

The Influence of L1 in Learning L2: A Case Study of Javanese-English at Tidar University

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Abstract

The Influence of L1 in Learning L2: A Case Study of Javanese – English at Tidar University. Pronunciation is a significant aspect in communication that associates to how people reveal words for communication. People who speak with the L2 language can be impacted with their L1 in their pronunciation. The accent of L1 tends to dominate L2 in pronouncing a particular word. Thus, it also cannot be easily discharged when someone speaks in L2. This research intends to investigate the impact of L1 in learning L2, especially the Javanese accent, into an English accent. Descriptive qualitative would be utilized as the methodology for constructing this paper. Subsequently, the data would be analyzed using the Comparison and Contrast by Clark (1995) method. Based on the finding, the researchers found 15 words pronounced with Javanese accents. It indicates that L1 can influence pronouncing a word in L2. It will be better if this condition can be conquered. In this study, the researchers found that the use of glottal sounds is very often and it makes the sound produced in the spoken word slightly different. Because of that, it is recommended that they can reduce the use of Javanese accents.

Keywords: Language, L2 acquisition, English accents, Javanese accents

Introduction

People use language as a tool to communicate with others. Communication is utilized to get useful information. Then, English language is one of the international languages. This international language is utilized to communicate by people across the world. Nishanthi (2018) argues that language is our important

source of communication. It is used to share ideas, specifically English Language. Thus, learning English is important in order to support the communication in the international context.

In Indonesia, English is a foreign language. According to Alrajafi (2021) this language is still the foreign language that is utilized exclusively in everyday life. Since Indonesian language and the local language are often used in everyday life rather than English language, it causes people to need more effort to master the proficiency of English language. Thus, people need a place to support their process of learning this language. Hoque (2017) stated that second language acquisition and learning means learning and acquisition of a second language after the first language acquisition or mother tongue is built. People acquire a second language after understanding their first language. However, the second language that is acquired will not interfere with the comprehension of the first language.

Denizer (2017) stated that in nearly all aspects, the mother tongue interferences on second language learning and the most significant influence of mother tongue interference in the speaking as language skills and grammar as a language area. In acquiring the English language in Indonesia, people face obstacle. One of the problems relates to the influence of the first language or mother tongue in mastering the English language. People find it difficult to ignore their own accent. Thus, it causes their pronunciation to influence the mother tongue. People who come from Java, Indonesia tend to use Javanese as their first language. Thus, their pronunciation of English language is influenced by Javanese accent.

Sung (2016) argued that ESL learners are connecting the native-like pronunciation (generally referring to RP/GA) that have high English proficiency, superiority in status and prestige. Tsang (2019) delivers about how important of English accent proficiency is, he said that teachers' English accents and pronunciation are 'still' prominent to learners to several levels even though we are living in an era in which the multiculturalism and diversity of accents are prominent in many classrooms. On the other hand, mastering the proper way of pronunciation can help people to communicate well with others. If people have a lack of ability in pronouncing the right pronunciation, it can cause a communication barrier. The interlocutor will have difficulties understanding the message. Subsequently, it can also cause misunderstanding if the interlocutor understands a different word from the speaker.

Subsequently, according to Denizer (2017) the influence of mother tongue causes learners to construct errors specifically in speaking without preparation and translating a passage into the target language. However, the stressing of the pronunciation can cause the differences from native pronunciation. Thus, people need good practice to master the proper pronunciation of English accents. On the other hand, there are several regional languages that exist in Indonesia. Javanese is one of the regional languages in Indonesia. According to Wardani and Suwartono (2019), the accent, dialect, intonation, and diction of Javanese language can be categorized as hefty and peculiar. As the mother tongue, this language also gives an impact on how people pronounce English language. The sound that is produced may be different from the way of well English language pronunciation since it has own accent. However, the way of stressing and also the intonation may different. Subsequently, the message from the communication may be not delivered well. Thus, the mother tongue with his own characteristic can influence the L2 that is learned. Perwitasari, Klamer & Schiller argued that the production of English vowels for the Javanese and Sundanese EFL learners was challenging not only for related sounds such as (/l, ɛ, ʊ/), but also for new sounds such as (/i:, æ, ɑ:, ɔ:, u:, ʌ, ɜ:/). Thus, they may not pronounce the English word well. However, their own accent will be utilized in pronouncing the word. It shows that the Javanese accent play a significance role of pronouncing the word since the way of pronouncing the English word with the vowel of English language is challenging. It is prominent on investigating on how the Javanese accent influence the English accent. Hence, this paper has the purpose of discovering the influence of L1 in learning L2 especially the impact of Javanese accent to English accent. It will explain how the influence occurs and the way to overcome this obstacle.

Literature review

Research that has been conducted by Malikatul Laila and Hepy Adityarini (2009) show that many students who are unsuitable for pronouncing words in English are influenced by their mother tongue accents. The result of this study show that (1) English students are motivated in pronouncing English according to native speakers so that it causes them to be less maximal in using English; (2) In pronouncing vowels, students tend to bring up several shift rules such as the degree of frequency of shifting lies in the fluctuation of the height of the tongue, a reduced fortical sound especially for the nucleus in diphthongs and inclination the

pronunciation of the sound according to the phoneme. Then, in the pronunciation of the consonant sound, the student is lacking in voicing, eliminating the final sound or adding certain sounds, shifting the front behind the point articulation of word pronunciation, and changing sounds based on how they are articulated when pronouncing words in English. Regarding to this study, the Javanese accent play a significant role on how the students learn the English language. Subsequently, it shows that the pronunciation of the English language cannot be separated from the Javanese language since their mother tongue influence the pronouncing of the English language.

Besides that, Saddhono and Rohmadi (2014) argue that the use of Javanese is still dominant in the learning process in elementary schools in Surakarta. In the learning context, the Javanese as the first language still influence of the English language. Regarding to this research, the use of Javanese words and accents that are thick in the pronunciation still have significant role on pronouncing the L2 learning.

Methodology

In this study, the researchers used descriptive qualitative methods to find and process the data. Descriptive qualitative research methods have been one of the most common methods and often used in various research models such as in the fields of education, psychology, and social science to linguistics. Descriptive research aims to describe a phenomenon and its characteristics and give importance to what rather than how or why a phenomenon can occur so that this method is an observation and survey tool often used to collect data in a study (Gall, Gall, & Borg, 2007). Descriptive qualitative methods are holistic and often involve a larger collection of data from multiple sources to obtain the information required for research (Nassaji, 2015). Data observation was carried out by collecting recordings of student presentations in the Intercultural Communication class. There are 12 students that were observed in this research. Online learning made material presentations through conference videos or through voice recordings sent through the class group.

In this study, the researchers used the Comparison and Contrast by Clark (1995) method by comparing English phonetics with standard IPA with Javanese dialect student pronunciation which is then transcribed into phonetic as the instrument to analyze the data. Meanwhile, for presenting the data, the researcher

uses the formal method from Sudaryanto (1993). Formal presentation is the formulation of a language with a sound transcription which is then transcribed into phonetic according to the standard. In transcribing sounds, the researchers used sound phonetic standards to match the International Phonetic Alphabets (IPA).

Findings

In this study, the researchers found 15 words pronounced with Javanese accents such as adding the sound /h/ (glottal sound) and narrowing the pronunciation of words to make them lighter. The results of the study are shown using tables. Then, in order to make it easier for researchers to analyze, researchers used the alphabet in compiling tables.

Tabel 1: The data of words that students pronounce in Javanese accent

No	Words	IPA	Javanese phonetic
1.	About	/ə'baʊt/	/a' b ^h aut/
2.	Answer	/'ɑ:nsə/	/'ɑ:ns ^h wer/
	Be	/bi:/	/b ^h i:/
3.	Because	/bɪ'kɒz/	/b ^h ɪ'kaus/
4.	Between	/bɪ'twi:n/	/b ^h ɪ'twi:n/
5.	But	/bʌt/	/b ^h ət/
	Culture	/'kʌltʃə/	/'kult ^h ur/
6.	Don't	/dəʊnt/	/d ^h ənt/
7.	Example	/ɪg'zɑ:mpl/	/ɪk'sæ:mp ^h l/
8.	Go	/gəʊ/	/g ^h o/
9.	Got	/gɒt/	/g ^h ɒt/
	Individualism	/,ɪndɪ'vɪdʒʊəlɪz(ə)m/	/,ɪndɪ'vɪd ^h ʊəlɪz(ə)m/
10.	Maybe	/'meɪbi:/	/'meɪb ^h i:/
11.	Non-verbal	/nɒn-'vɜ:bəl/	/nɒn-'vɜ:b ^h al/
12.	Problem	/'prɒbləm/	/'prɒb ^h ləm/
13.	Thank you	/θæŋk ju:/	/tæŋk ju:/
14.	The	/ðə/	/nd ^h ə/
15.	Then	/ðen/	/ð ^h en/
16.	Them	/ðem/	/ð ^h em/
17.	There is	/ðeər ɪz/	/θ ^h eər ɪs/

18.	Think	/θɪŋk/	/θ ^h ɪŋ/
19.	Today	/tə'deɪ/	/tu'd ^h eɪ/
20.	Verbal	/vɜ:bəl/	/vɜ:b ^h əl/

The table above shows that EFL students still often pronounce the words in English using Javanese pronunciation. These words include; about, answer, be, because, between, but, don't, example, go, got, maybe, non-verbal, problem, thank you, the, then, them, there is, think, today, verbal. In practice, students often add a glottal sound /h/ in pronouncing words. In the rest, the students pronounce English according to the spaced letters, like "because" with phonetic /bɪ'kɔz/ but students pronounce it with /b^hɪ'kaus/. The pronunciation of the letter "s" should be alveolar voiced but replaced with alveolar voiceless.

Then, the pronunciation of the word "the" by the standard IPA /ðə/ also produces a different greeting when the student says it. They pronounce the word "the" with /nd^hə/. In this case the student changes the pronunciation and adds the letter "n" or is included in the nasal concept. In addition, in the pronunciation structure of the word "thank you" some students also changed the pronunciation structure. The pronunciation of the word "thank you" is /θæŋk ju:/. However, in practice they change the phonetic pronunciation into /tæŋk ju:/. Based on the table above, it can be concluded that the influence of the student's first language especially that of Java lies in the addition of sound /h/. It can be seen from the dominance of the addition of the sound which makes the sound of the word thicker, such as /dh/.

In addition, the thinning and replacement of letter sounds were also found in this study. This is evidenced by the different pronunciation of the word "example" with the phonetic /ɪg'zɑ:mpl/ changing the sound /z/ to be thinner /s/. Then, the sound /g/ also changed to be /k/. Based on the sound change, the word "example" is pronounced as /ɪk'sæ:mpl/. In addition, the addition of the sound /w/ and /r/ to the word "answer" is also evidence that L1 dominates L2 learning. The word "answer" with the phonetic /'ɑ:nsə/ sounded by the students to be /'ɑ:nsweɹ/.

Furthermore, the alternation of the sound /ə/ is also found in the word "today". Changing the sound to /u/ makes the word sound different from the correct pronunciation. In addition, students also add the sound /h/ after the sound /d/. This makes the sound that comes out sounds thicker because the sound

produced from the sound /dh/. Some students pronounce the word "today" with the phonetic /tə'deɪ/ to /tu'dheɪ/.

Discussion

Accent is a form of identity or a person's character comes from. However, the use of accent will certainly be different when someone learns a new language. In this case, the use of L1 accent will carry over when one is still learning L2. In other words, it is not uncommon for L1 accent to dominate every word spoken when someone learns L2.

Javanese is the local language that is most widely used in Indonesia. According to Furihata (2004) Javanese speakers rank the most compared to other regional languages and have a rapid development in Indonesia, especially on the island of Java. In addition, Javanese is the language that has the greatest influence on Indonesian as the national language (Budiwiyanto, 2012). This language has a characteristic where people whose native language is Javanese will be seen when they say words with heavier letters. Thicker word pronunciation is the hallmark of Javanese.

Javanese language is divided into two, namely through the pronunciation of words that tend to be thick (*medhok*) in and the pronunciation of words that emphasize the use of the sound "k" (*ngapak*). For the Javanese people, the use of Javanese language has become a daily habit in speaking. Not infrequently the use of Javanese accents is still carried over when they speak other languages, such as Indonesian and English.

In this study, the researcher found five types of voice changes produced by students in speaking English. The types are as follows:

1. Bilabial

Manufactured with two lips: /b/, /p/, /m/, /w/

Example: buy, pie, me, and wool.

2. Interdental

In this case, the manufactured with the tip of the tongue on or near the inner surface of the upper teeth: /θ/, /ð/.

Example: thick and then.

3. Alveolar

Manufactured with tongue tip on or near tooth ridge: /t/, /d/, /s/, /z/, /n/, /l/

Example: to, do, zoo, new, and light.

4. Velar

Produced with the tongue body on or near the soft palate: /g/, /k/, /ŋ/.
Example: go, key, and ring.

5. Glottal

In this part, the produced by air flowing from the throat through the vocal cords: /h/.

Example: hi and hello

It is normal to use a thick accent in language. In other words, the pronunciation of the Javanese accent emphasizes the use of the glottal sound (h). The use of this voice also makes someone who is used to using Javanese language will have difficulty in pronouncing other languages. The use of the first language can influence someone in learning the second language. This can be seen from the results of the research above. The results of the study showed how participants used glottal sounds in pronouncing words in English.

Based on the result above, the participants cannot be separated from utilizing the glottal sound (h) in pronouncing a particular word. It indicates that L1 influence using L2 to reveal a word. It caused by their habit of using glottal sound (h) in everyday communication. Thus, in decreasing this behaviour, they need more practice pronouncing a particular word. Subsequently, they also need people who can regularly check their pronunciation skills to track the increasing ability to pronounce a particular word. It can be the lecture or the other reliable expert who has the ability to pronounce a word correctly. On the other hand, the way the participants replacing particular letter sound should be avoided. It also occurs because of the lack of experience. Hence, learning about pronouncing correctly and regular practice of speaking can enhance their ability of mastering pronunciation skill.

Nirmala (2015) highlight that the Javanese language as a cultural identity can be reflected in the lexical items or vocabularies that are very specific to the Javanese. They tend to use their accent when they speak another language. The social influence of language makes them use these habits in learning something new. In sociolinguistics, the influence of mother tongue greatly affects when someone learns a new language. They tend to use their mother tongue accent when they learn a new language.

Sociolinguistics

Sociolinguistics is a descriptive study of the influence of each aspect society, including norms, culture, and context, in the course of the language used and the effects of language use on society (Mauludina, 2012). In this case, the use of Javanese-English access is included in sociolinguistic studies. Because, in sociolinguistic focus is the effect society on language effects language on society. The use of a first language accent in learning a second language can have bad consequences if the use is too much and changes the order of the language being studied. In this study, researchers found a significant effect on the use of glottal voice. In this discovery, researchers looked at how the use of glottal sounds that changed the words added with these glottal sounds tended to be thicker and heavier.

Conclusion

Regarding the results of the research above, it can be concluded that the influence of L1 in learning L2 can be seen from the use of glottal sounds. They replace some words with Javanese pronunciation. Therefore, it makes the spoken word sound thicker. It occurs because of the habit of utilizing glottal sound in daily conversation. Since the Javanese people tend to use a thick word in pronunciation, it affects their ability to pronounce words in L2. In other words, they are used to speaking using Javanese language and accents. This of course has an impact on their second language learning. They tend to use first language accents in pronouncing their second language. Based on the research above, the glottal sound or /h/ sound is the most frequent

As long as the use or influx of the first language does not interfere or damage the structure of the language being studied, it can be ignored. In this study, the use of glottal sounds very often makes the sound produced in the spoken word slightly different. Because of that, it is recommended that they can reduce the use of Javanese accents. They need more learning and practising of pronunciation regularly. Subsequently, checking their pronunciation is required in order to track their enhancing ability to pronounce a word. According to this research, the researchers hope to provide knowledge related to the influence of the Javanese accent on English pronunciation.

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Appendix

Transcript 1

“ehmm... Every country must have a different style and meaning in Non-Verbal communication. And... ehmm.. We must familiarize ourselves with the customs and know how to communicate both verbally and nonverbally. In some countries, nonverbal communication is like... ehm... is much more important than verbal”.

/ehmm... 'ɛvri 'kʌntri mʌst hæv ə 'dɪfrənt staɪl ænd 'mi:nɪŋ ɪn nɒn-
'vɜ:b(ə)l kə'mju:nɪ keɪʃən// ænd...ehmm... wi: mʌst fə'mɪliəraɪz ,əʊə'selvz wɪð 'nɒ
ə 'kʌstəmz ænd nəʊ haʊ tu: kə'mju:nɪkeɪt bəʊθ 'vɜ:b(ə)lɪ ænd nɒn 'vɜ:b(ə)li// ɪn sʌm
'kʌntri/ nɒn 'vɜ:b(ə)l kə'mju:nɪ keɪʃən ɪz laɪk... ehm... ɪz mʌʃ mɔ:r ɪm'pɔ:tənt ðæn
'vɜ:b(ə)l//

Transcript 2

“Alright...Collectivism is a type of social organization in which individuals are seen as subordinates to the social collectivity. And... It may be contrasted with individualism in which the rights and interests of the individual are emphasized. Ehmm..for example, Asian and African culture”.

/ə:l'raɪt...kɒ'lektɪvɪz(ə)m ɪz ə taɪp ɒv 'səʊʃəl ,ɔ:gənəɪ'zeɪʃən ɪn wɪʃ ,ɪndɪ'vɪdʒʊəlz ə
:sɪn æz sə'bɔ:dɪnɪts tu: 'nɒθə 'səʊʃəl ,kɒlek'tɪvɪti// ænd... ɪt meɪ b'hi: kən'trɑ:stɪd wɪ
ð ,ɪndɪ'vɪdʒʊəlɪz(ə)m ɪn wɪʃ 'nɒθə raɪts ænd 'ɪntrɪsts ɒv 'nɒθə ,ɪndɪ'vɪdʒʊəl ə:r 'emfəs
aɪzd// Ehmm... fɔ:r ɪk'sɑ:mpl/ 'eɪʃ(ə)n ænd 'æfrɪkən 'kʌltʃər//

Transcript 3

“Okay guys, when we talk about intercultural communication, it's like, ehm... it's the same as when we talk about a group of people or... society from various backgrounds who are communicating each other.

/okay gəjz,, wɛn wi tɔk əb'ɔwt ɪntərkʌltʃərəl kəmjunəkeɪʃən ɪts laɪk ehm ɪt's ðə sem
æz wɛn wi tɔk əb'ɔwt e grʊp ɒv pipl̩ or... səsaɪəti frəm vəriəs bækgraʊndz hu ər
kəmjunəketɪŋ ɪtʃ əðər//

Transcript 4

“OK, let's move on to the next slide, ehmm... on this slide you can see the example of an image about signs of non-verbal communication. In Brazil it means like we said ehmm... "thank you", then in the USA it means "OK" or... something alright, in China it means "You're the best". So guys, different countries, the sign also has a different meaning”.

/ 'əʊ'keɪ, let's mu:v ɒn tu: nɔ:hə nekst slaɪd/ ehmm... ɒn ðɦis slaɪd ju: kæn si: nɔ:ɦi
ɪk'sɑ:mpl ɒv ən 'ɪmɪdʒ ə'baʊt saɪnz ɒv nɒn-'vɜ:bhəl kə,mju:nɪ'keɪʃən// In brə'zɪl ɦt
mɦ:nz laɪk wɦ: sɛd ehmm... 'tæŋk ju:'/ ðɦen ɦn nɔ:hə ju:-ɛseɪ ɦt mɦ:nz "'əʊ'keɪ" ɔ:...
'sʌmthɦŋ ɔ:l'raɦt/ ɦn 'tʃaɦnə ɦt mɦ:nz "juə ðə best"// səʊ gaɦz/ 'dɦfrənt 'kʌntrɦz/ nɔ:hə
saɦn 'ɔ:l'səʊ hæz ə 'dɦfrənt 'mɦ:nɦŋ//

Transcript 5

“okay I will give you an example of collectivism culture. Ehm.. an example is from Indonesia, Indonesian culture is gotong royong like... work in a group. Communities in Indonesia often work together for common interests, such as... mutual cooperation in cleaning the environment or public facilities”.

/ 'əʊ'keɪ aɦ wɦl gɦv ju: ən ɦg'zɑ:mpl ɒv kɔ'lektɦvɦz(ə)m 'kʌɦʃə// Eɦm.. ən ɦg'zɑ:mpl ɦz
frɒm ,ɦndə'nɦzɦə/ ,ɦndəʊ'ni:zɦən 'kʌɦʃər ɦz gɔtɒŋ rɔɦŋŋ laɦk... wɜ:k ɦn ə grɦ:p// k
ə'mju:nɦtɦz ɦn ,ɦndə'nɦzɦə 'ɒf(ə)ɦ wɜ:k tə'gɛðə fɔ: 'kɒmən 'ɦntrɦsts/ sʌɦ æz... 'mju:
tʃʊəl kəʊ,ɒpə'reɦʃən ɦn 'kɦ:ɦnhŋ ðɦ ɦn 'vʌɦərənmənt ɔ: 'pʌbɦk fə'sɦɦtɦz//

Transcript 6

“Assalamualaikum, good morning friends, ehm... today we will discuss about "culture, communication and conflict". for the first slide will be delivered by myself”.

/Assalamualaikum, gʊd 'mɔ:nɦŋ frɛndz/ eɦm... tə'deɦ wɦ: wɦl dɦs'kʌs ə'baʊt "'kʌɦʃə/
kə,mju:nɦ'keɦʃən ænd 'kɒnflɦkt"// fɔ: ðə fɜ:st slaɪd wɦl bɦ: dɦ'ɦvəd baɦ maɦ'sɦɦf//

Transcript 7

“So... according to Westwood & Borgen, communication is the dyadic interaction of two individuals from marginally to very different cultural worlds. This primary encounter is between two individuals who... bring with them to the exchange different perceptual sets regarding communication, life experiences, and levels of communication skills”

/səʊ... ə'kɔ:dɪŋ tu: Westwood & Borgen, kə,mju:nɪ'keɪʃən ɪz ðə daɪ'ædɪk ,ɪntər'ækʃən bʌ tu: ,ɪndɪ'vɪdʒʊəlz frəm 'mɑ:ɟʒɪnəli tu: 'vɛrɪ 'dɪfrənt 'kʌltʃərəl wɜ:lɪz// ðɪs 'praɪməri ɪn'kaʊntər ɪz bi'twi:n tu: ,ɪndɪ'vɪdʒʊəlz hu:.... brɪŋ wɪð ðəm tu: ði ɪks'tʃeɪn ɟʒ 'dɪfrənt pə'seɪtʃʊəl sɛts rɪ'gɑ:dɪŋ kə,mju:nɪ'keɪʃən, laɪf ɪks'pɪəriənsɪz/ ænd 'lɛvl z bʌ kə,mju:nɪ'keɪʃən skɪlz//

Transcript 8

“Cultural conflicts occur as a result of misinterpretation, ethnocentrism, stereotypes and prejudice. For example, Roni from Indonesia continued studying in America. And... he met many native Americans, one of them was John. When he asked John about his handicraft, John replied, "That's not good enough, Roni." From this incident, maybe Roni will feel sad, even though Roni and John have different cultures. Roni comes from a culture that uses pleasantries in communication, while John's culture uses to the point in communicating”.

/'kʌltʃərəl 'kɒnflɪkts ə'kɜ:r æz ə rɪ'zʌlt bʌ ,mɪsɪn'tɜ:pri'teɪʃən, ɛθnɒsɛn'trɪzəm, 'stiəriətaɪps ænd 'preɟʒʊdɪs// fɔ:r ɪg'zɑ:mpəl/ Rɒni frəm ,ɪndə'nɪziə kən'tɪnju(:)d 'stɑ:diɪŋ ɪn ə'mɛrɪkə// ænd... hi: mɛt 'meni 'neɪtɪv ə'mɛrɪkənz, wʌn bʌ ðəm wɒz ɟʒɒn// wɛn hi: ɑ:skt ɟʒɒn ə'baʊt hɪz 'hændɪkrɑ:ft, ɟʒɒn rɪ'plaɪd/ "ðæt s nɒt gʊd ɪ'nʌf/ Rɒni" frəm ðɪs 'ɪnsɪdɒnt/ 'meɪbi: Rɒni wɪl fi:l sæd, 'i:vən ðəʊ Rɒni ænd ɟʒɒn hæv 'dɪfrənt 'kʌltʃəz// Rɒni kʌmz frəm ə 'kʌltʃə ðæt 'ju:zɪz 'plɛzntrɪz ɪn kə,mju:nɪ'keɪʃən// wɪl ɟʒɒnz 'kʌltʃə 'ju:zɪz tu: ðə pɔɪnt ɪn kə'mju:nɪkeɪtɪŋ//

Transcript 9

“Ok thank you for the opportunity, before I ask a question, uhmm... I would to say thank you and congratulations because you have done with a good presentation. So, you talked about the class conducive in the last slide. Ehmmm my question is, can you explain the indicators of a class conducive? thank you”

/ 'əʊ'keɪ θæŋk ju: fɔ: ði ɔpə'tju:nɪti/ bɪ'fɔ:r aɪ ɑ:sk ə 'kwɛstʃən/ uhmm... aɪ wʊd tu: seɪ θæŋk ju: ænd kən'grætʃʊ'leɪʃənz bɪ'kɔz ju: hæv dʌn wɪð ə gʊd ɔ'prezən'teɪʃən// s əʊ/ ju: tɔ:kt ə 'baʊt ðə klɑ:s kən'dju:sɪv ɪn ðə lɑ:st slaɪd// Ehmmm maɪ 'kwɛstʃən ɪz/ kæn ju: ɪks'pleɪn ði 'ɪndɪkeɪtəz ɒv ə klɑ:s kən'dju:sɪv? θæŋk ju://

Transcript 10

“Yeah thank you for your question, it’s really interesting. Ok guys, the indicator on class conducive is like... when the students enjoy the class during the lesson.. and... like.. they think it’s really nice to have the class with the teachers. Yeah I think like that, is this answer your question?”

/jeə θæŋk ju: fɔ: jɔ: 'kwɛstʃən/ ɪts 'rɪəli 'ɪntrɪstɪŋ// 'əʊ'keɪ gaɪz/ ði 'ɪndɪkeɪtə ɒn klɑ :s kən'dju:sɪv ɪz laɪk... wɛn ðə 'stju:dənts ɪn 'dʒɔɪ ðə klɑ:s 'dʒʊərɪŋ ðə 'lɛsn.. ænd... laɪk.. ðeɪ θɪŋk ɪts 'rɪəli naɪs tu: hæv ðə klɑ:s wɪð ðə 'tɪ:tʃəz// jeə aɪ θɪŋk laɪk ðæt/ ɪz ðɪs 'ɑ:nsə jɔ: 'kwɛstʃən?//