lji in "giant." Some English words can be pronounced in two ways. For instance, "bow" can be pronounced as /haul and /boul; "lead" can be read /li:d/ and /led/, and "tear" can be either ltl3rl or ltorl . Some pairs of words are spelled alike but sound differently.¹

That is why teachers have to teach their student about pronunciation or speaking skill, so the ability of speaking it look hard for them to speak out, according to Bashir claim, "Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words."²

¹Tipaporn, Pasaree, "A study of the pronunciation problems in English final sounds of students at PhosaiPittayakarnschool, UbonRatchathani province.", **thesis M.A;** (UbonRachathaniRajabhat University, Thailand,2003), p,10

² Bashir,M.,Azeem, M., & Dr. Dogar, Ashiq H. "Factor Effecting Students' English Speaking Skills." *British journal* Vol.2 No.1 (February,2011): 2046-9578.

Even though speaking skill is the first skill after listening skill, but we can know our ability language by using speaking and make other person understand according to Bygate said, "Speaking in a second language (L2) involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends from language in its typical grammatical, lexical and discourse patterns."³ Speaking skill very importance that's the truth, but before we can speak absolutely we have to know about the basic grammar or the basic form of grammar, because whenever you can speak that is mean you can arrange the basic pattern of grammar structure.

The beginner will try to follow the speaker whoever they can hear the maybe follow even personality, attitude, and native/non-native of speaking according Louma, said "The speech can be and obvious image of speaker. Speed, pausing, variations in pitch, volume, and intonation may also create a texture of their utterance that encouraged and improves what they are saying. The sound of people's speech is significant because it is used for assessing speaking, and people tend to judge whether the speaker has native/non-native status depending on his/her pronunciation."⁴

According to Bashir. "There are three kinds of speaking situation in which we find ourselves; interactive, partially interactive, non-interactive." Face to face conversations and telephone calls are cased of interactive speaking where speech from the conversation partner, so speaking includes producing and receiving and processing information.⁵ The three kinds of speaking is very importance especially the second like a speaker and audiences they can participate in the half way support that when the speaker is speaking the audience can ask the question while the speaker is speaking and non-interactive like a recording the sound from radio the third situation the audience can't

³Bygate, M.**Speaking(1th ed.)**, (New York, NY: Oxford University Press.,1987),p.14

⁴Louma, S., **Moti vating Students' Speaking Skill through Simulation in English for Specific Purpose**, 1 st, (Mae FahLuang University International Conference, Thailand.,2014), pp. 9-10

⁵ Bashir,M.,Azeem, M., & Dr. Dogar, Ashiq H., "Factor Effecting Students' English Speaking Skills."British journal Vol.2 No.1 (1,2011): 2046-9578.

contact with speaker. Anyway, three types of situation very importance for speaker because has to speak clearly and correctly to makes their audiences to understand.

According to Noi's he has wrote in his book about speaking, as a process whereby two or more persons engage in reciprocal interaction."⁶ Nobody can speak with their own, absolutely they have to speak with other two or more persons to speak together. Why speaking with people, it likes abut engage in reciprocal interaction because while speaker is speaking with their audience speaker has to try to improve themselves about pronunciation their media while speaker is speaking the audience have to try to get some main point that importance for them to get the knowledge and the importance information.

2.1.1 Characteristics of pronunciation

Speaking skill very importance and necessary for communication with others. According to Chaney, "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".⁷ We have many ways to contract or communicate with other such as body language and writing but sometime some people still confuse about those, we have easier to understand directly and correctly. Anyway, they will understand much or few depend on their experience. According to Florez& Ann, the form and the meaning of speech are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking.⁸ Even though the contexts very importance but the way to send the information to audience is more importance.

⁶ Noni, N. **A hybrid of Face to face teaching and computer assisted language learning (CALL) to improve students' English Achievement based on Individual Learning Differences.** (Post Graduate Study Program. Hasanuddin University), 1994.

⁷ Chaney, A.L. and Burk, T.L. (**Teaching Oral Communication in Grades K-8.**, Boston: Ally & Bacon, 1998), p. 13

⁸ Florez, C. & Ann, M. **Improving Adult English Language Learners' Speaking Skills.**(National Center for ESL Literacy Education 1999),p.4

There are sub-skills to help speaker send information to audience understand such as speaking or pronunciation and fluency Kenworthy claims English pronunciation has various components such as sounds, stress, and variation in pitch, and the learner needs to understand the function of these as well as their form. Once learners are aware that English words have stress pattern.⁹ Firstly, before we can speak students need to know about pronunciation on their ways. In fact, Florez& Ann they suggest that speaking skill should be include the following skills.

1. Producing the sounds, stress patterns, rhythmic structures, and intonations of the language.
2. Using grammar structure accurately
3. Assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relation of participants, interest levels, or different if perspectives.
4. Selecting vocabulary that is understandable and appropriate for the audience, the audience, the topic being discussed, and the setting in which the speech act occurs.
5. Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension.
6. Using gestures or body language.
7. Paying attention to the success for the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammatical structures to maximize listener comprehension and involvement.

2.1.2 The importance of pronunciation

There are many characteristics in human being and the one of those ability that is communication or speaking, human being we have a striking characteristic that is exchanging information or communication, other animals they can't share the experience

⁹Kenworthy, Joanne, **Teaching English Pronunciation**, (New York:LoangmanHanbook for Language Teachers Series,1987), p. 27.

by talking directly but human we can share everything we know to our children to our student that is the reason why human difference from animal.

Even though human we have a striking characteristic is communication but is not enough so we have develop skills for save our information that are writing, listening, and reading skill to save or information in case we can't remember information we have spoken, Every skill are importance because each skill support each other, but the most importance skill is skill for communication because when you can speak English it seem you're opening your opportunity to get the high class or like you're opening your chance to get a better job. Here is simple how importance for speaking skill and other skill. According to Allen and Corde, "Speech is the primary medium in that it is order and more widespread the writing, and children always learn to speak before the learn to write."¹⁰

Teaching English speaking is the most importance point we have to focus because it is the most importance skill we have to use even in the class room, speaking it is skill we have to use for communication and it should be the first essential of learning English. The first step of speaking is pronunciation because it will be easier for learner to talk with other or speaking in class. According to Harper observes that beginners have the most difficulty in learning a new sound system,¹¹ and the good pronunciation will help students to communicate effectively in classroom or join any activity.

Students will be more confidence if their pronunciation excellent, so a good pronunciation will develop effective of interaction of learners, if the learners they have more confidence they will repeat or their interaction will change the may give more answer, other way learning English should consist other skill also even though relationship. Cayer, Green and Baker focus on the relationship between learning speaking and learning other language skill. However, it is obvious that teaching speaking is ignored. It is claimed

¹⁰ Allen, J., &Corder, S., **Paper in Applied Linguistic**, (Oxford: oxford University Press. 1975), p.26

¹¹ Harper, A. **Call based pronunciation exercises and their Effectiveness for Beginning ESL learners**. (Centre for Modern Languages and Communications Multimedia University 1983.), p 15

that “speaking is the heart of second language leaning, despite it is important; speaking was until recently largely ignored in schools and universities.”¹²

2.1.3 Learning pronunciation English as a Foreign Language

The important one of issues in English language is the problem of learning English EFL (English as a foreign language) speaking skill because is not easy task, so learners who are considering that it is the big problem or here is the critical for functioning in English language learning. Furthermore, in real situation we use oral for communication or while we are using ESL (English as a second language) one of the most common or complicate activities. Oral communication or pronunciation we have to consider before using English language, nowadays people who speaks English fluently because they have to develop their English all time for communication. According to Lertdow Sayankenaforeign students often find certain English consonant sounds difficult to pronounce, this may point to the fact that such problem sounds do not occur in their native language.¹³ Event though, students try to pronounce correctly, but the problems still about their mother tongue for learners who studies English in second language.

According to Bygate, training students to use the language is one of the main problem in ESL learning. ¹⁴Actually, learning English students have to know the basic of learning that mean you have to practice for four skills, but the real basic is knowing about rules of grammar and amount of vocabulary because those are the tool of pronunciation English correctly. There are many things in speaking are worthy to be included in learning the foreign language for example, teachers should evaluate their learner’s ability to pronunciation or speak by encouraging them to say something though giving them try to practice about speaking or oral exam for them.

¹²Caryer, R Green. J. & Baker, E. **Listening and Speaking in the classroom: A Collection of Reading.** (New York: The Macmillan Company,. 1971), p. 12

¹³Lertdow Sayankena. **English Phonology,** (Mahasarakham :Mahasarakham University, 2000), p. 25

¹⁴Bygate, M., **Speaking (1sted.),** (New York, NY: Oxford University press, 1987), p.4

Richards said that, “the mastery of speaking skills in English is a priority for many second- language or foreign- language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel that they have improved in their spoken language proficiency.¹⁵ Because English pronunciation very importance so he also started oral skills have nowadays been in EFL/ELS course though the best way of learning speaking skill is to focus on the methodological debate. The learners should take advantage of different of learning language by focus on characteristics of oral interaction for example, topic management, and the questioning strategies. In addition, they have to use indirect approaches such as group work, task work, and other strategies.

According to Penny Ur who said English speaking is the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are the speaker of that language.¹⁶ Bashir et al said that the large numbers of language learners have to have the vision about speaking ability is the measure whether or not the speaker knows a language. Those learners explain fluency that is the ability to speak with other more than ability to read, write or understand what they hear. For them, the most important skill is speaking skill they need to have their advancement in learning a language is assessed by their accomplishments in spoken communication.¹⁷ He also added that speaking involves three areas of knowledge that have to be known by language such as;

¹⁵ Richards, J.C, & Rodgers, T., **Approaches and Methods in Language Teaching(2ed.)** (New York: Cambridge University Press, 2001), p. 19

¹⁶ Penny Ur, **A Course in Language Teaching Practice and theory**, (Cambridge: Cambridge University Press, 1996), P. 23.

¹⁷ Bashir, M. Azeem, M., & Dr. Dogar, Ashiq H. Factor Effecting Students’ English Speaking Skills". **British Journal of Arts and social sciences**, ISSN: Vol.2 No.1 British (Journal Inc.February, 2011.) p. 2046-9578.

1. Mechanics (pronunciation, grammar, and vocabulary): The right words, the proper order, and the correct pronunciation are what are used.

2. Functions (transaction and interaction): Language learners need to know when the message should be clear (transaction/ information exchange) and when they do not need to comprehend every single word (interaction/relationship building).

3. Social and cultural rules and norms (turns, speed of speech, length of pauses between speakers, and roles of participant): Learners should pay attention to the speaker, to whom he/she is speaking, in what context, about what, and for what reason.

Mhlamah stated that pair-work, group-work and informal chat are some interaction activities that would help students to be engaged in the classes.¹⁸ He also suggested the teachers about motivate ability of students by using pair-work or group-work to make student interest about pronunciation or speaking maybe you chat informal in chat box, or you maybe give the free mark by giving the question and let them answer question that involve in the curriculum.

Anyway, Evans and John state, “in communication practice, it is better {that} the students are divided into pair and group for the big size of the class, and then making some question and responding is obtained from the other groups” they also said that, “Based on the experts, oral communication practice well be better if the interaction is involved in pair and group work. The students will be free to express their own ideas and build the sentences.¹⁹” That’s the strategy of giving question. There are many ways to motivate students to create their own ideas such as using pair-work or group – work or video to make they feel about that according to MacWilliamAs regards the interpretative value inherent in a medium such as video, pairing students to co-view makes sense.²⁰

¹⁸Malamah, A. T, **Classroom Interaction**, (Oxford University Press, 1987),p.12

¹⁹ Evans, T. D & John, M.A. **Developments in English for Specific Purpose**, (Cambridge University Press, 1998), p.199

²⁰MacWilliam, I., "Video and language comprehension". **English Language Teaching Journal**, 40(2), (April,1986): 131-135, 04,

Nowadays, pronunciation very importance for students whom try to speak English, even though studying in class very important using media to develop ability of student importance also, because it will make students to express their ability about speaking.

Richmond et al. Claim that in order to make the student keeps talking, asking questions and responses is the good way to achieve, but instructors need to not make answering question as a threatening experience. Students who are suffering from a high level of communication apprehension will probably answer “I don’t know” to avoid any embarrassment. Any student will be embarrassed if they were asked some question they can’t answer.²¹ So if any student who don’t want to join we should not force, because they should participate by themselves. Anyway, giving opportunity to participate should be only for those who volunteer may limit interaction to the extroverted students. Hence, teacher should consider for what reason they insist forcing students to answer question when they don’t want to.

So, Richmond et al. propose that learning through small groups and exchanging questions and responses among them will give sufficient opportunities for students to express their ideas without fear. Classroom discussion can often be increased by use the “buzz group” which are small group of students who discuss a question among themselves, and then they give their response to the class as a whole. So, teacher has the big responsibility in creating a proper atmosphere and suitable techniques for communicative language teaching (CLT) class to make the learners have fun while involving their speaking activities. Actually, In CLT model, instructors help their students in improving their knowledge for real-life communication through practice. After, the students would have the capacity to produce grammatically correct and logically connected sentences in particular contexts with acceptable and comprehensible pronunciation.

²¹ Richmond, V.P., Wrench, J.S & Gorham, J., **Communication, Affect. And Learning in the Classroom** (3rded.). (United States of America, 2009),pp.32-34

2.1.4 Using Activities to improve English pronunciation

Learning English it doesn't students have to sit on chair and listen everything that teach has said, we should have some motivation to makes students active themselves as suggestion by Harmer, speaking activities enable student to practice discussions which take place outside the classroom from free discussions.²² He maintains activity about speaking provide feedback for both teacher and student in the sense that teach can assess the strengths and problems of students for pronunciation or speaking skill so why pronunciation very important for teachers to teach students effectively According to Tipaporn Pasaree, One of the effective ways for teaching pronunciation is to show the students some authentic materials, pictures or action along with correct pronunciation of those words. For example, the teacher shows a glass and grass, and then pronounces both of them clearly and loudly. Repeating those words clearly will enable students to discriminate the letters and their sounds.²³ Improving English pronunciation students have many ways to improve themselves. According to Wu Xun, they maybe watch English TV programs, listen to music or go to cinema. They like to do this outside English listening. Students are fond of English and realize the importance of English in society and for their future. The students with high level English. They find that various English language outside the classroom than students with low level English. They find that various English practice activities, as they encounter it outside of school are of great importance for the improvement of Their English.²⁴

²² Harmer, J. **The practice of English Language teaching (3rd impression, 1992), English**, (Longman. United States, 1991), p.4

²³Tipaporn Pasaree,**A study of the pronunciation problems in English final sounds of students at PhosaiPittayakarnschool**, (UbonRatchathani province. (Master of art graduate school: UbonRachathaniRajabhat University, Thailand,2003), p,15

²⁴Wu Xun, "A Survey Study of students' Perceptions of Outside English Listening Habits at DipangkornWittayapat School in Bangkok, Thailand", **Research Paper**, (Teaching English as a Foreign Language, Language Institute: Thammasat University, 2012), p.2.

Moreover, Del Spafford said activity is based on the fun and effective game of whispers. It can be used with all ages and levels in a number of ways and for different elements of pronunciation.²⁵ And he also offers the six simple procedures following (1) Demonstration of whispers. Separate the class into two teams and have them stand or sit in a row one behind the other. (2) Dictate a word or sentence suitable for the level and age that you're teaching to the student at the end of the line. (3) He or she then whispers the sentence to the person in front who in turn does the same. (4) Correct any mistakes. (5) Write words or sentences on the board depending on their stress pattern. Make two sets for each group. (6) Without drilling any pronunciation beforehand repeat the activity as above but now students must write the dictated word next to the stress pattern.

Anna Blackmore also proposed activities are all designed to motivate lower level learners to speak in pairs or small groups. Lower level learners often find it especially difficult to speak spontaneously, so these activities incorporate 'thinking time' during which learners can prepare for speaking by planning what they are going to say, and asking the teacher or using a dictionary to look up missing vocabulary. The following activities are relatively short, with minimal materials preparation time for the teacher. They are designed for use as a warmer or a filler in the middle or at the end of a class.²⁶ Even though both of them talk about pronunciation or speaking but the basic of pronunciation skill is listening, so before learners they can speaking they have to understand the meaning.

According to MichealRostAttentiveness is a necessary condition for understanding. Therefore, you, as the teacher, must find listening activities that keep the students interested and attentive and that provide appropriate challenge. The activities

²⁵ Del Stafford. **Pronunciation whispers**, (online). Resource: <https://www.teachingenglish.org.uk/article/pronunciation-whispers-0>, (25/1/2017)

²⁶ Anna Blackmore. **Motivating speaking activities for lower levels**. (online) Resource: <https://www.teachingenglish.org.uk/article/motivating-speaking-activities-lower-levels>: (25/1/2017)

in this section aim to help you develop your students' attentiveness.²⁷ And he also shows to improve listening and pronunciation skill, there are three ways following:

(1) By personalizing the content of the listening activities which are directed at the learners as persons and as active participants have a greater likelihood of maintaining the students' interest and motivation;

(2) by keeping up a flow of the target language; by having the teacher use English (the target language) during activities, exclusively if possible; and

(3) By lessening the stress many students may experience in listening activities if they feel they will be called upon to repeat or give detailed oral or written responses.

In this light, the key features of the activities in this section are:

- Teacher and students have face-to-face interaction
- The teacher uses immediate, visual, tangible topics
- The teacher provides clear procedures for the learners
- The learners listen in "short chunks"
- The learners give immediate and ongoing responses
- The learners control the pace of the activity through their responses

There are ways basic activity outlines in this section. Most of the activities have variations which are alternative activities with similar instructional goals.

2.1.5 Students' attitudes and motivation about English pronunciation

Many students or English learners can't pronounce effectively even though they have been studying English for a long time maybe 10 years. There are many factors about students' attitude and motivation, which lead to poor pronunciation. The attitudes and likes, dislike of student's crucial factors in development of second language learning. Robin & Thompson defined attitudes as the key to success in language learning. The learners' attitude can also be defined as how they feel about other aspects of the target

²⁷Michael Rost, **Listening in Action, Activity for Developing Listening in Language Teaching**, (Great Britain: Prentice Hall International Ltd, 1991), pp. 3-4.

language, such the culture and people associated with it.²⁸ A student who wants to admire the culture and wants to learn to learn about, it maybe become more familiar with the target language as a result. There is relationship between attitude and success because both ways have to relate each other. Many students they have some good attitude about something they have been doing, support that they have a good attitude about learning English they will look on the positive way so they will get the advantage for many things for their vision, in other hand if they have negative attitude about whatever they have been doing, absolutely, they will get anything for whatever they have done

Success is the way that relates with attitude, we will get successful when we have started to do something already and the importance is we have a good attitude or positive attitude about that it will benefit for one who wants to success on good attitude way for learning English. Actually, many factors for learning English we maybe feel negative or positive about it, but on the good way we should have some good attitude about learning because it will benefit for develop English learning. According to Muangmood, attitude are internal factors that affect spoken language. An attitude or a set of attitudes can be described as a feeling about somebody or something based on individual experience.²⁹ In each word that learners pronounce or each word that learners have spoken show the attitude about studying English, because the learners they have positive about English studying they will try to explain or try to give the question, in other if students the negative about learning they will not give more attention or reaction to teacher.

Anyway, Mokkarawut stated that a bad attitude towards learning could create a cycle of demotivation in which the learner experiences difficulty in applying their skills for the purpose of communication. A negative attitude could lead a student to not wanting to practice speaking English. As a result, they became afraid of speaking English,

²⁸ Robin, J., & Thompson, I., **How to be more successful language learner**, (USA: Heinle, 1994), p.6

²⁹ Muangmood, Y., **Factors effecting entering students' ability to speak English**, (Suvanabhumiphranakhon Si Ayuthaya Wasukricampus, Ayuthaya, Thailand, 2005), p.14

and their ability to communicate in English in real-life situations was limited.³⁰Pronunciation or speaking every importance for everyone who wants to speak English because they have to have positive attitude about speaking, collecting experience every importance. Furthermore, it was also found in Wanthanasut's study that students were found to be afraid to consult with their teachers. They complained that they have too much homework and not enough time practice English in class.³¹ This is the basic problem to changes students to negative about learning English, because studying in classroom the learners they have more homework when the get homework that mean they have few time to practice about pronunciation or speaking and when they have don't understand what the speaker speaks they will have more negative in addition.

According to Nitchamon Khawsaad said when a speaker speaks too fast and when they listened to unfamiliar word/vocabulary. However, both groups of students usually wrote down difficult/unfamiliar vocabulary and then found out the meaning right away as their strategy in the listen to a text. In addition, Mini English Program students were satisfied with the instructor's pronunciation speed of speaking, and knowledge on the subject, as well as the number of students in the English Program classroom.³² Even though studying in class important for students but understanding is the most importance for the learners who studies English in second language some time it may be difficult for them.

So the change the negative attitude to positive for the learners who studies English in second language teacher have to start by environment, because the teacher

³⁰Mokkarawut, S., **An investigation of Factors affecting English speaking**, (King Mongkut's instituted of Teachnology North Bangkok, Bangkok, Thailand, 2006), p.14.

³¹Wanthanasut, L., "The problems of English speaking of Mattayomsuksa 1 students at PhosaiPittayakarn School, Ubonrachathani Educational Service Area 2." (**Master of art**, graduate school: UbonrachthaniRajabhat University, Ubonrachathani, Thailand, 2008), p.8

³²NitchamonKhaowsaad, "Listening Comprehesion Abilities and Strategies of Mini English Program (MEP) and Non-Mini English Program (Non-MEP): A Study of SuanKularbWittayalai Nonthaburi School",**Research Paper**, (English for Careers, Language Institute: Thammasat University, 2011), p.2.

has to reach your students to their goals. That's because the level of motivation are difference when they have difference motivation they will get difference attention also when they attention less success of pronunciation or their speaking skill will not up or higher, According to Harmer, There are two main ways of motivation A: integrative and B: instrumental motivation.³³ Both ways very importance for learners because everything or environment very useful for the learner to study, it will easier to learn like native or they will familiar by themselves. Taking knowledge to integrative with present it's very importance to learn, because it will make motivate them to speak with speaker or native speaking in each situation.

Instrumentalist the way to improve the learners to success because without instrument many things may be hard for students or teachers, without the instrument for teacher it very hard to makes students understand actually what teacher mean, and it very difficult for students if they don't get the instruments from teacher they probably not understand when they have to use their knowledge. According to Mokkarawut said supports this idea in the finding that students success in speaking English because they need to use English for studying and working in both Thailand and foreign countries.³⁴ Those types are the most importance for learner who studies English because if the learners they want to use their knowledge for their work or for their travel they have to be an integrative one in each situation, so integration is like an instrument for learners to their knowledge in daily life and reach to goals. According to Lordasa showed that instrumental motivation played a more important role that integrative motivation. Motivation is usually divide in two types: (a) extrinsic motivation and (b) intrinsic motivation. Extrinsic motivation refers to factors outside the classroom, while intrinsic motivation refers to what takes place in the classroom. In learning a second language,

³³ Hamer, J. **The practice of English Language teaching (3rd impression, 1992), English,** (Longman, United States 1991), p.3.

³⁴Mokkarawut, S., **An investigation of Factors affecting English speaking.** (King Mongkut's instituted of Teachnology North Bangkok, Bangkok, Thailand, 2006), p.8.

students have two types of goals in the form of integrative motivation and instrumental motivation.³⁵

As we know both types of improvement every important for learners for example extrinsic motivation is environment around the learners maybe culture, family, friends, or social they have been living, because when they live any place they will absorb that language naturally by their own but anyway here is not the most importance factor for learning language. Even though some students they have power to motivate themselves or they love to study language from inside their mind I mean they have intrinsic motivation in their own mind we have to know about the background of them when we know the background of them the students teacher can help their students on the right way, Muagnmood argues that if we want to study the factors affecting the ability of student to speak English effectively, we also need to know about their previous learning conditions. Those factors also included in classroom condition and outside if inside class consist of the anxiety or the room is hot students' attention may less those factors are reason to make students language fail.

The conclusion of studying according to Yan, teacher should be aware of the fact the anxiety is innate and commonly exist, but that they could help students to reduce their anxiety and improve the class atmosphere it was a teacher's duty and responsibility to create a comfortable atmosphere for their students. In the other hands, it can make students relaxed and confident to speaking inside and also outside the classroom. Therefore, the mood of students have a significant impact on successful language learning. Teacher could provide students with a classroom environment that has a variety of visually and mentally stimulating materials.³⁶ Learning English even though learners are the central of class but anyway it still be teacher's duty to pull their up of learning, the main point is teachers should know the problem and encouraging students to make

³⁵ Lordasa, P., *A survey study of the role of attitudes and motivation in learning English*, (Thmmasat University, Bangkok, Thailand, 2007), p. 20.

³⁶ Yan, *Effects of anxiety on speaking performance and suggestion for improving speaking teaching*, (Shandong University of Science and Technology, China, 2005), pp. 11-17

develop their skill and motivate them to up their skill to higher by giving them some opportunities in class and activity.

According to Wanthanasut, it was found that students required a number of different activities to learn the target language, such as games or songs.³⁷ In this case is extrinsic motivation or outside motivation that support intrinsic motivation because the learners have different of learning support that the learner who loves to sing the song that means they have intrinsic motivation but song is activity or outside motivation, but both of them support each other. Sirilukkananan claimed that extra language activities outside the classroom should be encourage as this would give students further opportunities to use and apply their language in various situations. Using their English outside the classroom allowed them to experience real situations and helped them to realize the specific problem they had.³⁸ Using English in class some time you have to follow the topic you got, but in the real situation you have you can practice with everything so why it's the main point of learning English because giving opportunities in various situation the learners will know their level and after that they will find the way to practice themselves. According to Lunpraphan, studied problems in speaking English found that students requested activities that motivated them to use English with all four skills. Teachers should encourage students with interesting activities and make them practice their speaking English.³⁹ The problems we were talking about exactly is motivation students by using activities both ways, inside the classroom and outside the class and

³⁷ Wanthanasut, L., The problems of English speaking of Mattayomsuksa 1 students at PhosaiPittayakarn School, Ubonrachathani Educational Service Area 2." (**Master of art**, graduate school: UbonrachthaniRajabhat University, Ubonrachathani, Thailand, 2008),p.8

³⁸ Sirilukkananan, K. A "Survey study of the attitudes of nursing students at Saint Louis Cllege concerning the need and problems in English communication," **Master of Art**, Graduate school: (NaresuanUnivesity, Thailand. 2007), P 52

³⁹ Lunpraphan, S. A "study on problems in learning English of diploma in vocational education students at ST. Joan of ARC's Technology School." **Master of Art** , (Graduate school:Srinakharinwirot University, Bangkok, Thailand, 2004), p 12

teachers should know the activities that students interested in, because activities are opening opportunity for students to show and up their skill about English especially pronunciation or speaking skill. Some student they try to practice themselves by practicing their own self, and some student teachers have to use various situation to make they speak because many students afraid to speak event though they want to. Onkoa also found that English learners who were not exposed to spoken English would have problem with speaking English.⁴⁰Therefore exposure to English is one of the environmental factors that increase language proficiency. Even though learners have been studying English for long time but some of them afraid to speak Englishthey worry about pronunciation, grammar that why their English still same level that the reason why the learners have to have some good attitude about English learning.

According to Sköld explored student's attitudes toward spoken English, and how these attitudes appear to be related to their oral communication in the classroom.⁴¹ So this case shows that students' attitudes still worry about pronunciation and the case of the problems are students don't confident about pronunciation, stress, and sound. The way to improve students are teachers and themselves. Teachers have to have some technique and create activities for students to up student's level, and the importance is themselves, the motivation inside and outside very important for learning to make students success in learning English and good pronunciation in daily life even though getting better job.

2.2 Research works concerned

The students in Wangphosawangsin School about 70 percent are Nyahkur and have problems on English consonant pronunciations. It may be that the mother tongue

⁴⁰ Onkao, J. "A survey study of the factors affecting learning to speak English of the employees at star Microelectronic (Public) Co.,Ltd.," **Master of Art , (Graduate school:** Thammasat University, Bangkok, Thailand, 2009),p.6

⁴¹ Sköldl. Spoken English in the EFL classroom: A study of Swedish pupils' attitudes towards spoken English, (Dalarna Universty, 2008), p.1

has influence to their English pronunciations. Therefore, this independent study is aimed to investigate the problems on the pronunciation of English consonant sounds for Prathomsuksa 6 Nyahkur students. This study was to seek justifiable answers of two research questions: 1) what problems with English consonant pronunciation do the Nyahkurstudent's encounter? 2) To what extent has the students' dialect influenced their pronunciation of English consonants?

In conclusion, the results of this study did not explicitly show whether or not the Nyahkur students' problems on English consonant pronunciations were influenced by their mother tongue. That is to say, most of the sounds in their mother tongue and official language (Thai language) are similar. As a consequence, because of a short period of study, it is considered inadequate to conclude that the students' pronunciation problems were influenced by either their mother tongue (Nyahkur) or Thai language or both.⁴²

DutchaneeRinTaraj,⁴³This study investigates English pronunciation problems for Phu-Thai native speakers learning English as a foreign language and the seriousness of each problem. The subjects comprised 10 Phu-Thai native speakers who are secondary school students, selected by a purposive sampling method. The research tools was an English consonant pronunciation test consisting of a list of words with single consonants and double clusters in final positions. The results of the study indicated that Phu-Thai student encountered pronunciation problems on both English base form and double clusters in word-final positions. Among the word-final base forms with which the students had problems were /p/, /b/, /t/, /d/, /k/, /g/, and /w/, with a moderate degree of

⁴²Miss KawiwanPhruetthichirawong, "Problems on the English Consonant Pronunciation of Prathomsuksa 6 Nyahkur Students in Wangphosawangsin School, Banrai, ThepSathit District, Chaiyaphum Province." **Master Thesis**, (Graduate school: Mahasarakham University, Thailand,2009), P 14

⁴³DutchaneeRinTaraj, "English pronunciation problems for students in a Phu-Thai speaking community." **Master Thesis**, (Graduate school: Mahasarakham University Thailand, 2003), p 15

seriousness, /m/ and /n/, with high degree of seriousness, and /l/, with a very high degree of seriousness. The problematic word-final clusters included /ps/, /ks/, /nz/, /lz/, /rz/, /bd/, /gd/, /vd/, /nt/, and /nk/, with a high degree of seriousness, /ts/, /fs/, /rs/, /bz/, /dz/, /gz/, /vz/, /lp/, /mz/, /zd/, /st/, /mp/, and /rt/, with a very high degree of seriousness. The findings also imply the influence of the learners' mother tongue upon learning a foreign language.

And ThumaBourjan also said that the purpose of the study was to investigate problems on stress in English pronunciation of Mathayomsuksa 6 students. The subjects consisted of 10 Mathayomsuksa 6 students selected by means of a purposive sampling method. The research tools comprised vocabulary lists for a pronunciation test, with emphasis on stress placement in major categories of English words. The results of the study indicated that the students encountered problems on stress placement in their pronunciation of major categories of words in English, namely, verbs, nouns, adjectives, and adverbs. The students' pronunciation problems on stress placement in verbs with two syllables were at a high degree of seriousness, while those on verbs with three and four syllables were at a moderate degree. Their pronunciation problems on stress in nouns with two and four syllables were at a moderate degree of seriousness, while those on nouns with four syllables were at a high degree. Their pronunciation problems on stress in adjectives with two and three syllables were at a moderate degree of seriousness, while those on verbs with four and five syllables were at a high degree. Finally, the students' pronunciation problems on adverbs with two syllables were at a low degree of seriousness, while those on adverbs with three and four syllables were at a high degree of seriousness.⁴⁴

Ratchanee Mano-im, studied the pronunciation of English final consonant clusters by Thai students. The purpose of this research is to analyses the pronunciation

⁴⁴ Thuma Bourjan, "Problems on stress in English pronunciation of mathayomsuksa 6 students", **Master Thesis**, (Graduate school: Mahasarakham University Thailand, 2003),p 11

of double final consonants in English by Thai students, to study the relationship between degrees of difficulty in pronouncing final consonant clusters according to the theory of contrastive studies and correctness in pronunciation, and to compare the ability to pronounce the clusters correctly between male and female students. Six linguistic variables are included in the study: /-nt/, /-ns/, /-nt/, /-ks/, /-ski, and /-lt/. It is found that the subjects pronounced the final clusters as two sounds more than as one sound. When they pronounce them as one sound, they pronounce the first consonant more than the second consonant. Comparing male and female subjects, the overall result shows that female students pronounce more correctly than male students.⁴⁵

Saranthom Nimphaibule, did research on the variation of Thai air hostesses' pronunciation of the final consonants (ts, dʒ, s) in English words. His result of the research indicates that the variation of the variable (ts) and (dʒ) is Very similar. The less experienced group has biased towards the Thai pronunciation especially in the Thai context, and this bias is reduced in English context. On the Other hand, the more experienced group has biased toward the English pronunciation especially in the English context and this bias is reduced in Thai context. The variable (s) is the most problematic one in the pronunciation. Subjects show a wide approximation to the English pronunciation. Both group of subjects produce a lot of interlanguage variants.⁴⁶

AngsanaCharmikom, studied variation in the pronunciation of final alveolar fricatives in English loanwords: a case study of Thai navy officers. The main purpose of this study is to investigate variation in Thai Navy officers' pronunciation of final alveolar fricatives in English loanwords. The social variables that are expected to play an important role in the variation are the speakers' sex, age and experience abroad. The prestigious variant that appears in the fading is the voiceless alveolar fricative /-sl. It is used twice as

⁴⁵ Ratchanee Mano-im, "The Pronunciation of English Final Consonant Clusters by Tai students", **Master Thesis**, (Graduate school: Chulalongkorn University Thailand, 1999), p 35

⁴⁶ Saranthom Nimphaibule, "The Variation of Thai Air Hostesses' Pronunciation of The Final Consonants (ts, dʒ, s) in English words". **Master Thesis**, (Graduate school: Chulalongkorn University Thailand. 1996), p 42

much as the voiceless alveolar stop /t/. The prominent social variable that plays an important role in this variation is the speakers' experience abroad. This study shows that the Thai voiceless alveolar fricative /s/, which normally occur in the initial position, is developing another function; that is, being used as a final consonant in Thai. This thesis is the beginning of a study of change in progress of consonants in Thai. There are other Thai consonants which may be in the process of change in progress.⁴⁷

Boonruang Chunsuvimol and Nantana Ronnakiat (2004: abstract) studied /v/ is really a problem sound for Thai speakers. The main purpose of this research is to investigate stylistic variation of /v/ in the English of Thai speakers. Three styles are chosen in this study conversation (informal) reading text (formal), and minimal pairs very (formal). The data analysis shows that there is a significant difference between the use of syllable-initial and word-final /v/. Most of syllable-initial /v/ occurs as /v/ in each style while the word-final /v/ occurs most frequently as /f/, followed by /v/.⁴⁸

Saengchantreyakul, studied stylistic variations of "R" and "L" in Bangkok Thai: a study of the pronunciation of Bangkok F.M. radio newscasters. Gives information on the stylistic variations of "r" and "l" in Bangkok Thai by studying the pronunciation of 28 university graduate newscasters of the Bangkok F.M. Radio. Employs two kinds of variables in this research: linguistic and stylistic variables. Summarizes from the study that in the most formal style "r" and "l" occur as "r" in the highest percentage but in the most informal style "r" occur as /ʃ/ and "-r" occurs as /r/ in the highest percentage. Indicates that "r" and

⁴⁷Angsana Channikom. "Variation in the Pronunciation of Final Alveolar Fricatives in English Loanwords: a Case Study of Thai Navy Officers," **Master Thesis**, (Graduate school: Chulalongkorn University, 1988), p 12

⁴⁸Boonruang Chunsuvimol and NantanaRonnakiat. "/v/ is really a problem sound for Thai speakers". **Master Thesis**, (Graduate school:Thammasat University, 2004), Abstract.

"-r" occur as /r/ in the highest percentage in the news announcing and the passage reading situations, whereas, "l" and "-l" occur as /l/ in highest percentage in every style.⁴⁹

Cantrell studied exploring the relationship between dialect and spelling in Appalachian first-grade children for specific vocalic elements in single-syllable words among Appalachian dialect-speaking first-grade children. Participants' spellings and pronunciations of 28 single-syllable words representing seven vowel categories were compared over an 8-months period of time. Spellings were analyzed to observe changes in pronunciations over time. Results show that certain vowel categories (and specific target words) appeared to be more susceptible to changes in pronunciation than other vowel categories (and specific other target words). Results also show that some participants' pronunciations of specific target words changed over time as participants grew in spelling knowledge.⁵⁰

Ohata studied phonological differences between Japanese and English: Several potentially problematic areas of pronunciation for Japanese ESL/EFL learners. In light of the fact that L2 pronunciation errors are often caused by the transfer of well-established L1 sound system, this paper examines some of the characteristic phonological differences between Japanese and English. Comparing segmental and suprasegmentally aspects of both languages, this study also discusses several problematic areas of pronunciation for Japanese learners of English. 19 Based on such contrastive analyses, some of the implications for L2 pronunciation teaching are drawn.⁵¹

⁴⁹Saengchant Treyakul. "Stylistic Variations of "R" and "L" in Bangkok Thai: a Study of the Pronunciation of Bangkok F.M. Radio Newscasters". **Master Thesis**, (Graduate school: Chulalongkorn University, 1986), p 11

⁵⁰ Cantrell, Robert J. **Exploring the Relationship Between Dialect and Spelling in Appalachian First-Grade Children**, (Scranton, PA : University of Scranton, 2001),p 14

⁵¹Ohata, Kota, "Phonological Differences Between Japanese and English: Several Potentially Problematic Areas of Pronunciation for Japanese ESL/EFL Learners", **Ph.D. Dissertation**. (Indiana University of Pennsylvania, 2004), p 15

Suter studied predictors of pronunciation accuracy in second language learning. Sixty-one non-native speakers of English were measured on 20 variables suspected of displaying significant relationships to pronunciation accuracy. The English pronunciation of the non-natives speakers was then rated under controlled conditions by a panel of 14 native English-speaking judges. The variables which proved to be most strongly related to pronunciation accuracy were native language, strength of the speaker's concern about his pronunciation, and amount of conversation carried on at work and at school with native speakers of English. Among the variables found to have negligible relationships to pronunciation accuracy were amount of formal classroom training in the pronunciation of English, extroversion, and sex.⁵²

Demirezen studied a model to rehabilitate a fossilized pronunciation error of Turkish English language teachers: the English consonant phoneme /n/ wrongly articulated as /nk/ through nasal devoicing. Turkish English language teachers have a general affinity to mispronounce the word-final /ng/ sound combination as /ŋk/. Form, but not in an /In/ form, which is the right case. This is a typical case of a fossilized pronunciation. The result of the articulation is a bad sounding articulation that gives a serious hardship to the foreign language teacher. It must be borne in mind that bad pronunciation impedes and obscures intelligibility, accuracy, fluency, and automatic control of pronunciation in the target language. In this study, a very common and wrong articulation of /-ŋ/ phoneme as /ŋk/ by Turkish English teachers will be tried to be rehabilitated by using the audio articulation model.

Zhou studied an analytical study on the typical phonetic errors made by the intermediate Cantonese-speaking learners. This is an experimental research paper, which intends to reveal the characteristics of the Cantonese-speaking learners in acquiring the phonology of English as a second language through quantitative and qualitative analysis of the live data collected from the students in Foshan University. In this paper found that

⁵² Suter, Richard W., **Prediction of Pronunciation Accuracy in Second Language Learning**. (California: California State Polytechnic University, Pomona, 1980),p 14

Cantonese-speaking learners have their special difficulties in acquiring English phonology due to the interference of their Cantonese sound system. To help the intermediate learners, teacher can integrate pronunciation work in communicative language work, which will involve the learners' active participation. In this language work, students are encouraged to make use of their other abilities of English. Moreover, teaching English songs is also an effective method to solve the students' various problems in pronunciation.⁵³

In each of works concern mostly talk about the same problems of the learners whom study English pronunciation in second language, even though some time they have different culture, tradition but the same problems they face are about different of language or different of the original language or mother tongue, because whenever the learners try to pronunciation or speak English they will face the same problem that are about consonant and confident when they have to pronounce English or speak with friends and speaker they're talking with them. Moreover, the sound system very important for learners even though mother tongue the problem of pronunciation but if they try to pronounce clearly their English maybe quite same the native speaker.

⁵³ Zhou, Linyu. "An Analytical Study on the Typical Phonetic Errors Made by the Intermediate Cantonese-speaking Learners'. **Master's Thesis**. (Foshan University, China 2005), p 22

Chapter III

Research methodology

This chapter is the studying of English pronunciation and the problems of English pronunciation or English speaking to find out the ways to improve English pronunciation skills only. The researcher studied many strategies based on English pronunciation skills from academic journals, books, thesis, documentary research, and internet until try to understand the method and the target students from Cambodia, at Faculty of Humanities Department of Foreign Languages, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya Province. Qualitative Research method will be used for this thesis.

To collect the data, researcher designed this research to be a qualitative research, and the base of collecting the data is interviewing participates as the target group that researcher designed to collect the data for this research. The main purpose of this Thesis aims to study the pronunciation and find out the ways to improve English pronunciation of undergraduate students of the third and fourth year class who are studying at Department of Foreign Language, Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

This section can be divide into five parts:

- 3.1 Research design
- 3.2 Population and sample group
- 3.3 Research tools
- 3.4 Data collection
- 3.5 Data analysis

3.1 Research Design

This research is a qualitative method and mostly the data collection is conducted in the following way:

3.1.1 Almost data collection begins from English articles, magazines, journals of English language, internet and many institutes such as Thammasat University, Chulalongkorn University, Maharakham Rajaphat University, and foreigner's thesis.

3.1.2 Choosing 20 undergraduate students from Cambodia (ten students from the third year and another ten students from fourth year) who are studying at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

3.1.3 Giving them the papers that the researcher already prepared and let them pronounce the words and sentences, the researcher will start to record the sound of pronunciation while they start for pronouncing.

3.1.4 finding out the six responders for interviewing in order to get some information about the problems and the ways to improve English pronunciation.

3.2 Population and sample group

3.2.1 Sampling Method

choosing 20 undergraduate students who come from Cambodia and are studying in the third year and fourth year, for this study, 10 third year and 10 fourth year students who are studying at Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University Lamsai sub-district, Wangnio district, Phranakron Si Ayuthaya Province. The respondents are monks, aging 20-30 years.

3.3 Research Tools

This research is a qualitative research, so for being easy to collect the data, researcher designed for collecting the data by emphasizing an interview with students, even though the tools of this research use interview, but researcher will give them the paper and before giving them the papers of recording interview with researcher who will

give the questionnaire to collect the background of the participants after that giving them the paper and letting them pronounce the words and sentences on the paper that researcher gave.

The representative will get recording sound by researcher one by one in each of year third and fourth year, researcher will give them the papers and let them read the words and sentences on the papers and pronounce the words and sentences on the papers.

There is the difference of English sound in each part in language English studying, the researcher will take the words and sentences already after that let responders pronounce the words and sentences and start to recording their sound to analyze the data after finishing data collection the data. Finally, there are two parts of data collection.

Part one: Students put (√) in the bracket of the truth information, because in part one researcher wants to know about general information background of participants and researcher has to say again that background of the respondents just the base of collection information.

Part two: collecting information of interviewing participants by giving them papers and while they pronounce the words and sentences on the papers. The researcher will record the sound of pronunciation, if they have wrong pronunciation the researcher will (I) instead the symbol wrong or incorrectly pronunciation, and if they pronounce right sound and consonants the researcher will give (C) instead that you have right pronunciation or correctly in each of part.

Please, tick (✓) in the bracket

Questionnaire	For Researcher
1. gender 1. () Male 2. () Female	
2. Age 1. () Lower20 years old 2. () 20-25 3. () 26-30 4. () over30 years old	
3. Status 1. () Monk 2. () Novice	
4. Level 1. () Third year 2. () Fourth year	

pronunciation testing part of consonant sounds (Ch and Sh)

No	Word		C	I	Total
1	<u>ch</u> ip	sh <u>ip</u>			
2	<u>ch</u> ee <u>p</u>	sh <u>ee</u> p			
3	<u>ch</u> in	sh <u>in</u>			
4	<u>ch</u> ain	sh <u>an</u> e			
5	<u>ch</u> ea <u>t</u>	sh <u>ea</u> t			
6	<u>ch</u> op	sh <u>op</u>			
7	<u>ch</u> ea <u>p</u>	sh <u>ee</u> p			
8	<u>ch</u> air	sh <u>ar</u> e			
9	<u>ch</u> ill	sh <u>ill</u>			
10	<u>ch</u> ap	sh <u>ap</u>			

pronunciation testing part of consonant sounds (F and V)

No	Word		C	I	Total
1	safe	save			
2	half	have			
3	leaf	leave			
4	calf	calve			
5	belief	believe			
6	staff	stave			
7	life	live			
8	half	halve			
9	proof	prove			
10	duff	dove			

pronunciation testing part of consonant sounds (Ch and Sh) final sound

No	Word		C	I	Total
1	catch	cash			
2	ditch	dish			
3	match	mash			
4	leech	leash			
5	batch	bash			
6	reach	reash			
7	watch	wash			
8	Preach	preash			
9	clach	clash			
10	which	wish			

Pronunciation testing of Vowel sounds

No	Word		C	I	Total
1	pain	pen			
2	team	tame			
3	beat	bit			
4	wit	weat			
5	read	red			
6	lane	land			
7	lap	leap			
8	lake	rake			
9	tell	tall			
10	peen	pin			

pronunciation testing part of Word stress two syllables

No	Word	C	I	Total
1	about			
2	again			
3	agree			
4	begin			
5	obtain			
6	safety			
7	table			
8	debit			
9	credit			
10	danger			

pronunciation testing part of Word stress Three syllables

No	Word	C	I	Total
1	agenda			
2	another			
3	already			
4	continue			
5	consider			
6	regional			
7	furniture			
8	dangerous			
9	Mexican			
10	gentlemen			

pronunciation testing of Intonation for Statement and Yes/ no question

No	Word		C	I	Total
	Statment	Yes/no question			
1	Tom is in New York.	Tom is in New York?			
2	Sue is getting fat.	Sue is getting fat?			
3	Today is Tuesday.	Today is Tuesday?			
4	Helen likes rice.	Helen likes rice?			
5	Ed needs a pen.	Ed needs a pen?			
6	Have a nice day.	Have a nice day?			
7	Bring me a present.	Bring me a present?			
8	Buy some sugar.	Buy some sugar?			
9	Get some bread.	Get some bread?			
10	Enjoy the book.	Enjoy the book?			

pronunciation testing part of Sentence stress

No	Sentence stress	C	I	Total
1	Where do you come from?			
2	Do you speak English?			
3	I come from Cambodia			
4	I cannot speak Thai			
5	Where are you from?			
6	What do you think of Thai culture?			
7	What State are you from?			
8	How old are you?			
9	What is your name?			
10	Where were you born ?			

3.4 Data Collection

First of beginning with collection data, the researcher sends a letter to the Head of Department of Foreign Languages, Faculty of Humanities, in order to request him to allow for collecting data from Thai EFL students, the third year and fourth year class. When the request is approved, researcher will go to meet the Head of Department of Foreign Language, Faculty of Humanities, Mahachulalongkornrajavidyalaya University. In order that he will kindly give more information. After the Head of Department of Foreign Languages, Faculty of Humanities gives the permission then the collection will be stated.

The interviewing is distributed to the third and fourth year Cambodian students for data collection. Then, the researcher will check all again for their absoluteness after that, the analysis will be started.

3.5 Data Analysis

To analyze the data concerning the problems of pronunciation and finding the ways out by interviewing and this strategy used for measuring the different level of pronunciation and studying the problems of pronunciation by letting them pronounce following the paper that the researcher gave. After all of data are analyzed all data will be set in the table from the following:

- 1) Descriptive statistics results of general information.
- 2) Result of pronunciation words and sentences.

Chapter IV

Results

As mentioned in the previous chapter, the main objectives of this research are to study English pronunciation of undergraduate Cambodian students in the third and fourth year at Faculty of Humanities Mahachulalongkornrajavidyalaya University. The researcher will focus on English pronunciation by letting students pronounce and record their pronunciation after the respondents pronounce the words on the paper that researcher already prepared.

In this chapter, it indicates the results of the data analysis that the researcher presented in the last chapter and now the data were collected already for the process in response to the objectives of this research. In this chapter, the result is divided into two sections:

4.1 General information of respondents

4.2 analyzing pronunciation of respondents.

4.1 General information of respondents

4.1.1 Status of the Respondents

Table 1 and 2 give the information about the respondents in two areas: sex and age. Table present information about gender of the participant who study at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University as shown in table 1. The majority of participants are monks.

Table 1: Number and percentage of status of the respondents

Status of the respondents	number	percentage
Monks	20	100.00
Total	20	100.00

4.1.2 Information about age

Table 2 presents the details of age of the participants who study at Faculty Humanities, Mahachulalongkornrajavidyalaya University in Thailand (Main Campus) as shown in table 2. It shows that 3 of the participants are between 20-25 years old. It shows that 5 of participants are over 30 years old, accounting 25.00%. Whereas the remaining of 12 of the participants is 26-30 years old, accounting for 60.00%.

Table 2: Number and percentage of Age of the Respondents

Age of the Respondents	Number	Percentage
20-25	3	15.00
26-30	12	60.00
30 up	5	25.00
Total	20	100

4.2 analyzing and improvement of English pronunciation of students

As shown earlier, it mainly studies about pronunciation of Cambodian students and find out the ways to solve the problems concerning pronunciation skill by pronouncing the words and sentences follow the pronunciation.

In the section of pronunciation following the matter of pronunciation testing, it is particularly used for the pronunciation based on linguistic approach of Cambodian students by reading the words and sentences that researcher gave on the paper.

Table 3: Pronunciation testing part of consonant sounds (Ch and Sh)

No	Words		C	I	Total
1	<u>ch</u> ip	sh <u>ip</u>	16	4	20
2	<u>ch</u> ee <u>p</u>	sh <u>ee</u> p	14	6	20
3	<u>ch</u> in	sh <u>in</u>	13	7	20
4	<u>ch</u> ain	sh <u>an</u> e	6	14	20
5	<u>ch</u> eat	sh <u>ee</u> t	10	10	20
6	<u>ch</u> op	sh <u>op</u>	16	4	20
7	<u>ch</u> ea <u>p</u>	sh <u>ee</u> p	18	2	20
8	<u>ch</u> air	sh <u>ar</u> e	7	13	20
9	<u>ch</u> ill	sh <u>ill</u>	7	13	20
10	<u>ch</u> ap	sh <u>ap</u>	4	16	20
	Total		111	89	

Table 3 indicates the ability of English pronunciation of Cambodian students. The analysis is concerned with the pronunciation of the 2 consonant sounds for Ch/Sh in initial position. The results are as follows: For the words **chip,ship**, 16 respondents (80%) can pronounce correctly. 4 respondents (20%) pronounce incorrectly. For the word **cheap,sheep**, 14 respondents (70%) can pronounce correctly. 6 respondents pronounce incorrectly (30%). For the word **chin,shin**, 13 respondents (65%) can pronounce correctly. 7 respondents (35%) pronounce incorrectly. For the word **chain,shane**, 6 respondents (30%) can pronounce correctly. 14 of the respondents (70%) pronounce incorrectly. The words **cheat,sheet** 10 respondents (50%) can pronounce correctly. 10 respondents (50%) pronounce incorrectly. In this statement 6; the words **chop,shop**, respondents 16 (80%) can pronounce correctly. 4 (20%) pronounce incorrectly. The word **chase,short**, 18 respondents (90%) can pronounce correctly, 2 (10%) pronounce incorrectly. The word

chair,share, 7 respondents(35%) can pronounce correctly. 13 (65%) pronounce incorrectly. For the word **chill,shill** 7 respondents (35%) can pronounce correctly. 13 respondents (65%) pronounce incorrectly. For the word **chap,shap**, 4 respondents (20%) can pronounce correctly. 16 respondents (80%) pronounce incorrectly.

Table 4: Pronunciation testing part of consonant sounds (F and V)

No	Words		C	I	Total
1	safe	save	20		20
2	half	have	20		20
3	leaf	leave	20		20
4	calf	calve	4	16	20
5	belief	believe	20		20
6	staff	stave	16	4	20
7	life	live	18	2	20
8	half	halve	20		20
9	proof	prove	13	7	20
10	duff	dove	13	7	20
	Total		164	36	

Table 4 indicates the ability of English pronunciation of Cambodian students. The analysis is concerned with the pronunciation of the consonant sound for F,V in the final sound. The result are as follows: For the words **safe,save** 20 respondent (100%) can pronounce correctly. For the word **half,have**, 20 respondent (100%) can pronounce correctly. The words **leaf, leave**, 20 respondents (100%) can pronounce correctly. For the word **clafe,clave**, 4 respondents (20%) can pronounce correctly. 16 respondents (80%) pronounce incorrectly. For the word **belief,believe** all respondent can pronounce

correctly. For the word **staff,stave**, 16 respondents (80%) can pronounce correctly. 4 respondents (20%) pronounce incorrectly. For the word **life,live** 18 respondents (90%) can pronounce correctly. 2 respondents (10%) pronounce incorrectly. For the word **half,halve**, nobody have incorrect pronunciation all respondent can pronounce correctly. For the words **proof,prove**, 13 respondents (65%) can pronounce correctly. 7 respondents (35%) pronounce incorrectly. For the words **duff,drove**, 13 respondents (65%) can pronounce correctly. 7 respondents (35%) pronounce incorrectly.

Table 5: Pronunciation testing of consonant sounds (Ch and Sh) for final sound

No	Words		C	I	Total
1	catch	cash	8	12	20
2	ditch	dish	4	16	20
3	match	mash	19	1	20
4	leech	leash	18	2	20
5	batch	bash	7	13	20
6	reach	reash	9	11	20
7	watch	wash	5	15	20
8	Preach	preash	8	12	20
9	clach	clash	17	3	20
10	which	wish	12	8	20
	Total		107	93	

Table 5 indicates the ability of English pronunciation of Cambodian students. The analysis is concern with concerned with the pronunciation of 2 consonant sound for Ch,Sh in the final position. The words **catch,catsh** 8 respondents (40%) can pronounce correctly. 12 respondents (60%) pronounce incorrectly. For the words **ditch,dish**, 4

respondents (20%) can pronounce correctly. 16 respondents (80%) pronounce incorrectly. For the word **match,mash**, 19 respondents (95%) can pronounce correctly. 1 respondents (5%) pronounce incorrectly. For the word **leech,leesh**, 18 respondents (90%) can pronounce correctly. 2 respondents (10%) pronounce incorrectly. For the words **batch,bash**, 7 respondents (35%) can pronounce correctly. 13 respondents (65%) pronounce incorrectly. For the words **reach,reach**, 9 respondents (45%) can pronounce correctly. 11 respondents (55%) pronounce incorrectly. For the words **watch,wash** 5 respondents (25%) can pronounce correctly. 15 respondents (75%) pronounce incorrectly. For the word **preach,preash**, 8 respondents (40%) can pronounce correctly. 12 respondents (60%) pronounce incorrectly. For the word **clach,clash**, 17 respondents (85%) can pronounce correctly. 3 respondents (15%) pronounce incorrectly. For the word **which,wish**, 12 respondents (60%) can pronounce correctly. 8 respondents pronounce incorrectly (40%).

Table 6: Pronunciation testing of Vowel sounds

No	Word		C	I	Total
1	pain	pen	17	3	20
2	team	tame	15	5	20
3	beat	bit	17	3	20
4	wit	weat	12	8	20
5	read	red	10	10	20
6	lane	land	1	19	20
7	lap	leap	15	5	20
8	lake	rake	5	15	20
9	tell	tall	9	11	20
10	peen	pin	10	10	20
	Total		111	89	

Table 6 indicates the ability of English pronunciation of Cambodian students. The analysis is on the pronunciation of vowel sounds. The result are as follows: The word **pain,pen**, 17 respondents (85%) can pronounce correctly. 3 respondents (15%) pronounce incorrectly. For the word **team,tame**, 15 respondents (75%) can pronounce correctly. 5 (25%)pronounce incorrectly. For the words **beat,bit**, 17 respondents (85%) can pronounce correctly. 3 respondents (15%) pronounce incorrectly. For the word **wit,weat**, 12 respondents (60%) can pronounce correctly. 8 respondents (40%) pronounce incorrectly. For the word **read,lead**, 10 respondents (50%) can pronounce correctly. 10 respondents (50%) pronounce incorrectly. For the word **lane,land**, 1 respondent (5%) can pronounce correctly. 19 respondents (95%) pronounce incorrectly. For the words **lap,rap**, 15 respondents (75%) can pronounce correctly. 5 respondents (25%) pronounce incorrectly. For the words **lake,rake**, 5 respondents (25%) can pronounce correctly. 15 respondents (75%) pronounce incorrectly. For the words **tell,tall** 9 respondents (45%) can pronounce correctly. 11 respondents (55%) pronounce incorrectly. For the word **peen,pin**, 10 respondents (50%) can pronounce correctly. 10 respondents (50%) pronounce incorrectly.

Table 7: Pronunciation testing part of Word stress two syllables

No	Word	C	I	Total
1	about	16	4	20
2	again	12	8	20
3	agree	16	4	20
4	begin	10	10	20
5	obtain	8	12	20
6	safety	8	12	20
7	table	17	3	20
8	debit	10	10	20

No	Word	C	I	Total
9	credit	19	1	20
10	danger	15	5	20
Total		131	69	

Table 7 indicates the ability of English pronunciation of Cambodian students. The analysis is concerned with the pronunciation of two- syllable word with stress on first or second syllable. The result are as follows: For the word **about**, 16 respondents (80%) can pronounce correctly. 4 respondents (20%) pronounce incorrectly. For the word **again**, 12 respondents (60%) can pronounce correctly. 8 respondents (40%) pronounce incorrectly. For the word **agree**, 16 respondents (80%) can pronounce correctly. 4 respondents (20%) pronounce incorrectly. For the word **begin**, 10 respondents (50%) can pronounce correctly. 10 respondents (50%) pronounce incorrectly. For the word **obtain**, 8 respondents (40%) can pronounce correctly. 12 respondents (60%) pronounce incorrectly. For the word **safety**, 8 respondents (40%) can pronounce correctly. 12 respondents (60%) pronounce incorrectly. For the word **table**, 17 respondents (85%) can pronounce correctly. 3 respondents (15%) pronounce incorrectly. For the word **debit**, 10 respondents (50%) can pronounce correctly. 10 respondents (50%) pronounce incorrectly. For the word **credit**, 19 respondents (95%) can pronounce correctly. 1 respondent (5%) pronounce incorrectly. For the word **danger**, 15 respondents (75%) can pronounce correctly 5 respondents (25%) pronounce incorrectly.

Table 8: Pronunciation testing part of Word stress Three syllables

No	Word	C	I	Total
1	agenda	19	1	20
2	another	19	1	20
3	already	18	2	20

No	Word	C	I	Total
4	continue	16	4	20
5	consider	12	8	20
6	regional	9	11	20
7	furniture	19	1	20
8	dangerous	17	3	20
9	Mexican	19	1	20
10	gentlemen	12	8	20
Total		160	40	

Table 8 indicates the ability of English pronunciation of Cambodian students. The analysis is concerned with the pronunciation of three-syllable words with stress on the first or second syllable. For the word **agenda**, 19 respondents (95%) can pronounce correctly. 1 respondent (5%) pronounce incorrectly. For the word **another**, 19 respondents (95%) can pronounce correctly. 1 respondent (5%) pronounce incorrectly. For the word **already**, 18 respondents (90%) can pronounce correctly. 2 respondents (10%) pronounce incorrectly. For the word **continue**, 16 respondents (80%) can pronounce correctly. 4 respondents (20%) pronounce incorrectly. For the word **consider**, 12 respondents (60%) can pronounce correctly. 8 respondents (40%) respondents pronounce incorrectly. For the word **regional**, 9 respondents (45%) can pronounce correctly. 11 respondents (55%) pronounce incorrectly. For the word **furniture**, 19 respondents (95%) can pronounce correctly. 1 respondent (5%) pronounce incorrectly. For the word **dangerous**, 17 respondents (85%) can pronounce correctly. 3 respondents (15%) pronounce incorrectly. For the word **maxican**, 19 respondents (95%) can pronounce correctly. 1 respondent (5%) pronounce incorrectly. For the word **gentlemen**,

12 respondents (60%) can pronounce correctly. 8 respondents (40%) pronounce incorrectly.

Table 9: Pronunciation testing part of Intonation Statement Yes/no question

No	Sentences		C	I	Total
1	Tom is in New York.	Tom is in New York?	19	1	20
2	Sue is getting fat.	Sue is getting fat?	17	3	20
3	Today is Tuesday.	Today is Tuesday?	18	2	20
4	Helen likes rice.	Helen likes rice?	19	1	20
5	Ed needs a pen.	Ed needs a pen?	20		20
6	Have a nice day.	Have a nice day?	20		20
7	Bring me a present.	Bring me a present?	19	1	20
8	Buy some sugar.	Buy some sugar?	11	9	20
9	Get some bread.	Get some bread?	14	6	20
10	Enjoy the book.	Enjoy the book?	20		20
	Total		177	23	

Table 9 indicates the ability of English pronunciation of Cambodian students. The analysis is concerned with the pronunciation of final intonation for statements and yes/no question. The result are as follows: For sentence **Tom is in New York?** 19 respondents (95%) can pronounce correctly. 1 respondent (5%) pronounce incorrectly. For the sentence **Sue is getting fat?** 17 respondents (85%) can pronounce correctly. 3 respondents (15%)pronounce incorrectly. For the sentence **Today is Tuesday?** 18 respondents (90%) can pronounce correctly. 2 respondents (10%) pronounce incorrectly. For the sentence **Helen likes rice?** 19 respondents (95%) can pronounce correctly.1 respondent (5%) pronounce incorrectly. For the sentence **Ed needs a pen?** this sentence all respondent can pronounce correctly 20 (100%). For the sentence **Have a nice day?**

all respondent can pronounce the word correctly 20 (100%). For the sentence **Bring me a present** 19 respondents (95%) can pronounce correctly. 1 respondent (5%) pronounce incorrectly. For the phase **Buy some sugar?** 11 respondents (55%) can pronounce correctly. 9 respondents (45%) pronounce incorrectly. For the phase **Get some bread?** 14 respondents (70%) can pronounce correctly. 6 respondents (30%) pronounce incorrectly. For the phase **Enjoy the book?** in the phase all respondent can pronounce correctly 20 (100%).

Table 10: Pronunciation testing part of Sentences stress

No	Sentences	C	I	Total
1	Where do you come from?	20		20
2	Do you speak English?	17	3	20
3	I come from Cambodia	19	1	20
4	I cannot speak Thai	16	4	20
5	Where are you from?	20		20
6	What do you think of Thai culture?	16	4	20
7	What State are you from?	18	2	20
8	How old are you?	18	2	20
9	What is your name?	7	13	20
10	Where were you born	18	2	20
Total		169	31	

Table 9 indicates the ability of English pronunciation of Cambodian students. The analysis is concerned with the pronunciation of final intonation for statement and yes/no question. The result are as follows: For the sentence **Where do you come from?** the sentence all respondent can pronounce correctly 20 (100%). For the sentence **Do**

you speak English? 17 respondents (85%) can pronounce correctly. 3 respondents (15%) pronounce incorrectly. For the sentence **I come from Cambodia** 19 respondents (95%) can pronounce correctly. 1 respondent (5%) pronounce incorrectly. For the sentence **I cannot speak Thai?** 16 respondents (80%) can pronounce correctly. 4 respondents (20%) pronounce incorrectly. The sentence **Where are you from?** in this sentence all respondent can pronounce correctly 20 (100%). For the sentence **What do you think of Thai culture?** 16 respondents (80%) can pronounce correctly. 4 respondents (20%) pronounce incorrectly. For the sentence **What State are you from?** 18 respondents (90%) can pronounce correctly. 2 respondents (10%) pronounce incorrectly. For the sentence **How old are you?** 18 respondents (90%) can pronounce correctly. 2 respondents (10%) pronounce incorrectly. For the sentence **What is your name?** 7 respondents (35%) can pronounce correctly. 13 respondents (65%) pronounce incorrectly. For the sentence **Where were you born?** 18 respondents (90%) can pronounce correctly. 2 respondents pronounce incorrectly (10%).

4.3 Interviewing respondents on the problems and attitude on development of English pronunciation

In this part it is an important part, because it concerns the information which uses for describing many ways to improve English conversation or English pronunciation and the attitude of students who came from Cambodia, undergraduate students of the third and fourth year, Faculty of Humanities, Mahachulalongkornrajavidyalay University, Main campus, Lamsai Sub-district, Wang Noi district, Pha Nakhon Si Ayutthaya. Most importantly, the information of the interviewing in this time is about opinions of sample group of group 6 persons that the researcher got from random about attitude of development of pronunciation skill and what is the problem concerning pronunciation, how can they develop their skill as a native speaker as following:

The first representative whom researcher interviews about an attitude of development on English pronunciation skill and what is the problem of pronunciation

and the answer; he said normally I really love to study English when I was child, because in my country only few groups of people they can speak English and when I look at them while they were speaking I told myself that in one day I have to speak English as they're speaking now. My vision about studying English or my attitude of English studying, I really believe that it's very beneficial or advantageous for anybody who can speak English because presently if you can speak English you can go anywhere you want I really believe like that. The problem of speaking or the problem of pronunciation is I afraid to speak sometime because I am don't sure that I would pronounce correctly or not it makes me nervous when I have to speak English with someone who wants to speak with formality.

The second representative that researcher interviews about attitude of development on English pronunciation skill and what is the problem of pronunciation and the answer; Actually, I always try to practice English by myself when I was young I don't know how English is important but I know absolutely it is really important for me that's the point that makes I try to study English I started by nothing I mean I don't know anything about English I start from zero until now I have been trying to develop my skill especially pronunciation or speaking skill. My attitude about English studying, in my own opinion I really believe that it is very important for our life in presently support that you want to find some job right? It's very easy to find the job in my country to find the job if you can speak English well or even thought if you want to go around the world it's not your problem anymore if you can speak English you can go anywhere you want to go. The problem about speaking or pronunciation for me I know myself even sometime I can't speak English clearly or correctly as a native speaker, but my goal is I just speak it out and make my audience understand what I said. The way to develop my pronunciation skill I think I have to listen more about native speaker conversation or watch Tv program or anything that can develop my listening and my speaking skill.

The third representative of interviewing that researcher interviews about attitude of development on English pronunciation skill and what is the problem of pronunciation and the answer; When I was young I had no any opportunity to study English much enough when I saw people studying or when I saw them speak English they

look like the higher-class society I mean when I was young that is my idea about English language. When I arrived at this university most friends of mine they invite me to study another major, some choose the different major they love. At that time, I asked myself what you want to study actually? For a while I can answer myself that I'll study English because it very importance for me. For me English is very important for everybody nowadays around the world they can connect each other by communication, what happen if I cannot speak with them or if I cannot understand what they say, the answer clearly in my head immediately English is the important way for me to improve myself. The problems about studying English is that there are the words we don't know and how can we write the sentences grammatically, especially about speaking skill I know myself sometimes I cannot pronounce correctly that's maybe for many factors support that from mother tongue that's the main problem and my experience about speaking. I have to use media for developing my speaking skill such as movies, song or news.

The fourth representative of interviewing that researcher interviews about attitude of development on English pronunciation skill and what is the problem of pronunciation and the answer; I have to tell you frankly that I am not interested in English before till I study English major I know immediately I walk on the right way I mean I walk on the way I love but I never asked myself. Nowadays I think English is very useful for me because when I study in the classroom I can understand what teacher was teaching and I have many friends from another country we spend many times to practice our English skill. I really believe that I can go anyway because I can speak English and it may be easier for me if I want to find the job I mean when I disrobe or when I have to become lay people, I don't know because certainty is uncertainty, right? here is just my opinion about English. The problems about English studying of mine is about grammar sometime like I am quite confident about my grammar but sometime not, anyway I still try to practice about speaking skill or pronunciation skill I think it's a very important skill, here is my own belief if you can speak English that means your success half way of studying English. In my opinion the way to improve English pronunciation skill is I have to try more about pronounce and I have to study about phonetic symbol because it is the key to

pronunciation correctly and absolutely I have to listen more to native speakers such as conversation in any program for developing my pronunciation skill.

The fifth representative of interviewing that researcher interviews about attitude of development on English pronunciation skill and what is the problem of pronunciation and the answer; Many years I have been learning English. I think English is very a importance for everybody in the world because if you can speak English you can go anywhere in world you want, in my opinion you can't stay without English supporting that you want to travel somewhere I really believe that you have to see English language even though the labels both sides of the way you're traveling, that is the reason why I said English is very important for everybody in the world. The problems of pronunciation for me is I have no confidence about my pronunciation or my speaking because many times I make wrong pronunciation actually I try to listen to the native speaker, but I know myself sometime my pronunciation is not clear the true problem maybe because of my mother tongue. The way to improve my English pronunciation I think that I should try hard to listen and follow the native speaker as much as I can I believe that it is the way I can't develop my pronunciation skill.

The sixth or the last representative of interviewing that researcher interviews about attitude of development on English pronunciation skill and what is the problem of pronunciation and the answer; I spent more than 7 years to study English. When I was young in my country, I have the English class and my teacher she is quite serious about teaching English, but in that time, I don't understand anything in English subject I think it's too hard for me until one day I have some opportunities to study with a foreign teacher many friends of mine can understand what the teacher said but I don't understand at all. From that day I always tell myself I have to study harder more than I ever. The problems of learning English for me I will be really delighted if I can speak or my pronunciation is clear more than ever been because presently I am quite not confident about my speaking I am not sure it is right or wrong that are my problems now. I think the way to develop my pronunciation skill I should listen much to English more than now because my

language or my mother tongue language is quite different from English language, so that I have to try harder as much as I can.

Chapter V

Conclusion, Discussion and Suggestion

A study of English pronunciation of the third and fourth – year Cambodian students of Faculty of Humanities, Mahachulalongkornrajavidyalaya university, based on linguistic approach. The objectives of this research are (1 to study English pronunciation of the third and fourth year of Cambodian students from the Faculty of Humanities, Mahachulalongkornrajavidyalaya. (2 to study the problems of English pronunciation of the third and fourth year Cambodian students of Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi District, Ayutthaya Province. (3 to propose the ways of improving English pronunciation of the third and fourth year of Cambodian students at the Faculty of Humanities Mahachulalongkornrajavidyalaya. In this research, students have represented the contribution to knowledge, significance of the study follow the objectives that are to study pronunciation and the way to improve the problems. In this regard, the answer of the problem revealed in chapter 1 and 2. For discussion will refer to the objectives and research questions. The meaning of results was evaluated and interpreted with interviewing carefully. The suggestion will conduct with scope and procedure of the research.

This chapter has divided into 4 parts as follow:

- 1.) Conclusion
- 3.) Discussion
- 4.) Suggestion

5.1 Conclusion

The results of the study can be summarized as follows:

5.1.1 General Information Results

The result is shown that 100% of the respondents are monks. 60 % of the respondents aged 26-30 years old, 25% aged 30 years old up, and 3% aged 20-25 years old.

5.1.2 A study involves the pronunciation of undergraduate students of third and fourth year of whom are from Cambodia.

Overall, the result of the statistic of English pronunciation in each table that researcher will summarize from the pronunciation testing as the following;

In the table of consonant sound (Ch,Sh) there are 10 words that researcher let the respondents pronounce those word, and if we count amount the words that the respondents can pronounce correctly for 111 times and incorrectly for 89 times.

In the table of consonant sound (F,V) final sound there are 10 words that researcher let the respondents pronounce those words, and if we count amount the words that the respondents can pronounce correctly for 164 times and incorrectly for 36 times.

In the table of consonant sound(Ch,Sh) final sound there are 10 words that researcher let the respondents pronounce those words, and if we count amount the words that the respondents can pronounce correctly for 107 times and incorrectly for 93 times.

In the table of the vowel sound there are 10 words that researcher let the respondents pronounce those words, and if we count amount the words that the respondents can pronounce correctly for 111 times and incorrectly for 89 times.

In the table of word stress two syllables, there are 10 words that researcher let the respondents pronounce those words, and if we count amount the words that the respondents can pronounce correctly for 131 times and incorrectly for 69 times.

In the table of word stress three syllables there are 10 words that researcher let the respondents pronounce those word, and if we count amount the words that the respondents can pronounce correctly 160 times and incorrectly for 40 times.

In the table of intonation statement of yes,no question there are 10 sentences that researcher let the respondents pronounce those sentences, and if we count amount the respondents can pronounce correctly for 177 times and incorrectly for 23 times.

In the table of sentence stress there are 10 sentences that researcher let the respondents pronounce those sentences, and if we count amount the sentences that the respondents can pronounce correctly for 169 times and incorrectly for 31 times.

From investigation researcher can summarize to understanding what is the part that respondents have much problems of pronunciation; the first part that respondents have much wrong answers is Consonant sound (Ch,Sh) final sound, the respondents have wrong 93 times. The second is the part of Consonant sound (Ch,Sh) and testing of Vowel sounds both are equal respondents could pronounce incorrectly for 89 times. The third part that is Word stress two syllables the respondents pronounce incorrectly for 69 times. The fourth is the part of Word stress Three syllables the respondents pronounce incorrectly for 40 times. And the fifth that is consonant sounds (F and V) final sound the respondents have the problem about pronunciation, they have wrong pronunciation for 36 times. The sixth that respondents have problem about pronunciation is the part of Sentences stress 31 respondents pronounce incorrectly. The last is the part of Intonation Statement Yes, no question this is the part that the respondents have the problem about the pronunciation lowest, only 23 incorrectly. From testing the part that respondents have most problems is the part of consonant sound (ch,sh) final sound.

5.1.3 Results of interviewing people

The result showing of interviewing the respondents attitude, problems, and the way to develop English pronunciation skill of the (first) respondent: He really loves to study English, when he was a child. English language is very important for everybody and it is very beneficial for everyone if they can speak English, and the problem is that he is afraid to speak it out. The (second) respondent: he has been studying English for a long time by himself, if he can speak English you can go anywhere in the world, the problem of him is he can't speak English clearly sometime. He has to watch English TV programs and try to follow the words as native speaker. The (third) respondent: when he was young he had no opportunity to study English when he saw people they study or when he saw them speak English they look like the higher people. When he has opportunity to study this university most friends of him they invite me to study another major some of them choose the different major they love. At that time, he asked himself what you want to study actually, and the answer is English. The problem of learning for him is unfamiliar the words and how could we write sentences correctly. Anyway, he still worried about pronunciation skill, he thinks that main problem maybe from the mother tongue language because his language and English very different, the way to improve spoken English he has to use media for developing his speaking skill such as movies, song or news. The (fourth) respondent: Nowadays he thinks English very useful for him because when he studies in classroom he can understand what teacher was teaching and he have many friends from another country he spends many times to practice our English skill. The problem is sometime he quite not sure about my grammar and the words that unfamiliar, he thinks the way improve his English pronunciation he has to study about phonetic symbol because it is the key to pronunciation correctly and absolutely he has to listen many native speakers such as conversation in any program for developing pronunciation skill. The (fifth) respondent: In his opinion he can't stay without English, support that he wants to travel somewhere he really believes that he has to see English language even though the labels both sides of the way he is traveling and the problems of pronunciation for him is that he has no confidence about my pronunciation or his speaking because

many times when he was wrong pronunciation actually he tries to listen the native speaker, but he knows himself sometime his pronunciation is not clear the true problem maybe because of his mother tongue. The way to improve his English pronunciation he thinks that he should try hard to listen and follow the native speaker as much as he can he believes that is way he can develop his pronunciation skills. The (sixth) respondent: when he was a young in his country he has a English class and his teacher she quite serious about teaching English, but in that time he don't understand anything in English subject he thinks it's too hard for him to study English the problem is his pronunciation it's not clear, but presently he is quite not confident about his speaking he is not sure it right or wrong. He thinks the way to develop my pronunciation skill is he should listen and try to practice more than now, because his language or his mother tongue language is quite different English language, so that he has to try more ever been.

In this objective of this study it is to investigate the problems of pronunciation and find out the way to improve of students of the third and fourth years whom from Cambodia, Faculty of Humanities, Mahachulalongkornrajavidyala university.

The respondents of the study consist of two classes of Bachelor Degree, Faculty of Humanities English major. Consisting of 20 respondents in number and all of the respondent are monk according to table 1 chapter 4.

The following conclusion drawn from the result above

1. The respondents encountered of pronunciation of vocabularies through reading the material.
2. The respondents find the unfamiliar vocabularies from the material that the research gave.
3. For pronunciation skill, being challenged and difficult for the respondent who wants to improve their skill.
4. More than half of the respondents reply that they had trouble with unfamiliar words.
5. Most of the respondents had trouble about confidence of pronunciation with unfamiliar words they never seen before.

6. When they have troubles about comprehending or meaning of pronunciation they choose to guess the sound like they understand.

7. More than half of interviewing they know the way to improve themselves such as they should study phonetics, they should try to listen and follow the native speaker, use the media and study from TV programs.

Especially, the result of this study will be useful for persons or students who are interested in English pronunciation because improvement of other skills such as writing, reading, listening and speaking or pronunciation of the first stem of speaking. From studying English experience is very important for students who are interested in English so that pronunciation skills very important for students in the Faculty of Humanities, Mahachulalongkornrajavidyalaya University and other country around the world.

5.2 Discussion

In this section it will point out the notable points in the result of the analysis of this study in the following: cause of the problems of pronunciation of students and considering the way to improve English pronunciation by using the materials.

5.2.1 The problem of pronunciation English skill

The result will point out how to improve English pronunciation skill was taken by the respondents when they were pronouncing they are quite confused about the vocabularies some of them always use in daily life but sometime when they have to pronounce clearly, it looks like they are not sure actually about how to pronounce this word. In other way, from testing in this time it makes the researcher know that most of the respondents they are at moderate level in pronouncing, but after they have tested the researcher really believe that they will get higher of English pronunciation.

Regarding the confidence of the respondents who join in the testing of pronunciation most of them are afraid to pronounce or speak out that because they are worried that the word they are pronouncing maybe wrong, and most of them can pronounce like the native speaker, the problem of confidence on pronunciation in English

is very important. according to the respondents they said English as the second language of them, it's the reason why they have to be nervous every time they have to pronounce English.

5.2.2 The way an improvement of pronunciation

After having finished testing most of students have known immediately what they have to do for improvements themselves. Presently there are many ways to improve our English pronunciation, some of respondents got the great ideas. He has known what he should do. He should improve his English pronunciation by using media such as facebook, he can study many things on facebook because many pages opened for sharing knowledge and can study on youtube because he can listen the sound of the native speaker's conversation or he can study on tv programs many ways to improve his English pronunciation for higher class.

5.3 Suggestion

According to this research has been conducted from Mahachulalongkornrajavidyala University (Main Campus), based on the findings and the conclusion of the study, it is recommended that further study be explored in the following areas:

5.3.1 Further study should include vocabularies in English pronunciation and pronounce correctly, confronted by the third and fourth year students, majoring in English of Mahachulalongkornrajavidyalaya University.

5.3.2 Furthermore, the studying should be more varied of people stages; for example, giving a speech in public or in front of the class for increase the confidence, giving chance to talk about Dhamma in English on the radio or preaching Dhammar to the foriegners, there should have suggested about how to pronounce each word and so on.

5.3.3 Finally, students should find out for acquiring strategy to develop pronunciation skill in English vocabularies and sentences for developing yourself.

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Appendix
Questionnaires and Materials

Research Questionnaires

1. Part A

Topic: A study of English pronunciation of third and fourth- year of Cambodian students of faculty of humanities Mahachulalongkornrajavidyalaya, based on linguistics approach.

Instructions:

1. This questionnaire is used to collect the data for study of English pronunciation based on linguistic approach of Cambodian students of faculty of humanities Mahachulalongkornrajavidyalay. Therefore, all information here in used of only for the purpose of English pronunciation Skills.

2. The questionnaire is divided into main five parts as the following:

Part One: General Information of the respondents.

Part Two: Study of pronunciation Skill.

Part Three: Comments or Recommendations

3. Kindly fill in the fact for the said purpose. Thank you very much.

Phra Sitthichon Siddipaññadhivamsō

Researcher

2. Part B

Part One: General Information of the respondents

Please tick (√) in the bracket

Questionnaire	For Researcher
1. gender Ⓐ. () Male Ⓑ. () Female	
2. Age 1. () Lower 20 years olds 2. () 20-25 3. () 26-30 4. () Moreover 30 years old	
3. Status 1. () Monk 2. () Novice	
4. Level 1. () Third year 2. () Fourth year	

3. Part C

Part two: the materials for testing of pronunciation Skill

This part consisted of two choices after the researcher let the respondents pronounce the words, then start to record their sound. After the researcher got the sound will start to interpret in two choices as the following:

1. I = Incorrectly 2. C = Correctly

Pronunciation testing part of consonant sounds (Ch and Sh)

No	Word		C	I	Total
1	<u>ch</u> ip	sh <u>i</u> p			
2	<u>ch</u> eep	sh <u>ee</u> p			
3	<u>ch</u> in	sh <u>i</u> n			
4	<u>ch</u> ain	sh <u>a</u> ne			
5	<u>ch</u> eat	sh <u>ee</u> t			
6	<u>ch</u> op	sh <u>o</u> p			
7	<u>ch</u> ea <u>p</u>	sh <u>ee</u> p			
8	<u>ch</u> air	sh <u>a</u> re			
9	<u>ch</u> ill	sh <u>i</u> ll			
10	<u>ch</u> ap	sh <u>a</u> p			

Pronunciation testing part of consonant sounds (F and V)

No	Word		C	I	Total
1	safe	save			
2	half	have			
3	leaf	leave			
4	calf	calve			
5	belief	believe			
6	staff	stave			
7	life	live			
8	half	halve			
9	proof	prove			
10	duff	dove			

Pronunciation testing part of consonant sounds (Ch and Sh) final sound

No	Word		C	I	Total
1	catch	cash			
2	ditch	dish			
3	match	mash			
4	leech	leash			
5	batch	bash			
6	reach	reash			
7	watch	wash			
8	Preach	preash			
9	clach	clash			
10	which	wish			

Pronunciation testing of Vowel sounds

No	Word		C	I	Total
1	pain	pen			
2	team	tame			
3	beat	bit			
4	wit	weat			
5	read	red			
6	lane	land			
7	lap	leap			
8	lake	rake			
9	tell	tall			
10	peen	pin			

Pronunciation testing part of Word stress two syllables

No	Word	C	I	Total
1	about			
2	again			
3	agree			
4	begin			
5	obtain			
6	safety			
7	table			
8	debit			
9	credit			
10	danger			

Pronunciation testing part of “Conjunction”

No	Word	C	I	Total
1	agenda			
2	another			
3	already			
4	continue			
5	consider			
6	regional			
7	furniture			
8	dangerous			
9	Mexican			
10	gentlemen			

Pronunciation testing part of Intonation Statement Yes, no question

No	Word		C	I	Total
1	Tom is in New York.	Tom is in New York?			
2	Sue is getting fat.	Sue is getting fat?			
3	Today is Tuesday.	Today is Tuesday?			
4	Helen likes rice.	Helen likes rice?			
5	Ed needs a pen.	Ed needs a pen?			
6	Have a nice day.	Have a nice day?			
7	Bring me a present.	Bring me a present?			
8	Buy some sugar.	Buy some sugar?			
9	Get some bread.	Get some bread?			
10	Enjoy the book.	Enjoy the book?			

Pronunciation testing part of Sentences stress

No	Word	C	I	Total
1	Where do you come from?			
2	Do you speak English?			
3	I come from Cambodia			
4	I cannot speak Thai			
5	Where are you from?			
6	What do you think of Thai culture?			
7	What State are you from?			
8	How old are you?			
9	What is your name?			
10	Where were you born			

Results of the Index of Item Objective Congruence
(IOC)

Pronunciation testing part of consonant sounds (Ch and Sh)			The committee of Research Tool Evaluation						Conclusion and Interpretation	
			1	2	3	4	5	total	IOC	Note (if any)
1	<u>ch</u> ip	<u>sh</u> ip	1	1	1	1	1	5	1	usable
2	<u>ch</u> ee <u>p</u>	<u>sh</u> ee <u>p</u>	1	1	1	1	1	5	1	usable
3	<u>ch</u> in	<u>sh</u> in	1	1	1	1	1	5	1	usable
4	<u>ch</u> ain	<u>sh</u> ane	1	1	1	0	1	5	0.8	usable
5	<u>ch</u> ea <u>t</u>	<u>sh</u> ee <u>t</u>	1	1	1	1	1	5	1	usable
6	<u>ch</u> op	<u>sh</u> op	1	1	1	1	1	5	1	usable
7	<u>ch</u> ea <u>p</u>	<u>sh</u> ee <u>p</u>	1	1	1	1	1	5	1	usable
8	<u>ch</u> air	<u>sh</u> are	1	1	1	1	1	5	1	usable
9	<u>ch</u> ill	<u>sh</u> ill	1	1	1	1	1	5	1	usable
10	<u>ch</u> ap	<u>sh</u> ap	1	1	1	1	1	5	1	usable

Pronunciation testing part of consonant sounds (F and V)			The committee of Research Tool Evaluation						Conclusion and Interpretation	
			1	2	3	4	5	total	IOC	Note (if Any)
1	safe	save	1	1	1	1	1	5	1	
2	half	have	1	1	1	1	1	5	1	usable
3	leaf	leave	1	1	1	1	1	5	1	usable
4	calf	calve	1	1	1	1	1	5	1	usable
5	belief	believe	1	1	1	1	1	5	1	usable
6	staff	stave	1	1	1	1	1	5	1	usable
7	life	live	1	1	1	1	1	5	1	usable
8	half	halve	1	1	0	1	1	4	0.8	usable
9	proof	prove	1	1	1	1	1	5	1	usable
10	duff	dove	1	1	1	1	1	5	1	usable

Pronunciation testing part of consonant sounds (Ch and Sh) final sound			The committee of Research Tool Evaluation					Conclusion and Interpretation		
			1	2	3	4	5	total	IOC	Note (if any)
1	catch	cash	1	1	1	1	1	5	1	usable
2	ditch	dish	1	1	1	1	1	5	1	usable
3	match	mash	1	1	1	1	1	5	1	usable
4	leech	leash	1	1	1	1	1	5	1	usable
5	batch	bash	1	1	1	1	1	5	1	usable
6	reach	reash	1	1	1	1	1	5	1	usable
7	watch	wash	1	1	1	1	1	5	1	usable
8	Preach	preash	1	1	1	1	1	5	1	usable
9	clach	clash	1	1	1	1	1	5	1	usable
10	which	wish	1	1	1	1	1	5	1	usable

Pronunciation testing part of Vowel sounds			The committee of Research Tool Evaluation					Conclusion and Interpretation		
			1	2	3	4	5	total	IOC	Note (if any)
1	pain	pen	1	1	1	1	1	5		usable
2	team	tame	1	1	1	1	1	5	1	usable
3	beat	bit	1	1	1	1	1	5	1	usable
4	wit	weat	1	1	1	1	1	5	1	usable
5	read	red	1	1	1	1	1	5	1	usable
6	lane	land	1	1	1	1	1	5	1	usable
7	lap	leap	1	1	1	1	1	5	1	usable
8	lake	rake	1	1	1	1	1	5	1	usable
9	tell	tall	1	1	1	1	1	5	1	usable
10	peen	pin	1	1	1	1	1	5	1	usable

Pronunciation testing part of Word stress two syllables		The committee of Research Tool Evaluation						Conclusion and Interpretation	
		1	2	3	4	5	total	IOC	Note (if any)
1	about	1	1	1	1	1	5	1	usable
2	again	1	1	1	1	1	5	1	usable
3	agree	1	0	1	1	1	4	0.8	usable
4	begin	1	1	1	1	1	5	1	usable
5	obtain	1	1	1	1	1	5	1	usable
6	safety	1	1	1	1	1	5	1	usable
7	table	1	1	1	1	1	5	1	usable
8	debit	1	1	1	1	1	5	1	usable
9	credit	1	1	1	1	1	5	1	usable
10	danger	1	1	1	1	1	5	1	Usable

Pronunciation testing part of Word stress Three syllables		The committee of Research Tool Evaluation						Conclusion and Interpretation	
		1	2	3	4	5	total	IOC	Note (if any)
1	agenda	1	2	3	4	5	5		Usable
2	another	1	1	1	1	1	5	1	usable
3	already	1	1	1	1	1	5	1	usable
4	continue	1	1	1	1	1	5	1	usable
5	consider	1	1	1	1	1	5	1	usable
6	regional	1	1	1	1	1	5	1	usable
7	furniture	1	1	1	1	1	5	1	usable
8	dangerous	1	1	1	1	1	5	1	usable
9	Mexican	1	1	1	1	1	5	1	usable
10	gentlemen	1	1	1	1	1	5	1	usable

Pronunciation testing part of Intonation Statement Yes, no question			The committee of Research Tool Evaluation					Conclusion and Interpretation		
			1	2	3	4	5	total	IOC	Note (if any)
1	Tom is in New York.	Tom is in New York?	1	1	1	1	1	5	1	usable
2	Sue is getting fat.	Sue is getting fat?	1	1	1	1	1	5	1	usable
3	Today is Tuesday.	Today is Tuesday?	1	1	1	1	1	5	1	usable
4	Helen likes rice.	Helen likes rice?	1	1	1	1	1	5	1	usable
5	Ed needs a pen.	Ed needs a pen?	1	1	1	1	1	5	1	usable
6	Have a nice day.	Have a nice day?	1	1	1	1	1	5	1	usable
7	Bring me a present.	Bring me a present?	1	1	1	1	1	5	1	usable
8	Buy some sugar.	Buy some sugar?	1	1	1	1	1	5	1	usable
9	Get some bread.	Get some bread?	1	1	1	1	1	5	1	usable
10	Enjoy the book.	Enjoy the book?	1	1	1	1	1	5	1	usable

Pronunciation testing part of Sentences stress		The committee of Research Tool Evaluation						Conclusion and Interpretation	
		1	2	3	4	5	total	IOC	Note (if any)
1	Where do you come from?	1	1	1	1	1	5	1	usable
2	Do you speak English?	1	1	1	1	1	5	1	usable
3	I come from Cambodia	1	1	1	1	1	5	1	usable
4	I cannot speak Thai	1	1	1	1	1	5	1	usable
5	Where are you from?	1	1	1	1	1	5	1	usable
6	What do you think of Thai culture?	1	1	1	1	1	5	1	usable
7	What State are you from?	1	1	1	1	1	5	1	usable
8	How old are you?	1	1	1	1	1	5	1	usable
9	What is your name?	1	1	1	1	1	5	1	usable
10	Where were you born	1	1	1	1	1	5	1	usable

Additional Exercise
Testing pronunciation skills

Here is additional exercise that typeset on English pronunciation test during one moth for collecting information, and in this exercise consist words and sentences for easy to pronunciation correctly.

Information

The researcher already had selected the words and sentences for testing in each of table. All of part follow pronunciation such as pronunciation of consonant, vowel, adverb, sentences stress and words stress two and three syllables. You can pronounce the words and sentence correctly because researcher separates the type kind of words and sentences in each of part that the research had separated

Pronunciation testing part of consonant sounds (Ch and Sh)

No	Word		C	I	Total
1	<u>ch</u> ip	<u>sh</u> ip			
2	<u>ch</u> eeper	<u>sh</u> eeper			
3	<u>ch</u> in	<u>sh</u> in			
4	<u>ch</u> ain	<u>sh</u> ane			
5	<u>ch</u> eat	<u>sh</u> eeper			
6	<u>ch</u> op	<u>sh</u> op			
7	<u>ch</u> eeper	<u>sh</u> eeper			
8	<u>ch</u> air	<u>sh</u> are			
9	<u>ch</u> ill	<u>sh</u> ill			
10	<u>ch</u> ap	<u>sh</u> ap			

Pronunciation testing part of consonant sounds (F and V)

No	Word		C	I	Total
1	safe	save			
2	half	have			
3	leaf	leave			
4	calf	calve			
5	belief	believe			
6	staff	stave			
7	life	live			
8	half	halve			
9	proof	prove			
10	duff	dove			

Pronunciation testing part of consonant sounds (Ch and Sh) final sound

No	Word		C	I	Total
1	catch	cash			
2	ditch	dish			
3	match	mash			
4	leech	leash			
5	batch	bash			
6	reach	reash			
7	watch	wash			
8	Preach	preash			
9	clach	clash			
10	which	wish			

Pronunciation testing of Vowel sounds

No	Word		C	I	Total
1	pain	pen			
2	team	tame			
3	beat	bit			
4	wit	weat			
5	read	red			
6	lane	land			
7	lap	leap			
8	lake	rake			
9	tell	tall			
10	peen	pin			

Pronunciation testing part of Word stress two syllables

No	Word	C	I	Total
1	about			
2	again			
3	agree			
4	begin			
5	obtain			
6	safety			
7	table			
8	debit			
9	credit			
10	danger			

Pronunciation testing part of Word stress Three syllables

No	Word	C	I	Total
1	agenda			
2	another			
3	already			
4	continue			
5	consider			
6	regional			
7	furniture			
8	dangerous			
9	Mexican			
10	gentlemen			

Pronunciation testing part of Intonation Statement Yes, no question

No	Word		C	I	Total
1	Tom is in New York.	Tom is in New York?			
2	Sue is getting fat.	Sue is getting fat?			
3	Today is Tuesday.	Today is Tuesday?			
4	Helen likes rice.	Helen likes rice?			
5	Ed needs a pen.	Ed needs a pen?			
6	Have a nice day.	Have a nice day?			
7	Bring me a present.	Bring me a present?			
8	Buy some sugar.	Buy some sugar?			
9	Get some bread.	Get some bread?			
10	Enjoy the book.	Enjoy the book?			

Pronunciation testing part of “Interjection”

No	Word	C	I	Total
1	Where do you come from?			
2	Do you speak English?			
3	I come from Cambodia			
4	I cannot speak Thai			
5	Where are you from?			
6	What do you think of Thai culture?			
7	What State are you from?			
8	How old are you?			
9	What is your name?			
10	Where were you born			

Biography of Researcher

Name : Phra Sitthichon Samapanyathiwong
Date of Birth : 8 May, B.E. 2535(1992)
Date of Ordained as Novice : 33 May, 2005
Date of Higher Ordained : 16 May, 2013
Nationality : Thai
Position : Researcher
Present Address : 141/4Wattthongthammachat,Khongsan,Bangkok 10600
Mobile Phone : 0806404926
Education Background
 : **(2011)** :26 March 2005 (finished Primary school from Baan Dongbagnaonsawan (Udonthani)
 : **(2014)** Graduated Bachelor of Arts (English)B.A. (English) from MCU
Experience : Teaching Dhama in English, volunteer for Dhamma lector at "For beautiful life group" And "Kaiwaisai" MCU Wangnio