THE ANALYSIS OF SOUTHERN THAI (ภาษา ปักษ์ใต้) DIALECTS ON ENGLISH
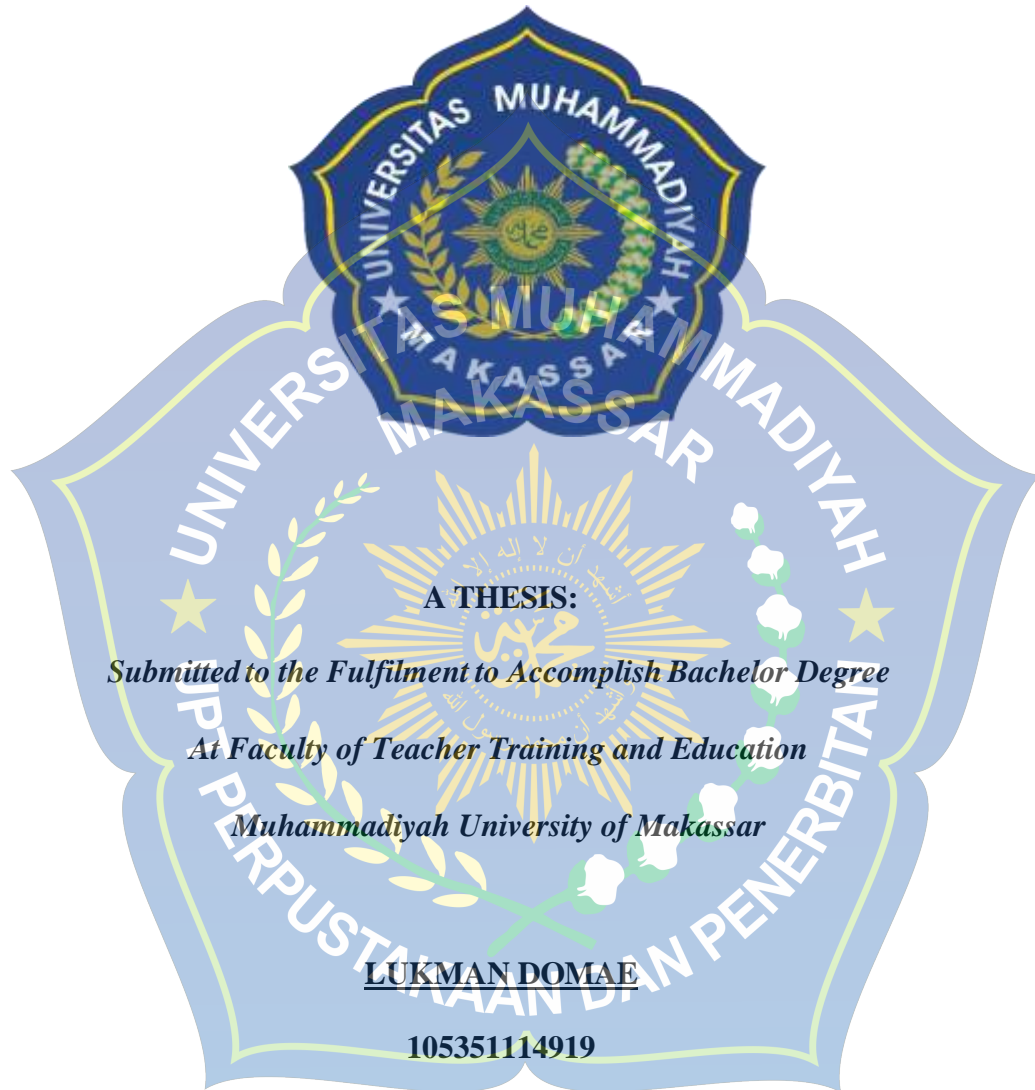
PRONUNCIATION ABILITY IN ONLINE CLASS ACTIVITY

A THESIS:

Submitted to the Fulfilment to Accomplish Bachelor Degree

At Faculty of Teacher Training and Education

Muhammadiyah University of Makassar

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2025

بسم الله الرحمن الرحيم

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Makassar,   4 Syaban   1446 H
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Day / Date	Chapter	Note	Sign
10/12/24		→ Bimbingan fudupa	Uf
		→ lengkap. saran	
		→ data di sertai deslempn yang jelas	Uf
		→ ba chapter III change into past form	
10/12		→ lengkapi abstrac Acknowledgment (permbukean)	Uf
	→		

Makassar, Desember 10 2024

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iii

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Day / Date	Chapter	Note	Sign
11/12/24	Online IV	→ Discussions consultation → Discussion ⟨ mengelaborate, ⟨ evaluate →) Compare →) analysis Before previous said all your research Findings / Conclusion all elaboras	✓
12/12/24	online IV & V		✓
16/12/24	→ perbaik semua Saran		
21/12/24	Oke Ade		

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Consultant II	:	**Ismail Sangkala , S.Pd., M.Pd.**

Day / Date	Chapter	Note	Sign
Monday / 16/12/2024	IV - V	provide transcibing data	
Saturday / 21/12/2024	IV - V	Revise your data in the findings	
Saturday 28/12/2024	IV - V	Compute your chapter IV and provide your Article	
Monday 30/12/2024		Create your article Prepare yourself for Thesi exam	

Makassar, Desember 10 2024

Approved by:
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v

بسم الله الرحمن الرحيم

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NAMA	:	Lukman Domae
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PROGRAM	:	ENGLISH EDUCATION DEPARTMENT
TITLE	:	**The Analysis of Southern Thai (ภาษา ปักษ์ใต้)**

Dialect on English pronunciation Ability in Online Class Activity

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

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vi

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TITLE	:	**The Analysis of Southern Thai (ภาษา ปักษ์ใต้)**

Dialect on English pronunciation Ability in

Online Class Activity

Dengan ini menyatakan perjanjian sebagai berikut:

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4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima saksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 29 Desember 2024
Yang Membuat Perjanjian

Lukman Domae

MOTTO :

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٥ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٦

So, surely with hardship comes ease. (5)

Surely with ˈthatˈ hardship comes ˈmoreˈ ease. (6)

(Surah Asy-syarh ayat 5 – 6)

"Jangan pernah menyerah, karena setiap kegagalan adalah langkah menuju kesuksesan"

DEDICATION:

In the name of Allah, I dedicated my thesis for:

My beloved parents, Hama Domae and Nureeyah Chelae .

My beloved families, teachers, priests, instructors, and lecturers, my friends, cannot be mentioned one by one.

My beloved campus, Muhammadiyah University of Makassar,

Also, for myself, who stay up till the end of this thesis.

ABSTRACT

Lukman Domae, 2024. The Analysis of Southern Thai Dialect on English Pronunciation Ability in Online class Activity.(**A Descriptive Qualitative Research).** A thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Ummi khaerati syam and Ismail Sangkala.

This research looks into the impact of the Southern Thai dialect on the English pronunciation skills of online learners. The reserach looks at how the Southern Thai dialect impacts English pronunciation patterns, with a focus on phonological problems, namely word stress. Data from six Thai students who actively speak the Southern Thai dialect were collected using a qualitative technique, which included pronunciation tests and documentation. The results show that dialect has a considerable impact on the accuracy of English word stress, with participants having similar issues pronouncing specific English sounds and stress patterns. The study focuses on the sociolinguistic elements that drive these issues, emphasizing the importance of specific instructional tactics for improving pronunciation.

The findings help to understand the interaction between local dialects and second-language learning, providing insights for educators developing pronunciation-focused curriculum in similar linguistic environments.

Keyword : Southern Thai Dialect, Southern Thai language, second-language learning Pronunciation and Word Stress.

ABSTRAK

Lukman Domae, 2024. Analisis Dialek Thailand Selatan terhadap Kemampuan Pengucapan Bahasa Inggris dalam Aktivitas Kelas Daring. (Penelitian Deskriptif Kualitatif). Tesis dari Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam dan Ismail Sangkala.

Penelitian ini mengkaji dampak dialek Thailand Selatan terhadap kemampuan pengucapan bahasa Inggris pembelajar daring. penelitian ini berfokus pada bagaimana dialek Thailand Selatan memengaruhi pola pengucapan bahasa Inggris, dengan penekanan pada masalah fonologi, khususnya tekanan kata. Data dari enam siswa Thailand yang aktif menggunakan dialek Thailand Selatan dikumpulkan menggunakan teknik kualitatif, yang meliputi tes pengucapan dan dokumentasi. Hasilnya menunjukkan bahwa dialek memiliki dampak signifikan terhadap akurasi tekanan kata dalam bahasa Inggris, dengan peserta mengalami kesulitan serupa dalam mengucapkan bunyi dan pola tekanan tertentu. Penelitian ini menyoroti elemen sosiolinguistik yang mendasari masalah ini, serta menekankan pentingnya strategi pengajaran tertentu untuk meningkatkan pengucapan.

Hasil penelitian ini memberikan pemahaman tentang interaksi antara dialek lokal dan pembelajaran bahasa kedua, serta menawarkan wawasan bagi pendidik dalam mengembangkan kurikulum yang berfokus pada pengucapan di lingkungan linguistik serupa.

Kata kunci: Dialek Thailand Selatan, bahasa Thailand Selatan, pembelajaran bahasa kedua, pengucapan, dan tekanan kata.

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious and the Most Merciful Alhamdulillah Rabbil Alamin, all praises to Allah subhanahu wa ta'ala for the strengths and His blessing to the researcher in completing this thesis. Sholawat and salam go to our prophet Muhammad shallallahu alaihi wa sallam, for his invaluable dedications as the last messenger who has brought us from the darkness into the bright way. My deepest gratitude goes to my beloved parents, Hama Domae and Nureeyah Chelae. for their endless love, prayers, and encouragement.

As learners who eventually struggle to enhance knowledge, there are many to construct this proposal, but the writer believes that the difficulties are able to help increase a good habit of how to be a good researcher. The writer is getting help from several special people. Consequently, this proposal is able to compose systematically, then the gratitude and appreciation deeply for:

1. Dr.lr.H.Abd.Rakhim Nanda, S.T., M.T.,IPU, the Rector of Muhammadiyah University of Makassar.

2. Erwin Akib, M.Pd., Ph.D., the Dean of FKIP UNISMUH Makassar. The highest appreciation and deepest thanks for his best advice and motivation.

3. Dr. Ummi Khaerati Syam, M.Pd, the head of the English Education Department of FKIP UNISMUH Makassar. The most profound thanks for her motivations and suggestions in doing this thesis.

4. Dr. Ummi Khaerati Syam, M.Pd. and Ismail Sangkala, S.Pd., M.Pd. The highest appreciation for their time, suggestions, and motivation as my advisor so that the researcher could complete his thesis.

Dr. Ummi Khaerati Syam, M.Pd. The highest appreciation for his time, suggestions, and otivations as my academic advisor.

5. The researcher would like to express his deepest gratitude to the late Bapak Dr. H. Bahrun Amin, M.Hum, the former Head of the International Office at Universitas Muhammadiyah Makassar, for his invaluable support and guidance at the beginning of my journey as an international student. His encouragement, dedication, and belief in my potential laid the foundation for my academic success and personal growth. Though he is no longer with us, his legacy and kindness will always remain a source of inspiration to me and many others who had the privilege of knowing him.

6. Thanks to my support system and my second family as long as I am in Makassar, to Ma'am Maharida, Sir Ahmad Rijal Misbah,Sofuwan, Azizah, Nuna Nurwahidah Hatta, Queen Andi Ade Amrini, uncle Muh. Fahkruddin, uncle Kube Daud, uncle Abustan, Ma'am Syamsia,. Thank you for all of your kindness, advice, help, strength, and always supporting each other in goodness.

7. The most valuable in my life, my beloved parents, thank you for all the love, trust, prayers, and support that given every day.

8. Thank you to the English Education Department my Uncle M.Ihsan and My brother Sulfian to help me everything and support me, thank you so much.

9. Thank you to the English Education Department lecturers for all the knowledge given.

10. My sincerest appreciation goes out to Abd.wahid bintang pemungkas, Sofuwan Chokaladi, Rahmat HR, Patimoh Chedoma, Rahmat Syukri Sijaya, Nur Ilma Putri Fachruddin, Rifdah Qurratul Ain, Sara Sabila Mahu, Rina Yuniar Frida,Sriwidharti R,

Nuranisa , Muhammad Syawal,and Siti Fathin Faizah Yunus, who have consistently provided the encouragement needed to complete my thesis.

11. I offer my heartfelt thanks to my fellow members of the FLARE 19 Class, whose camaraderie and support have enriched my academic journey over nearly four years.

      The words were not enough to say many appreciations for their help and contribution in finishing this thesis. May Allah SWT guide them and give them happiness throughout their lives. Finally, the researcher realizes that this "thesis" was far from perfect, but hopefully, it can bring valuable things for the next researcher and everyone

Makassar,25 Desember 2024 Makassar

The researcher

Lukman Domae

xiii

TABLE OF CONTENS

CHAPTER I

INTRODUCTION

A. Introduction and Background of Research

Language is a crucial part of sociolinguistics. Language plays an important role in everyday communication. Humans express themselves through both written and spoken languages. There are noises, shapes, vocabulary and grammar in language. In Indonesia, English is considered a foreign language. The students need a method to speak English effectively, they must have a strong vocabulary and good pronunciation. It will be tough to Listeners will comprehend what we mean if we do not have good pronunciation. Thailand is classified as part of the "Expanding Circle" in Kachru's (1985) model of English spread, where English is predominantly learned and used as a foreign language (EFL), particularly for communication with international visitors and in professional contexts (Sarmah, Gogoi, & Wiltshire, 2009). Within this context, English plays an essential role in personal and social activities, such as travel, social networking, and entertainment, reinforcing its role as an international language in Thailand (Trakulkasemsuk Tisa Tontiwatkul, 2018). As a result, a unique variety known as "Thai English" has developed, characterized by distinctive phonological, lexical, and syntactical features that reflect the influence of the Thai language on English use (Suriyapee & Pongpairoj, 2022). Recent studies highlight the specific challenges Thai speakers face in pronunciation, particularly in distinguishing certain English sounds that do not exist in Thai, which can lead to communication barriers (Thaothampitak et al., 2023). These challenges underscore the sociolinguistic dynamics of English learning in Thailand, where the influence of native language phonology impacts learners'

pronunciation abilities and overall comprehension in English-speaking environments (Fauziyah et al., 2021).

Southern Thai is a dialect of Standard Thai spoken in southern Thailand, covering areas from Chumphon to Narathiwat, and serves as the mother tongue for both Southern Thai Buddhists and Thai Muslims (Sirikun Nookua, 2011). Although Southern Thai is widely used in this region, it lacks a distinct orthography separate from Standard Thai, which is the official language across Thailand. The primary distinctions between Southern Thai and Standard Thai lie in their phonological and lexical systems rather than grammatical structure. Notably, tone is a key characteristic that differentiates the phonological systems of these dialects. These unique phonological traits of the Southern Thai dialect may contribute to specific challenges in English pronunciation, an area this study seeks to explore.

Pronunciation is a critical component of the language learning process, requiring learners to focus on both producing correct sounds and understanding their placement within speech. Effective pronunciation integrates individual sounds within the natural flow of spoken language. While a large vocabulary is beneficial, it becomes ineffective if words are not spoken accurately. In today's interconnected world, where multilingual communication is essential, the role of pronunciation in language learning has gained even greater importance. As a result, pronunciation in second language acquisition has become a central focus in applied linguistics research.(Khan, 2019).

However, pronunciation is often overlooked by teachers in language education, which can contribute to students' low proficiency in this area. One reason pronunciation is rarely taught is that many teachers lack confidence in their own pronunciation skills or

are unfamiliar with effective teaching strategies for this component of language. However, to improve students' pronunciation abilities, teachers must adapt their classroom practices to include effective, engaging techniques. Utilizing methods such as games, video presentations, and other interactive activities can enhance pronunciation instruction and help address these challenges.(Rabi'ah et al., 2020).

Classroom exercises play a crucial role in helping students learn and supporting the teaching and learning process. (Samperio Sanchez, 2017). described an activity as "any strategy aimed at reinforcing learning to practice a skill, which may or may not include a teaching method, materials, and a specific goal, and is designed within a certain time frame." In an online classroom, activities involve students and instructors interacting through technology, electronic devices, and internet platforms. Classroom activities are essential for enhancing students' ability to learn English, as students often have varied preferences for activities in the learning process. Each student has a unique personality and interprets activities differently, with individual preferences influenced by various factors (Samperio Sanchez, 2017). (Sullivan, 2016) explained that 'preferences' refer to "the stable likes and dislikes that individuals hold, which may be either present or future-oriented".(Otodu & Khoiriyah, 2023).

Based on this, instructors must carefully design online learning activities to minimize obstacles faced by students (Rizal et al., 2021). Online learning connects students with educational resources—such as databases, instructors, and libraries—even when they are physically distant. This interaction can occur both synchronously (in real-time) and asynchronously (at different times), allowing flexibility in communication and collaboration (Fauzi & Sastra Khusuma,2020; Heng & Sol, 2021). One widely used

3

platform is Google Classroom, which enables instructors and students to engage in learning activities remotely. Through Google Classroom, instructors can share learning materials in various formats, including PowerPoint slides, e-books, instructional videos, and assignments (individual or group-based), as well as assessments, all without the need for face-to-face sessions.(Markuna, 2022).

B. Research Question

How does the Southern Thai dialect Influence Students in English Pronunciation?

C. The Objective of The Research

Based on the research problem, the objective of this study is to analyze the unique characteristics of English pronunciation among speakers in Thailand's southern region. This research aims to understand how the Southern Thai dialect influences English pronunciation, particularly in interactions between Southern Thai speakers and foreigners who use English as a common language.

D. Scope of the Research

This study examines the impact of the Southern Thai dialect on English pronunciation, with a particular focus on word stress and accentuation. The research specifically investigates how the Southern Thai dialect influences English word stressing patterns among speakers who frequently use this dialect in daily conversations. For this purpose, the researcher selected online students who actively use the Southern Thai dialect to participate in the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

Languages and accents facilitate communication and relationships with others. As a result, understanding individual attitudes may help improve second language communication and learning motivation. This study looked at the views of native Thai speakers (NST) regarding Thai as a second language speakers, namely Chinese Thai speakers (CST) and American Thai speakers (AST). The matched-guise technique (Lambert et al., 1960) was used to evaluate data obtained from 145 Thai NST evaluators via an online questionnaire. The analysis of the NST's attitudes revealed ten characteristics from both the CST and the AST that were statistically significantly different at the 0.05 level, including friendliness, diligence, generosity, self-confidence, responsibility, leadership, economic status, attractive accent, and language use appropriateness. In many ways, NSTs had more positive sentiments regarding CSTs than ASTs, which might be attributed to characteristics such as native language sound and social context.(Kasa, 2023)

The influence of local dialect is not the only factor that make student pronounce English incorrectly. According to (Fadillah, 2020), who compiled eight papers for a literature study on Pronunciation Difficulties Of efl learners In Indonesia, there are some factors influencing why students pronounce words incorrectly in English, such as the influence of mother tongue, exposure to target language, and biological factors such as ear perception, and relying on their own perception. Because all of these factors

5

contribute to someone's accurate pronunciation of English words, the likelihood of imitating native-like pronunciation is lower if these factors are not eliminated.

The other researcher (Steven Graham et al., 2021) This project shows that combining Smooth Transitions with SpeaKIT enables schools to create content that identifies reading and pronunciation errors, aligns with the national curriculum, and addresses cultural needs. Detailed research is needed to assess the benefits of combining video and speech recognition software (audio visual speech recognition) in Thailand's primary English language schools, as well as determine any additional requirements for users.

in order to support the findings (Author & Zhou, 2002) This research examines English pronunciation issues among Thai students, identifying underlying causes and proposing solutions. It begins by emphasizing the importance of clear pronunciation and reading relevant material. The following section addresses Thai students' pronunciation issues with consonants and vowels (e.g., words with consonant transcriptions, consonant clusters, words with /ei/, usually pronounced as /e/, words with /r/, usually pronounced as /1/, words with /v/, usually pronounced as /f/, and words with /z/, usually pronounced at /s/ or voiceless), intonation issues (yes-no questions and whquestions), and stress issues. Finally, it investigates the causes of these issues (e.g., words directly borrowed from English into Thai are pronounced in Thai ways; Thai Romanization influences English pronunciation; Thai intonations are applied to English pronunciations; speakers may be hesitant to speak in a native speaker's manner; and Thai final consonants are always unaspirated and unvoiced). Proposed solutions include offering pronunciation

training courses to language teachers, having teachers lecture in English, and providing students with articulatory descriptions of the mother tongue and target language.

This essay investigates how specialists might use scholarship to develop evidence-based policies aimed at peacefully resolving long-standing, complicated, and seemingly intractable conflict in South Thailand's Malay-Muslim provinces. I argue that previous study of this issue lacks theoretical foundation and fails to consider the historical context in which Bangkok's policies impacted its various population, including ethnolinguistics and religion. I use social theorists' work to explore the similarities and differences between "religion" and language, as well as their role in sub-national conflicts and historical study. The case studies presented in this article critically examine chapters of ethnolinguistic and ethnoreligious conflict among a variety of ethnicities, including Malay-Muslim inhabitants concentrated in the southern provinces of Pattani, Yala, and Narathiwat. These include Buddhist ethnolinguistic minority in Thailand's northeast, as well as Catholic groups during World War II, which was widely regarded as the peak of Thai ethno-nationalism. I contend that these revealing characteristics of the southern Malay experience should be contextualized—even de-exceptionalized.(C. M. Joll, 2021)

The current study has three primary objectives. In Thai, the usage of prevocalic /r/ and /l/ is a stylistic signal. The substitution of /r/ with the lateral [l], as well as the erasure of cluster /r/ and /l/, are regarded non-standard. The initial goal of this study is to look into how Thai students produce the English prevocalic /r/ and /l/. The theoretical frameworks used include Lado's Contrastive Analysis Hypothesis and Flege's Speech Learning Model. It identifies which of the two problems learners face when generating English orally. Second, it shows how phonological context and extralinguistic

7

characteristics such as age, gender, and speech style influence the sound variation of prevocalic /r/ and /l/ in L2 English. Third, in terms of prevocalic /r/ and /l/, the current work seeks to aid in the prediction of probable linguistic shift paths. This study compares how L2 Thai learners of English produce the prevocalic sounds /r/ and /l/. The research instruments employed were minimal-pair reading and passage reading, which represented formal and informal styles, respectively. The study's speech data was provided by 50 Thai undergraduate students chosen based on their age, gender, and the provinces where they were born and raised using the friend-of-a-friend strategy. The data was examined using both quantitative and spectrographic approaches.(Noobutra, 2024)

English learners in the area around a regional government university in Thailand's Upper South reported difficulty learning English, which appeared to be reflected in poor performance in undergraduate and graduate-level English-using classes at the university. The author began working with government administrators who oversaw the provision of English language instruction in local primary and secondary schools in order to investigate the origins and solutions to this problem. This paper discusses some of the outcomes of these engagements. The article challenges traditional reasons for Thai students' poor English proficiency in comparison to surrounding Southeast Asian countries, highlighting the complexities of the situation. Finally, the paper makes some recommendations on how to address the situation more effectively, based on the administrators' advice and the author's observations of chosen success stories in his own university community. (Zehner, 2017)

This essay provides theoretical and ethnographic insights on language ideology and autonym preference among bilingual urban Malays in Pattani, the province capital. The

first of its two substantive sections is a succinct assessment of the most important ideas supplied by linguistic anthropologists and sociolinguists who have written about language ideology and the role of language in identity formation. The second section's primary goal is to investigate the heuristic relevance of these theoretical ideas on a variety of ethnographic vignettes in which language-related concerns have traditionally been a key cause of mistrust between the local Malay majority and Bangkok. We apply insights from interactionalist perspectives on language and identity development to Malay identity construction, specifically which autonyms are strategically adopted.(C. M. Joll & Aree, 2021)

The language use of ethnic Malay Muslims in Thailand's southernmost provinces—Pattani, Yala, Narathiwat, Satun, and portions of Songkhla—who speak Pattani Malay as their native tongue is examined in this article.Documentation, interviews, and firsthand observations from a resident of the Muslim community in Songkhla province for more than 30 years served as the basis for this essay. Diglossic practice is found to be consistent with the language use patterns of these people. Standard Arabic and Malay are used in Islamic teaching. Standard Thai is frequently used in formal contacts with strangers, in government, and in schools. Both members of the in-group and members of the out-group speak Southern Thai and Pattani Malay in casual situations.According to the argument, bilingualism should be encouraged in both government and Islamic private schools rather than mandating that Muslim students only learn Thai in government schools.

(Sirikun Nookua, 2011)

B. Literature Review

1. Southern Thai Dialect

a. Standard Thai dialect

In Thailand, English is taught as a fundamental subject from kindergarten to higher school levels, as per the Thai curriculum. However, it has frequently been claimed that the Teaching English in Thailand has been a failure (Kwandee and Sawa ddikun). 2012). Students in schools study English for more than ten years, however the majority of them cannot use English to explain their thoughts effectively, or even communicate on a Daily basis. Nowadays, teachers who teach the English language in Thailand are working hard to encourage pupils to utilize English properly. Furthermore, various research investigations conducted with Thai students (Prachanboriban, 1958; Lakhawatana, 1969; Chanyasupab, 1982; Malarak, 1998; and Mano-im, 1999) show that Thai students are more likely to pronounce English sounds using Thai consonant sounds.Thai students often struggle with pronouncing English words correctly. This is due to the fact that Thai has a completely different sound system than English. (Sahatsathatsana, 2017)

There are numerous research on code-mixing in mainstream media. Preechaamornkul's (2005) study on code-mixing in Thai television music programs examined three aspects: grammatical pattern, code-mixing function based on linguistic functions, and nativized features based on English words. The data revealed that the majority of code-mixing in Thai television music programs involved nouns, verbs, adjectives, and interjections. Even when Thai counterparts were available, code-mixing was commonly utilized to emphasize and clarify meaning. Kannaoakun (2003) identified six nativized elements in Thai television programs, including truncation, hybridization,

10

conversion, semantic shift, duplication, and word order shift. According to Sopee's (2002) study on Thai television programs and viewer attitudes, presenters in all discussion programs used English-Thai code-mixing for nouns, pronouns, verbs, adjectives, and abbreviations. Furthermore, the audience desired that the presenters utilize Thai as often as possible to avoid the difficulties of comprehending English.("Wathinee Yuthyothin, & Nakhornthep Thipyasuprath, (2019)

Kachru's (1985) model does not include English in Thailand, although it does appear in the final circle. This is seen in Kachru's (2005) concentric rings of Asian Englishes, where English in Thailand appears to be another variation of the expanding circle. Furthermore, the four English labels on the outside circle are possibly available in Thai English. Platt et al. (1984) suggest that English in Thailand should be based on other New Englishes, specifically 'foreign English'. The two approaches highlight the English traits of non-native speakers. This study builds on Kachru's (1983; 1985; 2005) research on Thai English as a World Englishes variation and Platt et al.'s (1984) analysis of Thai English as a New Englishes type. This will result in an interpretation of 'Tinglish' used by tour guides.(Bennui, 2017)

The Thai accent came second in familiarity but was also perceived as slightly unpleasant, similar to the Chinese, Malaysian, Russian, and Indian accents. These accents received slightly higher scores for aspects other than familiarity, and were perceived as slightly unpleasant. Japanese and Vietnamese accents received slightly negative ratings based on mean scores across all criteria. Korean was ranked lower with a mean score of 2.24, indicating negative opinions towards the accent. (Suebwongsuwan & Nomnian, 2020)

Jaralvilai and Yang (2017) investigated the attitudes of undergraduate Thai and Chinese students toward Thai and Chinese speakers. The guise speaker was a female Chinese graduate student pursuing a Master of Arts in Thailand. She was judged by three Thais who heard her voice as a native speaker. The sample consisted of 210 undergraduate students. Thai respondents rated a Chinese guise speaker higher on all characteristics, however Chinese respondents rated both a Thai and a Chinese garb speaker similarly. Both Thais and Chinese rate Thai guise speakers higher on social skills and morals, whereas Chinese guise speakers rate higher on power, social position, and physical attractiveness. In contrast to the theory, Thai respondents with and without Chinese heritage do not rate any guise speaker significantly differently.(Charunrochana, 2019a)

Thailand's national language is Thai, while English is also taught in schools. English is also considered a foreign language, taught alongside French, German, Japanese, Chinese, Russian, Italian, and Korean. In Thailand, English is mostly used in business, media, technology, and education (Foley, 2005; Wongsothorn et al., 2003). In Thailand, English is primarily used in metropolitan areas due to its visibility on billboards and the limited availability of English-speaking Thais in major cities and tourist destinations. The distinctive role of the English language in Thailand piques the interest of World Englishes (WE) scholars in conducting research studies on how Thai people use English in various formats, such as the construction of Thainess in novels written by Thai novelists (Watkhaolarm, 2005), and the perception of Thai English from professional writers' perspectives (Buripakdi, 2008), among others. The concept of "Thainess" (Chutisilp, 1984) has been identified as a developing feature of Thai English.

The use of the name "Thai English" is debatable, as it is still in its early stages when compared to Singaporean English or Indian English in the expanding circle. In this context, I'd like to define "Thai English" as the hybridity (code mixing and code switching) of Thai and English languages in various discourses.(Chamcharatsri, 2013)

Although there is a growing corpus of material supporting EIL-based pedagogical assumptions, the native-speaker construct remains a key theoretical assumption in Thailand's ELT methods. This is because no one doubts its role in the majority of educational contexts or criticizes its relevance to how English is actually used in lingua franca situations. If the idea of native-speaker mimicry is ingrained in the educational system (Buripakdi, 2008; Jindapitak & Teo, 2013), it can lead to accepting native speakers as the sole linguistic experts and determining what type of English is appropriate for all domains of language use. EIL, an innovative and democratic method to English teaching and learning (McKay, 2002), remains in its early stages .(Jindapitak & Teo, 2013)

Previous study indicates that many English teachers and learners have preconceived notions about English accents. Such perspectives are based on the assumption. that native speakers' English accents are more real and effective. without teachers comprehending the practical reasons of contact. and the sophisticated portrayal of accents. However, it appears that Both language learners and teachers continue to favor native English. Accents, notably British and American ones (Friedrich, 2000; Groom, 2012; McKenzie, 2008). In Thailand, job adverts suggest a preference for native English. Speakers are from the Inner Circle countries. The Teachers Council of Thailand (TCT) has accepted a new regulation endorses this viewpoint. TCT is Thailand's top teaching

professional.organization. This organization's primary responsibility is to monitor and Maintain the knowledge standards of those in education. profession. Regarding native English speaking teachers (NESTs), TCT (2012) counts only individuals from six nations, including the The United Kingdom of Great Britain and Northern Ireland, Ireland The United States, the Commonwealth of Australia, and New Zealand and Canada are authentic native English speakers.

A person's origin from one of these nations is determined by the nationality on their passports. As a result, many Asian businesses, including those in Thailand, continue to examine, consider, and hire individuals based on their accents, particularly those with classic English accents (British or American). Meanwhile, they regard their native English accent as polluted, imperfect, flawed, inferior, and inadequate. Furthermore, Watson Todd (2006) observes that educational institutions promote white-skinned and blond-haired candidates in their marketing. This idea is tied to the sociopolitical components of Thailand's "preferred" and "appropriate" English accent ideology. Thai persons who speak English with a "Thai accent" are seen negatively by communities that prefer a more native-like sound. Jindapitak (2014) had reviewed There are various research that support this idea. His study aims to study Thai (tertiary-level) students' views regarding English. pronunciation. 104 students participated in his research. University in Thailand. The study sought to determine whether or not Thai English teachers were qualified in English pronunciation teachers.(Ambele & Boonsuk, 2021)

According to comprehend Thailand's language ecology, Smalley (1994) suggests examining the historical, structural, and functional factors that contribute to the country's language diversity and national unity, as well as how language functions on multiple

14

levels and varieties (5). Thailand's many indigenous languages and non-colonial sociocultural evolution are crucial for comprehending the country's history. The evolution of Thai English. As a result of the ideological biases discussed above, elements like these are overlooked in conventional approaches.(Warner, 2006)

Thailand became an autonomous kingdom in the 13th century after Tai-speaking settlements spread throughout Southern China, Burma, and Vietnam. The four major Tai languages are: (1) Isan, a Lao dialect of north-east Thailand; (2) Northern Thai, also known as Lanna, Kam Mueang, or Tai Yuan; (3) the southern Thai variety called Pak Dtai or Dambro; and (4) the Ayutthaya or Central Thai dialect, which is the principal language of the central regions and emerged as the national language, according to norms. It is also hierarchically privileged due to its nominal status as Standard Thai.(Warner, 2006)

According to Anurit, Selvarajah, and Meyer (2011) state that Thailand, unlike its neighbors, has never been colonized. According to Wiriyachitra (2004, p.1), Thailand has always had only one official language: Thai. He goes on to clarify, as Thailand needs to progress in the economic, education, and tourist areas; Thais need to display strong ability in communication and bargaining with those who Cannot speak Thai in today's globalized society.(Kalra & Thanavisuth, 2018)

b. Southern Thai dialect

The research on Attitude Toward Southern Thai revealed that Standard Thai is associated with politeness and formality. According to Somprach, Wilaiwan, and Kowit's (2017) study of 1,400 primary and secondary students in 14 schools in the Southern provinces, despite having a positive attitude towards their own dialect as a practical

15

means of communication, students use it less frequently. The students thought Standard Thai was more courteous than Southern Thai and more suited for formal settings. Even outside of class, it was considered disrespectful for a teacher to address his or her students in Southern Thai.(Charunrochana, 2019a)

Accent, described as "a variety of speech differing phonetically from other varieties" (Matthews, 1997, p. 4), is linked to attitude, particularly in communication contexts. Accents are unique to a speaker's location and culture, and can impact comprehension.(Kasa, 2023)

At a period when European influence in Southeast Asia was growing, Bangkok saw the formation of a unitary state as necessary for its survival. After avoiding direct colonization by the French or the British, Siam became a colonizer.Following the 1932 coup that toppled King Prajadhipok, Siam's new military rulers promoted Central Thai's status as a national language. The military governments, led by Field Marshal "Plaek" Phibulsongkhram (1938-1944, 1948-1957) (Suwannathat-Pian 1995), issued state decrees (ratthaniyom). On June 24, 1939, the country's name was changed from Prathet Siam to Prathet Thai (The Royal Gazette 1939 [2482]-a, 810). On August 2, 1939, a third order reinforced the first by prohibiting the use of "any regional or ethnic/religious modifier of the word 'Thai," including phrases like 'Southern Thais,' 'Northeastern Thais,' and 'Islamic Thais. All occupants were simply "Thais" (The Royal Gazette, 1939 [2482]-b, 1281). These decrees demonstrate what Amri Baharuddin Shamsul refers to these as "authority-defined labels" (Shamsul 2001, 78), which he connects to common ethnonyms. Terms like "Lao" and "Shan" would be substituted by the word "Thai." The

16

eighth ratthaniyom, which I will explore in greater detail below, was specifically concerned with the Thai language.

According to The Royal Gazette (1939 [2482]-d, 151), Thai citizens must dress decently when attending public events, public venues, or municipal borders. This includes avoiding wearing untailored wraparound textiles like sarongs.Previously, I argued that these decrees represent a state-sponsored ethnogenesis effort enforced indiscriminately on the state's ethnolinguistically and ethnoreligiously heterogeneous people (Joll 2017, 319). Despite the fact that many of these actions were explicitly directed against Siam's huge and economically powerful Chinese population (whose newspapers were banned and schools were closed), Malays were also affected. They were now "Thais" who were required to speak Thai and wear sarongs exclusively at home or while conducting salat. Malays regarded the term "Thai-Muslim" as interchangeable with the oxymoronic "Buddhist-Muslims" (Joll 2015, 99). Even today, rural Malays in Pattani, Yala, and Narathiwat do not refer to Buddhists—or themselves—as Thais. They call them Siamese or Orae Siyae.(C. M. Joll, 2021)

Standard Thai is associated with politeness and formality, which was also observed in the research on attitudes toward Southern Thai. In a study conducted by Somprach, Wilaiwan, and Kowit (2017), 1,400 primary and secondary students from 14 schools in the Southern regions were surveyed. The findings revealed that while the pupils held a positive attitude toward the use of their own dialect and considered it a practical means of daily life. In communication, they use the dialect less. The pupils felt that Standard Thai was more polite than Southern Thai was more acceptable for formal settings. Even

outside the classroom, it was It is considered disrespectful for a teacher to communicate with his or her students in Southern Thai.(Charunrochana, 2019)

Thailand contains four regi onal Thai languages (Premsrirat et al., 2004; Smalley, 1994): Northern, Northeastern, Central, and Southern Thai. This study follows Premsrirat and Smalley's classifications. Terminology for regional Thai language variants. Central Thai is the most similar to Standard Thai, the country's official Language and the only one with a recognized written code. Southern Thai, mother tongue of around six million people, is classified into two categories: "educated", the variation spoken by metropolitan professionals, and "rural", the variation spoken by the peasants (Diller, 1976). Sriwimon (2012) discovered a decrease in understanding and use of Southern Thai proverbs among university students in Songkhla, southern Thailand. Half Her respondents reported using Central Thai at home, although Their parents were Southerners and spoke Southern. Two-fifths of Thai people indicated they couldn't speak Southern. Thai. This is unexpected proof that Southern Thai is not being sustained, at least among urban speakers.(Arunwarakorn et al., 2019)

According to Klein's (2010) quantitative research of the Malay South, which involved interviews with 750 Muslims and Buddhists, asked about mother tongues. The findings indicate Pattani Malay as the mother tongue of 83 percent of those polled in Pattani, Yala, and Narathiwat. In comparison, just 13% of individuals questioned speak Central Thai as their mother tongue, with a higher rate of 25% in metropolitan regions. Not surprisingly, only 4% speak Southern Thai. Pattani Malay is the native tongue of 88 percent of Muslims in the Deep South, with 10 percent learning Central Thai from birth. 55% of Buddhists speak Central Thai, 41% Southern Thai, and 4% Pattani Malay. In

terms of the provinces where mother-tongue speakers of Central Thai and Pattani Malay live, Yala has the largest concentration, while Narathiwat has the lowest.(C. M. Joll & Aree, 2021)

c. **Pattani Malay dialect**

Pattani Malay, also known as Yawi in Thailand, is a dialect of standard Malay spoken in the country's southernmost districts. Thailand along the border with Malaysia (Pattani Yala, Narathiwat, and even some of Songkhla districts). Pattani Malay is typically not a However, it is occasionally spelled in Informal situations. When writing is required, an old A fashioned variant of Standard Malay is utilized. It is written in a modified version of the Arabic script. modified to write Malay, often known as Jawi. This is This is also the standard for written communication across the border in Kelantan, Malaysia.

Omitting religious factors would be unwise, regardless of the stated objective in language discrimination. The majority of the references to religion following will highlight similarities and differences with the neglected agent of language.I recognize that my interest in recent contributions by William Safran and Rogers Brubaker may be viewed as an academic obsession. Peaceful political solutions to complicated conflicts necessitate the collection of sufficient data from Malay communities believing that violence is the only realistic option for resolving their long-held grievances. Recognizing this empirical dilemma is the responsibility of researchers committed to putting scholarship to action. However, work on this crucial endeavor has already begun. There is a greater need to capitalize on ideas provided by social theorists who have examined weak governments and devised strategies for accommodating large geographically

19

concentrated linguistic minorities. While Malay-speakers are not the only language minority in Thailand who face discrimination, the relatively young field of linguistic justice deserves to be read more broadly. This is the responsibility of the second section.(C. M. Joll, 2017)

According Thailand's compulsory education law mandates that all children learn Thai at some point. They are at school. For the children who continue Study in Pondok after completing compulsory education. They also learn Thai language. It is for this. Pondok is more than just a school. religion, but it also serves as a language school. Many students from various villages Come and study in Pondok. Some can't. Some people are unable to speak Pattani Malay. Thai Students in Pondok exchange their Language proficiency. Typically, pupils do not Mind speaking Thai with those pals who cannot Speak Pattani Malay. Code flipping is widespread in Pattani Malay and Southern Thai. Children speaking frequently insert Southern Thai Adding words, phrases, and sentences to a conversation Pattani Malay is the predominant language. They feel free switch back and forth in their informal conversation. Additionally, there was It is recommended that the Thai language be used as a medium of instruction in Pondoks. Allotted for Islamic studies must be used for Secular education (Chaipranee Suwannathat:1981). Thus, Pondok is Considered a nice site for Muslim students Study languages: Southern Thai, Standard Thai. Standard Malay and Arabic. It's noticeable that, Higher education leads to a more cheerful mindset. They have an affinity for foreign languages.(Sirikun Nookua, 2011).

Language and religion have rarely been studied together in a continuous and systematic manner. For specialists in both, these are too different, whereas ethnic studies

professionals frequently regard language and religion as too similar. According to Rogers Brubaker, language and religion share similarities and differences that make them interesting to study. Ethnicity scholars consider language and religion to be functionally similar. They are examples of 'cultural stuff' that adds "grist to the mill of ethnic classification and boundary formation." According to Brubaker, such a position has a latent effect that ignores differences in the social organisation and political manifestation of language and religion (Brubaker 2013, 16). Religion has played a crucial role in nation-building, making it challenging to distinguish between different national identities.(C. M. Joll, 2017).

From the outset, we can observe that research have been conducted to investigate the characteristics of Sanskrit loanwords in Thai and Patani Malay on their own. There have been studies on Sanskrit loanwords in Thai from various angles, but no comparative studies with other languages spoken in Thailand, such as Patani Malay. More specifically, Chaipunya (2018) stated in her survey of scholarly works on Sanskrit loanwords in Thailand. The data revealed that no study has been conducted to compare Sanskrit loanwords between the two languages or other languages in Thailand. Furthermore, studies on Patani Malay have primarily focused on language aspects. For example, Bualert (1993) described the structure of compound words in Pattani Malay. Ninlapan (1993) demonstrated that in Pattani Malay, expressive words come after verbs or adjectives to alter them. And Iemwanthong (2008) investigated the acoustic properties of oral and nasal vowels in open and closed syllables. Kaseng (2001) found and studied Arabic loanwords in Patani Malay, which is currently preferred above studying simply Arabic. Arabic is the language associated with Islam, the predominant religion among

21

Thai Malays today. As a result, studying loanwords from languages other than Arabic found in Patani Malay is thought to increase language users' knowledge.Specifically, the study of loanwords such as Sanskrit, which can be linked to Patani Malay and Thai, the primary language of communication in this country. Therefore, there is a This study must be conducted to close the research gap.(Na Songkhla & Subramaniam, 2021)

2. Southern Thai dialect on English Pronunciation

According to (Gilakjani, 2016)Teachers should be given courses and materials to help them improve their pronunciation lessons. She went on to say that studies in second language education should focus on the methods of pronunciation instruction rather than the significance of English pronunciation instruction. stated that intelligible pronunciation is a primary goal of pronunciation instruction. In is an essential part of communicative competence.

Syananondh (1983) distributed research questionnaires to 300 Thai-speaking graduate students attending colleges or universities across the United States. The study included 212 participants, accounting for 70.06 percent of the target population. When students first arrived in the United States, he discovered that they had significant trouble understanding spoken English in a variety of communication scenarios. Students in Thailand struggled with English listening comprehension due to differences in pronunciation, vocabulary, and conversation training. On average, they could understand only half of what native Americans said to them.(Author & Zhou, 2002)

According to Senawong (1992) studied Thai English learners' oral production in three speaking styles: informal, reading short phrases and sentences, and word lists beginning with /bl, br, fl, fr, dr/. The parameters considered in the study included age,

gender, occupational class, and speech style. The study found three variations: preserving start clusters, deleting /Ø/ clusters, and substituting /l/ or /r/ consonants. The statistics revealed that, when compared to females, males chose the typical starting cluster The retention option is used less frequently. In addition, males eliminated the original cluster more frequently than females. The results showed that there was no substantial influence of speech Style of speech production. Chunsuvimol's (1993) study looked at the relationship between the pronunciation of prevocalic /r/ in Thai and English, as well as the impact of sociolinguistic characteristics such gender, occupational level, and English competence. The study involved 58 Thai hotel staff from Bangkok. The study found that the English approximant [ɹ] was the most commonly used form in both beginning and cluster locations. The study found that females, people in better status positions at work, and subjects with greater English competence were more likely to use standard English [ɹ]. The findings are consistent. According to Flege's (1995) SLM hypothesis, L2 Thai English learners were more likely to produce the approximant [ɹ] than other /r/ forms.(Noobutra, 2024)

Thailand is home to about 70 languages from various linguistic families, including Tai-Kadai, Austroasiatic, Austronesian, Sino-Tibetan, and Hmong-Mien. Central Thai is the only official language. Thailand's ethnic and linguistic homogeneity is merely a social construct that conceals significant internal variety (Rappa & Wee, 2 0 0 6 , p. 1 0 6) . Thailand's languages are hierarchically ordered. Central Thai comes in first place. Northern Thai, Northeastern Thai, and Southern Thai serve as vernacular languages in local communities and lingua franca for minority languages in their regions. Most Thai citizens speak other languages. than Central Thai, but the majority are varieties with

grammar, pronunciation, and lexicon as diverse as Romance or Germanic languages in Europe. Texts written in Central Thai can be read using the particular regional pronunciation. (C. Joll, 2013)

Linguists define a dialect as a language variety that differs from other dialects in terms of pronunciation, grammar, vocabulary, discourse conventions, and other linguistic traits. Dialects are rule-based systems that deviate from other dialects of the same language (Crystal, 1997). A study on the linguistic characteristics of non-standard English dialects discovered that they are "as complex and as regularly patterned as other varieties of English, which are considered more standard" (Farr & Ball, 1999:206). Thus, while the term dialect is commonly used to refer to the language spoken by people from a specific geographic or social group, or to denote a substandard variant of a language, everyone speaks dialects.Different dialects may arise from contact with other languages or the fact that certain aspects of a language shared by its speakers evolve among some communities but are retained among others. (Tetap et al., 2017).

According to Grootaers & Grauls (1930), The distinction between accent 1 and accent 2 is achieved by changes in strength, duration, and fundamental frequency (F0), with intensity being the key phonetic parameter involved. More recent results (Peters in press) reveal that fundamental frequency is the major phonetic characteristic, and differences in duration and intensity are less meaningful, except in IP-final position, where accent 2 syllables are consistently longer than accent 1 syllables.(Peters, 2006).

General

There are significant differences between the phonological systems of Thai and English. In Thai, there are 21 consonant phonemes and 21 vowel phonemes. In the

Thai consonant system, the aspirated voiceless

stops /pn/, /tn/ and /kn/ are distinct phonemes and not simply allophones (varieties) of /p/, /t/ and /k/ as they are in English. English has more fricatives than Thai, and Thais tend to have difficulty in producing these(e.g. /θ/, / /, /v/, /z/, /ʃ/ and /7/). Vowel length is significant in Thai, witha basic distinction made between long and short vowels.

Thais speak English with a 'Thai accent' because they try to fit everyEnglish word into the Thai phonological system. While this is to someextent true of every foreign accent, there does appear to be a peculiarreluctance among many Thai speakers to shed their accent. In Thailand, this can be explained perhaps by peer group pressure and not wantingto show off or be different in the classroom environment. But as numerous English loan words (including brand names of hundreds of consumer goods) have passed into everyday Thai, it has also become a perfectly normal and legitimate strategy to pronounce English words ina Thai way; to pronounce them any other way risks not being under- stood and sounding pretentious. This process is reinforced by teachers and English–Thai dictionaries providing transliterations of Englishwords in Thai script in an attempt to clarify pronunciation. As a result,English consonants and vowels are widely pronounced as their nearest Thai equivalents.

Some of the more common features of a 'Thai accent' in English are:

– Stress on the final syllable of words.

– Problems in articulating certain final consonants and consonantclusters.

– A staccato effect, deriving from:

a) a tendency to assign tones to syllables;

b) a tendency to give equal weight and timing to each syllable;

25

c) glottal stops before initial vowels;

d) insertion of a short vowel /a/ between certain initial consonantclusters;

e) reduction of consonant clusters at the ends of words to single consonants.

Vowels

i:	I	e	æ	ei	ai	zI
Q:		z:	v	av	av	Ia
u:	n	ɘ:	a	ea	va	ava
						ava

Shaded phonemes have equivalents or near equivalents in Thai and should therefore be perceived and articulated without great difficulty, although some confusions may still arise. Unshaded phonemes may cause problems. For detailed comments, see below.

1. /æ/ is frequently pronounced as a long vowel /æ:/.
2. Diphthongs /ei/, /av/ and /ea/ are frequently pronounced as long pure vowels, /e:/, /o:/ and /æ:/ respectively.
3. English words ending in a vowel frequently have the final vowel lengthened to accommodate the stress placed on the final syllable.

Consonants

p	b	1	v	θ		t	d
5	z	∫	7	t∫	d7	k	g
m	n		l	r	j	w	h

Shaded phonemes have equivalents or near equivalents in Thai and should therefore be perceived and articulated without great difficulty mhem they occur as imitial consonants. Unshaded phonemes may cause problems. For detailed comments see below.

1. In pronouncing English initial consonants for which there is no rough equivalent in Thai, Thai speakers are likely to make the following substitutions:

   English: /v/   /θ/   / /   /∫/   /z/ Thai   approximation:
                 /w/   /t/ /5/   /d/ /t/ /5/   /t∫/ /5/

2. Many of the shaded consonants will cause great problems ofarticulation for Thai speakers when they occur as final consonants. Thai has only eight final consonant phonemes and no final clusters.As a result, English final consonants and consonant clusters are liable to undergo a radical change in pronunciation. Such trans- formations are not random, however; some typical changes under-gone by single final consonants are:

   English: /d/ /θ/ / / /5/ /z/ /∫/ /7/ /t∫/ /d7/ /v/ /1/ /l/ Thai approximation:
                 /t/   /p/   /n/

3. /g/ and /d7/ are often pronounced as unvoiced consonants by Thaispeakers when they

27

occur at the beginning of a word.

4. Although /r/ exists in Thai, it presents a problem to many Thaispeakers even in their

 own language, where they may often substitute

 /l/. This strategy is then carried over when speaking English.

5. The glottal stop is a phoneme in Thai, and Thai speakers will ofteninsert one at the

 beginning of English words that have an initial vowel sound; this tends to create a

 staccato effect and preclude juncture.

Consonant clusters

 English has a much wider range of consonant clusters than Thai; consonant

clusters never occur at the end of words in Thai. Among theinitial two-segment clusters

which do not occur in Thai are: /dr/, /1r/, /1l/,

/1j/, /tw/, /5l/, /5w/, /5m/, /5p/, /5k/ and /5t/. In pronouncing English words where such

clusters occur, Thais tend to insert a short vowel, sometimes even creating another fully-

stressed syllable:

smoke becomes 'sa-moke' fromm becomes 'fa-romm'

A similar process operates with English three-segment initial clusters:

screm becomes 'sa-crem'strike becomes 'sa-trike'

There are, however, near Thai equivalents to initial /gr/, /gl/, /kr/, /kl/,

/kw/, /pr/ and /pl/.

 It is not uncommon, especially in Bangkok, for Thai speakers to dropthe second

segment of a two-segment consonant cluster at the beginning of a Thai word. Thus words

like khray (= mho?) and plaa (= fish) are frequently pronounced khay and paa. Thais

who 'reduce' words like thisin their own language may carry the process into English, and

28

say 'bake' for brake and 'fee' for free; and 'fried rice' is often pronounced as 'fidelice'.

English final clusters present the Thai speaker with a problem and usually some way of 'reducing' them to a single manageable final consonant is sought. enerally, the first segment of the cluster is retained and the rest dropped.

pump becomes 'pum' perfect becomes 'perfec'.

Rhythm and stress

Every syllable in Thai carries a certain fixed tone. Thais tend to give equal weight and timing to each syllable and this, together with the factthat tonal pitch is located on single syllables (instead of groups of syllables, as it is in English) produces a rather staccato effect when transferred to English. The single most common mistake of Thaispeakers is to stress the final syllable of polysyllabic English words, as inbut'ter, cof 'fee, shop'pimg, and so on. More complex uses of stress, for exampleto alter meaning or to convey attitudinal meaning, are likely topresent problems even to advanced learners.

Intonation

Intonation patterns in Thai are very different from those of English. Being a basically monosyllabic language, Thai has a sharp up-and-down pitch contour. Although questions in Thai are frequently marked by 'question words' at the end of a sentence which have an inherent rising tone, this does not automatically facilitate the reproduction of English question contours. Particular attention should be paid to the intonationof polite requests; Thai uses a whole series of untranslatable words or 'particles' at the ends of sentences to perform some of the functions fulfilled by intonation in English. When translating from Thai to English, the polite particles used

29

in requests disappear, leaving a rather brusque imperative if the speaker has been too literal.

Juncture

In Thai it is impossible to produce new consonant clusters from the junctures of final and initial consonants; the glottal stop before initial vowels also tends to preclude a link between final consonant and initialvowel. Thai speakers are likely to be unaware of the phonetic changesthat take place in English through juncture (e.g. Would you /wvd7a/; getback /ge(p)bæk/) unless these are specifically pointed out.

Influence of spelling on pronunciation

Thais learning Englishobviously make numerous mistakes in pronoun-cing new words because of the considerable mismatch between spelling and pronunciation in English. Typical problems which persist even among fairly advanced learners are:

1. Uncertainty as to when th is pronounced /θ/ and when / / (assumingof course that the speaker can productively differentiate between the two sounds).

2. Uncertainty as to when s is pronounced /5/ and when /z/.

3. Failure to make a reduced pronunciation of the unstressed vowels in words such as commom, problem, police, possible, breakfast.

4. Thais also tend to pronounce words such as cam, mas, have with their strong 'written' pronunciations instead of using weak forms.

5. The Thai spelling of common English loan words reinforces a non- English pronunciation, which then assumes a legitimacy which learners sometimes find hard to defy when dealing with the word inan English context.

The use of the Southern Thai accent in English involves the adaptation of the

sounds, rhythm, and intonation patterns of the Southern Thai dialect into English. This accent can vary depending on the region within Southern Thailand, but generally, there are several distinct features that characterize the Southern Thai accent when speaking English. Here's a breakdown of the theory behind it:

1. Phonological Features:

Southern Thai speakers bring some of the phonological (sound) patterns of their native language into English. These include:

Vowel Sounds: Southern Thai has a range of vowel sounds that may not exist in English, or are pronounced differently. When speaking English, Southern Thai speakers may alter the vowel sounds to match their closest equivalent in Thai. For example:

The vowel sounds in words like "bit" and "beat" might sound more similar or be less differentiated than in standard English.

The diphthongs (like in "boat" or "time") may be flattened or pronounced with a single vowel sound.

Consonant Clusters: In Southern Thai, there is a tendency to simplify consonant clusters (two or more consonants together in a syllable) found in English. For instance:

The "str-" in words like "street" may be pronounced as "s" or "st" without the "r" sound fully articulated.

The "th" sound in English (as in "think" or "that") is often pronounced as "t" or "d", since Southern Thai does not have a native "th" sound.

Final Consonants: Southern Thai tends to drop or devoice final consonants in some cases. For example, a word like "cat" might sound more like "ca" with the final "t" softened or dropped entirely.

31

2. Tone and Intonation:

Southern Thai is a tonal language, meaning that pitch or tone can change the meaning of a word. While English is not tonal in the same way, speakers of Southern Thai may carry over tonal patterns when speaking English:

Pitch Patterns: The overall pitch of the voice might be more varied or rise and fall in a way that reflects the tonal nature of Thai. This could affect how English sentences are perceived, possibly making them sound more melodic or with a different rhythm compared to native English speakers.

Stress: Southern Thai speakers might apply different stress patterns to English words, as Thai does not use stress in the same way that English does. For example, words like "banana" might have the stress on a different syllable than what is typical in standard English.

3. Syntactic Influence:

While syntax (sentence structure) does not directly transfer from Southern Thai to English in terms of accent, certain syntactic habits or preferences might be noticeable in spoken English. For example:

Directness in Speech: Southern Thai, like many varieties of Thai, is relatively direct and to the point. English spoken with a Southern Thai accent may sometimes come off as blunt or straightforward because of this.

Use of Articles: Thai does not have articles ("a," "an," or "the"), so Southern Thai speakers may omit articles or use them inconsistently in English.

4. Cultural and Social Context:

The Southern Thai accent in English can also carry cultural markers. The Southern region of Thailand is known for its unique cultural identity, which includes a distinct form of Thai language and regional pride. When speaking English with a Southern Thai accent, speakers might also be expressing a sense of local or regional pride and identity. This can be important in social interactions, as accents are often tied to regional or group affiliations.

5. Interference from Standard Thai:

In many cases, Southern Thai speakers may use Standard Thai (Central Thai) as their second language or as a lingua franca with other Thai speakers. If they speak both Southern Thai and Standard Thai, their English accent might also exhibit traits from Standard Thai, which itself has a different set of phonetic characteristics compared to Southern Thai. For example, Standard Thai speakers often pronounce final consonants more distinctly than their Southern counterparts, which might be reflected in the English accent.

Conclusion:

The Southern Thai accent in English is shaped by the phonological, rhythmic, and tonal features of the Southern Thai dialect. These features influence how vowels and consonants are pronounced, how stress and pitch are applied in sentences, and how the speaker constructs meaning in a second language. It's important to note that the accent will also vary based on the individual speaker's level of exposure to English, their familiarity with different English dialects, and their own linguistic background (e.g., whether they speak primarily Southern Thai or have also been exposed to Central Thai).

3. English Pronunciation

a. Definition of Pronunciation

Improving English pronunciation is a challenging skill that requires dedicated practice (Aliaga García, 2007; Martínez-Flor et al., 2006; Pourhosein Gilakjani, 2016). Understandable pronunciation is a basic criterion for learners' competence, as well as one of the most significant aspects of language training. Good pronunciation contributes to learning, whereas poor pronunciation creates significant challenges in language learning.(Gilakjani, 2016).

Pronunciation is a crucial aspect of communication that is often underestimated. The ability to convey thoughts in sound is essential for all spoken languages, allowing for effective communication. Others (Gilakjani 2016, h). Pronunciation is essential in spoken language. Pronunciation reflects the Essential clarity is necessary for effective communication. Simply put, spoken pronunciation demonstrates how An individual speaks. Cook, as examined by Gilakjani, regards pronunciation as the process of creating sounds. in a language (Yusriati & Hasibuan 2019, h). From this result, pronunciation becomes integral. ESL (English as a Second Language) is a component of oral language communication. It stems from linguistic sounds and the capacity to pronounce them effectively while taking into account stress, rhythm, and intonation.(Ridho Khualid et al., 2024).

According to Fraser (2000), Teachers should be given courses and materials to help them improve their pronunciation lessons. She went on to say that studies in second language education should focus on the methods of pronunciation instruction rather than the significance of English pronunciation instruction. According to Morley (1991), one

of the primary goals of pronunciation education is to produce comprehensible pronunciation. In is an essential part of communicative competence.(Gilakjani, 2016).

According to The study found that participants preferred familiar, pleasant, and recognized accents. Participants viewed easy-to-understand accents as more acceptable in international communication. The verbal-guise test findings showed that the American accent was preferred across all parameters. Jenkins (2007) revealed that participants had good sentiments of American accents, followed by Hong Kong and Laotian accents with the second and third highest average ratings, respectively. The study discovered that individuals favored familiar, pleasant, and recognizable accents. Participants believed that easy-to-understand accents were more appropriate for international communication. The verbal-guise test results revealed that the American accent was preferred in all parameters. According to Jenkins (2007), participants liked American accents the most, followed by Hong Kong and Laotian accents, which earned the second and third highest average scores.

The language used in a circumstance can shape a listener's attitudes towards the speaker/s. These attitudes can be influenced by social language use variables.

Although attitude is an unpredictable element, it is the primary factor influencing linguistic change (Thomason, 2001, p. 141). In social science, attitude refers to a person's feelings or emotions towards companies, products, services, or others, which can be conveyed through many means like commercials, social media, and in-person contacts. According to LeVine and Campbell (1972), a person's thoughts, perceptions, and conduct are shaped by their personal experiences and beliefs, as well as those influenced by social media. This is referred to as self-concept. (Kasa, 2023)

The dialect's intonational system is less complex than that of Standard Belgian Dutch and other Limburgian dialects, such as Maastricht, Venlo, and Roermond (Gussenhoven & Aarts 1999, Gussenhoven & van der Vliet 1999, Gussenhoven 2000). Utterances are divided into intonational phrases (IPs), which contain one or more pitch accents that indicate accented syllables. The single pitch accent, LH∗, is employed in both nuclear and prenuclear positions. This accent may be reduced when following another pitch accent. The beginning and final IP boundaries share a single boundary tone (Lı). Whether the IP occurs finally or non-finally in a prosodic utterance determines whether the final fall is low or upper-middle.Declaratives and interrogatives prefer a final fall to the low level, but continuatives prefer an upper-mid level. No effect of focal condition (broad focus, restricted focus, contrastive focus) on tonal structure has been attested. (Peters, 2006).

b. Stress In English

Stress is the additional power utilized when speaking a syllable or word. According to Kreidle (2004), stress is a lexeme-specific feature. Words with many syllables tend to emphasize one syllable over others. The stressed syllable should be uttered emphatically. Crystal (2008) defines it as the level of force used to produce a syllable. Stress is one of the suprasegmental characteristics of expressions (Ladefoged, 2006, p. 243). A native speaker understands stress and how it works (Harmer, 1990). It is the importance placed on and noted in specific syllables in words (Wales, 2001). Incorrect syllable stress can alter the structure of a word and make it difficult to recognize the lexeme during conversation (O'Connor, 2006). The lack of a defined stress rule causes ESL/EFL

36

learners to struggle with producing stress correctly. Incorrect stress produces misunderstandings in spoken messages and conversation.(Sharma, 2023).

As you can see, words have syllables. The word can be one syllable (e.g. chair, red, and, lost, live), two syllables (e.g. table, small, risky, sadness, final), or three syllables (e.g. beautiful, respective, photographer, unbearable). When a word comprises more than one syllable, one of them may be deemed more essential than the others, as in the term 'lazy'. The first syllable, 'la', is regarded more crucial. As a result, the first syllable is accentuated to convey the state. Then you will see it written as 'lazy'. This occurs in the majority of two-syllable words. The first portion is seen more essential than the others, hence the first syllable is heavily stressed. Look at these words. They include more than two syllables. Take note of how stressed they appear. The stresses highlight the key sections of the words.(Elements of Pronunciation, n.d.)

According Longman Dictionary of Applied Linguistics (Richard, Platt, and Weber, 1985) defines suprasegmentals as units that encompass many sounds in an utterance, including stress and tone. Similarly, Ladefoged (2006) defined suprasegmental characteristics as aspects of speech that include more than one consonant or vowel. Clark, Yallop, and Fletcher (2007) defined suprasegmentals as prosodic characteristics. According to Fromkin, Rodman, and Hyams (2007), prosodic or suprasegmental qualities are more valuable than segmental features because the term "supra" denotes above or beyond. Brown (2006) also stated that connected speech consists of suprasegmental elements. Thus, suprasegmentals are units that control more than one sound in an utterance, such as stress (word and sentence stress), intonation, and connected speech.(Sahatsathatsana, 2017)

37

4. Online Class Activity

According to (Otodu & Khoiriyah, 2023) The majority of students believed that online activities and discussions stimulate them to learn about the material being provided. Thus, quizzes and online projects can be employed in Edmodo to motivate students to learn. Google is another online learning platform that is particularly useful for group projects. different published study suggests a variety of different online activities, including debate, showing films with relevant recommendations, creating stories in English, discussing the material offered, and commenting on other groups' presentations. This can be taken into account while offering instruction in English that is relevant to real-life situations. Thus, pupils are driven to enhance their English skills.

According that online learning boosts students' confidence in asking questions and responding, compared to face-to-face instruction. However, the level of effectiveness cannot be evaluated, making the importance unclear. Two sources, however, voiced a different viewpoint. The first assertion is: "This learning The paradigm is ineffective because certain courses, such as practicum, are difficult to comprehend when Implementing online learning," and the second statement, "Online learning is less successful due to various obstacles. The material is less intelligible, particularly in practical classes. Particularly with the "A large number of students leads to less control over learning and supervision." If used long-term, without Online models, when combined with other learning models, might become boring.(Markuna, 2022).

C. Conceptual Framework

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                    ┌─────────────────────────────────┐
                    │          Southern Thai           │
                    └─────────────────────────────────┘
                                     │
        ┌────────────────────────────┼────────────────────────────┐
        │                            │                            │
        ▼                            ▼                            ▼
┌──────────────────┐   ┌──────────────────────┐   ┌──────────────────────┐
│ Standard Thai    │   │ Southern Thai        │   │ Pattani Malay        │
│ Dialect          │   │ Dialect              │   │ Dialect              │
└──────────────────┘   └──────────────────────┘   └──────────────────────┘
        │                            │                            │
        └────────────────┐          ▼          ┌─────────────────┘
                         ┌──────────────────────────────────┐
                         │ The Influence of Southern Thai   │
                         │ Dialect                          │
                         │                                  │
                         │ On English Pronunciation Ability │
                         └──────────────────────────────────┘
                                     │
              ┌──────────────────────┴──────────────────────┐
              ▼                                              ▼
     ┌──────────────────┐                          ┌──────────────────┐
     │ Pronunciation    │                          │ Documentation    │
     │ Test             │                          │                  │
     └──────────────────┘                          └──────────────────┘
              │                                              │
              └──────────────────────┬──────────────────────┘
                                     ▼
                         ┌──────────────────────┐
                         │     Word Stress      │
                         └──────────────────────┘
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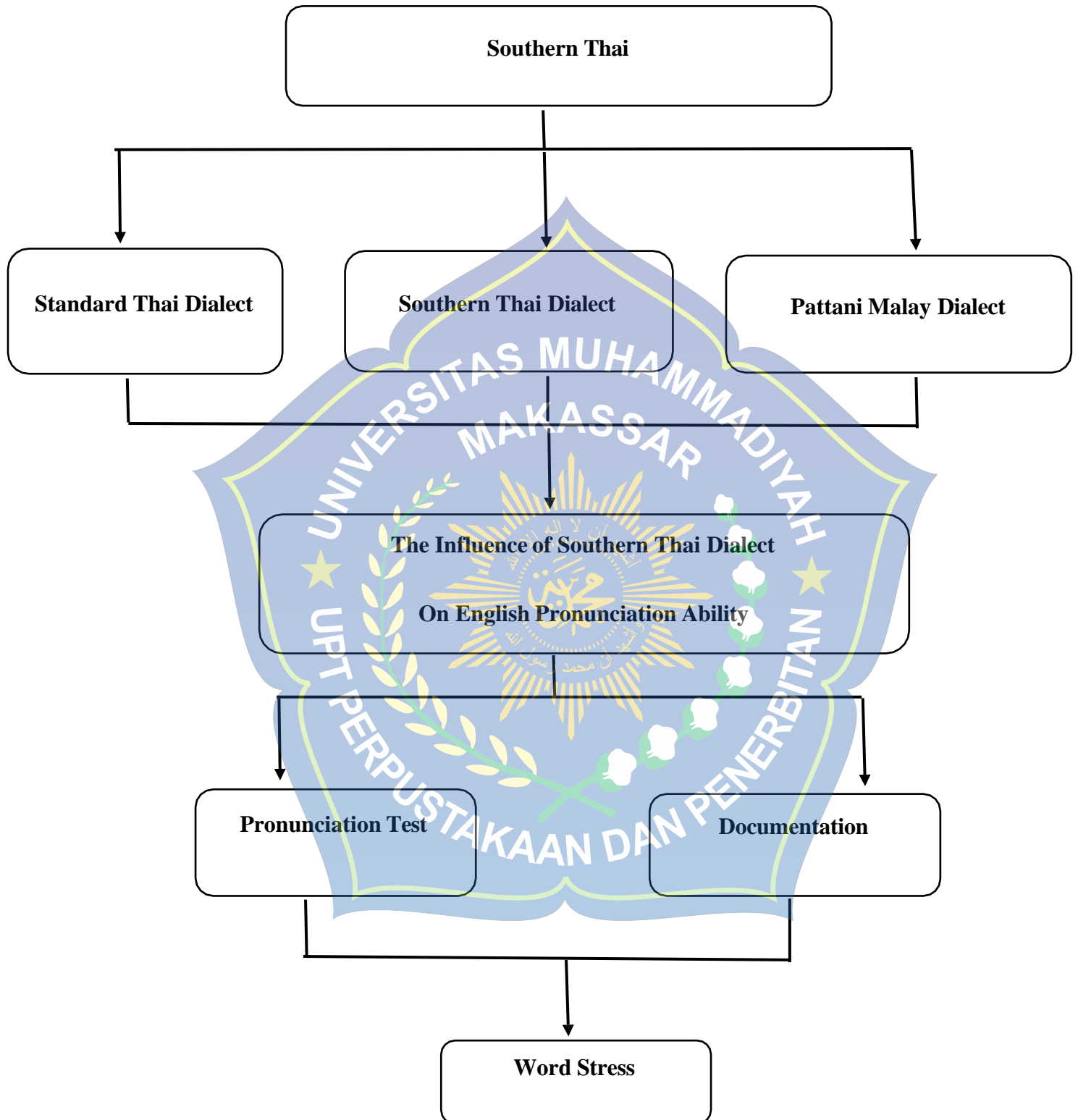
The conceptual framework described above served as the basis for the researcher's investigation. This study included Pronunciation test with Thai students living in Thailand's southern area. The southern portion of the country is composed of three languages: Thai, Southern Thai, and Malay. The researcher's goal in Pronunciation test and Documentation these students was to see how the Southern Thai dialect altered the pronunciation of stressed English words.

CHAPTER III

RESEARCH METHOD

A. Research design

The researcher conducted descriptive qualitative research in this study. Descriptive research was a qualitative research method that sought quantifiable data from a sample for statistical analysis using Pronunciation tests and documentation.

B. Research Subject

The participants in this studied were six Thai students taking an online program and actively used the southern Thai dialect in their daily lived. Following their invitation to engage in the research, the researcher virtual platform invited them to join through.

By Respondent 1 is a 21-year-old , female. and by Respondent 2 is a 20-year-old , male. and by Respondent 3 is a 20-year-old , female. and by Respondent 4 is a 22-year-old , female. and by Respondent 5 is a 21-year-old , male. and by Respondent 6 is a 21-year-old, female.

C. Research Instrument

This studied utilized a pronunciation test as the primary researched instrument to measured the influence of the southern Thai dialect on English pronunciation, specifically focusing on word stressed and accentuation. The test was designed to assess participants' accuracy in English pronunciation by examining their ability to correctly applied stressed patterns and managed accentuation within English words and phrase.

1. Pronunciation Test

The pronunciation test consisted of a listed of English words and sentences that were known to present challenges in stressed placement for non-native speakers. These items were selected to capture a range of common pronunciation difficulties that southern Thai speakers might encounter due to phonological influences from their native dialect. Participants had been asked to pronounce each word and sentence aloud in a controlled, online environment (via google meet), and their responses had been recorded for later analysis. This test would help to identify specific patterns of word stressed influenced by the southern Thai dialect

2. Documentation

In addition to the pronunciation test, documentation had been used to recorded participants' responses and demographic information, including their age, language background, and frequency of southern Thai dialect used. This supplementary information provided context for interpreting pronunciation test results and understanding potential factors that contributed to the influence of the southern Thai dialect on English pronunciation

These instruments collectively provided a comprehensive meant of collecting and evaluating data on pronunciation patterns, allowing the researcher to quantitatively assess the impact of the Southern Thai dialect on English word stress and accentuation.\

D. Data Collection

1. Pronunciation Test

Each participant joined a scheduled Google Meet session, where the pronunciation test was administered. During the session, participants were asked to read aloud a list of selected English words and sentences designed to test specific pronunciation patterns that may have been influenced by the southern Thai dialect.

the researcher provided instructions before each session to ensured participants understand the requirements of the test.

2. Documentation

Alongside the pronunciation test, demographic information and background data on each participant's language used and exposure had been collected. This supplementary documentation included details such as age, language background, frequency of southern Thai dialect used, and English language learned experience.

E. Data Analysis

Data analysis was the systematic collection and organization of information from pronunciation test and documentation to enhance understanding of studied findings. The researcher assessed the gathered qualitative data.

In analyzing the data from Pronunciation test process, the researcher applied three steps, such transcribing, classifying and conclusion.

a. Transcribing

To assess the Pronunciation test data, the researcher prepared a summary or transcribed the informants' responses. After collecting all of the data from the device recorders , the researcher arrived at a theory-related conclusion.

b. Classifying

When the information from the pronunciation test was accurately collected, the researcher proceeded to the next phase, which was classification. After collecting the data, the researcher began to classify the results of the pronunciation test and discovered the most common pupils that teachers confronted when teaching in the classroom, as well as their solutions to overcome them.

c. Conclusion

The final phase, after classified the data, was for the researcher concluded the results of the previously transcribed pronunciation test in ordered to learned about how does the Southern Thai dialect Influence Students in English Pronunciation.

FINDINGS AND DISCUSSION

A. Finding

The researcher used pronunciation test to identify the influence of the southern thai dialect on student pronunciation, as explained in the previous chapter. The study's findings are described qualitatively.

a. Pronunciation test Word in English

The pronunciation test consisted of a listed of English words and sentences that were known to present challenges in stressed placement for non-native speakers. These items were selected to capture a range of common pronunciation difficulties that southern Thai speakers might encounter due to phonological influences from their native dialect. Participants had been asked to pronounce each word and sentence aloud in a controlled

Table 4.1 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**Cooking** (ˈkʊkɪŋ)	**Cooking** (Khū kîng)	**คู่กลิ้ง** (Khừ klîng).
R2	**Cooking** (ˈkʊkɪŋ)	**Cooking** (Khū kîng)	**คู่กลิ้ง** (Khừ klîng).
R3	**Cooking** (ˈkʊkɪŋ)	**Cooking** (ˈkuː.kɪŋ)	**คู่กลิ้ง** (Khừ klîng).
R4	**Cooking** (ˈkʊkɪŋ)	**Cooking** (Khū kîng)	**คู่กลิ้ง** (Khừ klîng).
R5	**Cooking** (ˈkʊkɪŋ)	**Cooking** (ˈkuː.kɪŋ)	**คู่กลิ้ง** (Khừ klîng).

| R6 | **Cooking**
(ˈkʊkɪŋ) | **Cooking**
(ˈkuː.kɪŋ) | **คู่กลิ้ง**
(Khừ klîng). |

Table 4.1 demonstrates the influence of the Southern Thai dialect on students' pronunciation of the English word "cooking." The respondents pronounced "cooking" as /ˈkuː.kɪŋ/, substituting the English vowel /ʊ/ with /uː/, which aligns with the Thai vowel system that lacks the short /ʊ/ sound. Additionally, the final consonant /ŋ/ is pronounced clearly, as Thai speakers tend to emphasize final consonants more than native English speakers. The stress patterns in the respondents' pronunciation are flattened, reflecting the tonal nature of Thai, where syllables are given equal prominence instead of the stress-unstress pattern typical in English. This adaptation shows how Thai speakers map unfamiliar English phonemes to their native phonological system, resulting in a pronunciation closely resembling the transliterated Thai word **คู่กลิ้ง** (Khừ klîng). These findings underscore the significant role of native language influence in shaping English pronunciation and highlight areas for targeted intervention in stress and vowel differentiation to improve accuracy.

Table 4.2 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	*Kitchen* (ˈkɪtʃən)	**Kitchen** (ˈkɪt.ʃɛn)	**คิด-เช่น** (Khid chèn)
R2	**Kitchen** (ˈkɪtʃən)	**Kitchen** (khid chên)	**คิด-เช่น** (Khid chèn)
R3	**Kitchen** (ˈkɪtʃən)	**Kitchen** (khid chên)	**คิด-เช่น** (Khid chèn)
R4	**Kitchen** (ˈkɪtʃən)	**Kitchen** (ˈkɪt.ʃɛn)	**คิด-เช่น** (Khid chèn)
R5	**Kitchen** (ˈkɪtʃən)	**Kitchen** (khid chên)	**คิด-เช่น** (Khid chèn)
R6	**Kitchen** (ˈkɪtʃən)	**Kitchen** (khid chên)	**คิด-เช่น** (Khid chèn)

The table 4.2 highlights how the Southern Thai dialect influences the pronunciation of the English word "kitchen" among respondents. Respondents generally pronounced "kitchen" as /ˈkɪt.ʃɛn/ or /ˈkɪt.ʃən/, reflecting several phonological adaptations. The /tʃ/ sound, as in the English "ch," is often softened or substituted with /tʃ/, a more familiar sound in Thai phonology. Additionally, the final unstressed syllable / ən/ is articulated more clearly as /ɛn/, aligning with the Thai tendency to emphasize clarity in final sounds. A notable connection can be observed in the Thai transliteration **คิด-เช่น** (Khid chèn)which shares a similar sound pattern and serves as a familiar reference point for respondents. These adaptations illustrate how the respondents rely on familiar phonetic structures from their native language to approximate English words. This finding underscores the significant role of native phonology in shaping second language pronunciation and points to potential areas for targeted training, such as stress patterns and specific consonant sounds, to improve English pronunciation accuracy.

Table 4.3 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**Butter** (ˈbʌtər)	**Butter** (ˈba.tə)	ปัตตา (Bat-ta)
R2	**Butter** (ˈbʌtər)	**Butter** (bạt texr̓)	ปัตตา (Bat-ta)
R3	**Butter** (ˈbʌtər)	**Butter** (bạt texr̓)	ปัตตา (Bat-ta)
R4	**Butter** (ˈbʌtər)	**Butter** (ˈba.tə)	ปัตตา (Bat-ta)
R5	**Butter** (ˈbʌtər)	**Butter** (bạt texr̓)	ปัตตา (Bat-ta)
R6	**Butter** (ˈbʌtər)	**Butter** (bạt texr̓)	ปัตตา (Bat-ta)

Table 4.3 illustrates the influence of the Southern Thai dialect on students' English pronunciation, particularly in their rendering of the word "butter." The

substitution of the vowel /ʌ/ with /a/ or /ə/ reflects the absence of this vowel sound in Thai phonology. Additionally, the final rhotic sound /ər/ is simplified to /ə/, aligning with the non-rhotic nature of Thai. Stress patterns are also flattened, as Thai's tonal structure prioritizes equal syllabic emphasis over English stress distinctions. Furthermore, the approximation of "butter" as "Bat-ta" (บั๊ตตา) demonstrates how respondents rely on familiar Thai phonemes to approximate English sounds. These findings highlight the phonological challenges Southern Thai speakers face when learning English, offering insights into areas where focused pronunciation training, such as stress patterns, vowel differentiation, and rhotic sounds, could be beneficial.

Table 4.4 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**Salty** (ˈsɔlti)	**Salty** (ˈsoːl.tiː)	**สอนดี** (S̄xn dī)
R2	**Salty** (ˈsɔlti)	**Salty** (ˈsoːl.tiː)	**สอนดี** (S̄xn dī)
R3	**Salty** (ˈsɔlti)	**Salty** (ˈsoːl.tiː)	**สอนดี** (S̄xn dī)
R4	**Salty** (ˈsɔlti)	**Salty** (ˈsoːl.tiː)	**สอนดี** (S̄xn dī)
R5	**Salty** (ˈsɔlti)	**Salty** (ˈsoːl.tiː)	**สอนดี** (S̄xn dī)
R6	**Salty** (ˈsɔlti)	**Salty** (ˈsoːl.tiː)	**สอนดี** (S̄xn dī)

The table 4.4 highlights the influence of the Southern Thai dialect on respondents' pronunciation of the English word "salty." Respondents pronounced "salty" as /ˈ**sa**ː**l.ti**ː/ or /ˈ**so**ː**l.ti**ː/, reflecting common phonological adaptations. The English vowel /ɔ/, as in "salt," was substituted with /aː/ or /oː/, aligning with the Thai vowel system, which lacks the exact /ɔ/ sound. Additionally, the /t/ and /iː/ sounds were retained but elongated, consistent with Thai speech patterns that emphasize clearer and more distinct syllables.

48

The pronunciation closely resembles the Thai transliteration **สอนดี** (S̄xn dī) a familiar term often used in informal or branded contexts. These findings demonstrate how Southern Thai speakers adapt unfamiliar English sounds using familiar phonemes and syllable structures. The results also point to the importance of focusing on vowel differentiation and stress patterns in English pronunciation training for Southern Thai learners to enhance their intelligibility and accuracy.

Table 4.5 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	Delicious (dɪˈlɪʃəs)	Delicious (Dī lī cheīy s̄)	ดี - วลี – เชี่ยว (Dī - Wlī — Cheǐyw)
R2	Delicious (dɪˈlɪʃəs)	Delicious (Dī lī cheīy s̄)	ดี - วลี – เชี่ยว (Dī - Wlī — Cheǐyw)
R3	Delicious (dɪˈlɪʃəs)	Delicious (Dī lī cheīy s̄)	ดี - วลี – เชี่ยว (Dī - Wlī — Cheǐyw)
R4	Delicious (dɪˈlɪʃəs)	Delicious (Dī lī cheīy s̄)	ดี - วลี – เชี่ยว (Dī - Wlī — Cheǐyw)
R5	Delicious (dɪˈlɪʃəs)	Delicious (Dī lī cheīy s̄)	ดี - วลี – เชี่ยว (Dī - Wlī — Cheǐyw)
R6	Delicious (dɪˈlɪʃəs)	Delicious (Dī lī cheīy s̄)	ดี - วลี – เชี่ยว (Dī - Wlī — Cheǐyw)

The table 4.5 demonstrates how Southern Thai dialect influences the pronunciation of the English word "delicious" (/dɪˈlɪʃəs/), reflecting unique phonetic adaptations. Respondents exhibit variations such as vowel simplifications, substitutions of / ʃ/ with sounds like /s/ or /tʃ/, and occasional glottal stops, which align with Thai phonological rules. These shifts result in approximations resembling Thai-like words, such as

"**ดี - วลี – เชี่ยว** Dī - Wlī – Cheī̀yw. showing how English words are reshaped to fit the Thai sound system. The analysis also reveals the challenges Southern Thai speakers face in articulating English phonemes uncommon in their native language. These findings underscore the natural process of linguistic borrowing and adaptation while providing valuable insights for educators and linguists in understanding cross-linguistic phonetic patterns, particularly for pronunciation training and intercultural communication

Table 4.6 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**Sweet** (swit)	**Sweet** (S̄wīt)	สวีท (Sa-weet)
R2	**Sweet** (swit)	**Sweet** (S̄wīt)	สวีท (Sa-weet)
R3	**Sweet** (swit)	**Sweet** (S̄wīt)	สวีท (Sa-weet)
R4	**Sweet** (swit)	**Sweet** (suːiːt)	สวีท (Sa-weet)
R5	**Sweet** (swit)	**Sweet** (S̄wīt)	สวีท (Sa-weet)
R6	**Sweet** (swit)	**Sweet** (S̄wīt)	สวีท (Sa-weet)

The table 4.6 highlights the influence of the Southern Thai dialect on respondents' pronunciation of the English word "sweet." Respondents typically pronounced "sweet" as **/siːt/** or **/suːiːt/**, demonstrating adaptations rooted in Thai phonology. The initial consonant cluster /sw/ was simplified, as Thai does not naturally use this cluster, leading to the replacement of /sw/ with a single vowel sound, such as /siː/ or /suː/. The final /t/ sound was retained but articulated clearly, reflecting the Thai tendency to emphasize f inal consonants more distinctly than in English. This pronunciation closely aligns with the

50

Thai transliteration **สวีท (Sa-weet),** which is commonly used in informal or romantic contexts, such as describing sweetness or affectionate moments. These findings underscore the significant role of native phonology in shaping English pronunciation, particularly in simplifying complex consonant clusters and elongating vowel sounds. Targeted instruction on consonant clusters and vowel transitions could help Thai learners improve their accuracy and confidence in English pronunciation.

Table 4.7 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**Sour** (ˈsaʊər)	**Sour** (Sāw wexr̓)	**สาว** (Saao)
R2	**Sour** (ˈsaʊər)	**Sour** (Sāw wexr̓)	**สาว** (Saao)
R3	**Sour** (ˈsaʊər)	**Sour** (saː.waː)	**สาว** (Saao)
R4	**Sour** (ˈsaʊər)	**Sour** (saː.waː)	**สาว** (Saao)
R5	**Sour** (ˈsaʊər)	**Sour** (saː.waː)	**สาว** (Saao)
R6	**Sour** (ˈsaʊər)	**Sour** (Sāw wexr̓)	**สาว** (Saao)

The table 4.7 illustrates the influence of the Southern Thai dialect on respondents' pronunciation of the English word "sour." Respondents typically pronounced it as **/saːw/** or **/saː.waː/**, reflecting common phonological adjustments. The English diphthong /aʊ/ was simplified and lengthened to /aːw/, aligning with Thai phonological patterns that favor elongated and distinct vowel sounds. Additionally, the final /r/ sound, which is absent in Thai, was omitted or replaced with a vowel, resulting in a smoother, non-rhotic pronunciation. This pronunciation closely resembles the Thai words **สาว (Saao),** both of which share similar phonetic structures. The findings demonstrate how respondents map unfamiliar English sounds to familiar Thai phonemes, simplifying complex or unfamiliar

51

sounds. These observations underscore the need for focused training on English diphthongs and final consonants to help Thai learners achieve greater accuracy and confidence in their pronunciation of English words.

Table 4.8 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**Chef** (ʃɛf)	**Chef** (tʃɛf)	เชฟ (Chep)
R2	**Chef** (ʃɛf)	**Chef** (tʃɛf)	เชฟ (Chep)
R3	**Chef** (ʃɛf)	**Chef** (Chep)	เชฟ (Chep)
R4	**Chef** (ʃɛf)	**Chef** (tʃɛf)	เชฟ (Chep)
R5	**Chef** (ʃɛf)	**Chef** (Chep)	เชฟ (Chep)
R6	**Chef** (ʃɛf)	**Chef** (Chep)	เชฟ (Chep)

The table 4.8 demonstrates the influence of the Southern Thai dialect on respondents' pronunciation of the English word "chef." Respondents commonly pronounced "chef" as **/tʃɛf/** or **/tʃeːp/**, showcasing adaptations rooted in Thai phonology. The English fricative sound /ʃ/ (as in "sh") was substituted with the affricate **/tʃ/**, a more familiar sound in Thai. Additionally, the vowel /ɛ/ was sometimes elongated to **/e**:/ for clarity, reflecting the Thai preference for distinct and lengthened vowel sounds. The final **/f/** sound was either retained or softened to **/p/**, aligning with the Thai tendency to adapt final consonants into sounds more compatible with their phonological system. This pronunciation closely mirrors the Thai transliteration **เชฟ (Chep),** which is widely used and understood in Thai to refer to a chef. These findings highlight the significant influence of native phonology on English pronunciation and underscore the importance

of teaching fricative sounds like **/ʃ/** and the accurate articulation of final consonants to help Thai learners achieve more precise English pronunciation.

Table 4.9 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**Knife** (naɪf)	**Knife** (naɪp)	**ไดรฟ์** (Dị̇rf)
R2	**Knife** (naɪf)	**Knife** (Nịf)	**ไดรฟ์** (Dị̇rf)
R3	**Knife** (naɪf)	**Knife** (naɪp)	**ไดรฟ์** (Dị̇rf)
R4	**Knife** (naɪf)	**Knife** (naɪp)	**ไดรฟ์** (Dị̇rf)
R5	**Knife** (naɪf)	**Knife** (Nịf)	**ไดรฟ์** (Dị̇rf)
R6	**Knife** (naɪf)	**Knife** (naɪp)	**ไดรฟ์** (Dị̇rf)

The table 4.9 demonstrates the influence of the Southern Thai dialect on respondents' pronunciation of the English word "knife." Respondents commonly pronounced "knife" as **/naɪp/** or **/na:i/**, reflecting key phonological adaptations. The English diphthong /aɪ/ was retained but often elongated to /a:i/, consistent with Thai phonological patterns that favor clear and lengthened vowel sounds. The final /f/ sound, which is less common in Thai, was either softened or replaced with /p/, aligning with the Thai tendency to adapt unfamiliar final consonants to more familiar ones. While phonetically distinct from the English word, respondents may conceptually associate "knife" with the Thai word ไดรฟ์ (Dị̇rf)the native term for a knife. These findings highlight how Thai learners adapt English pronunciation using familiar phonemes and conceptual associations. Addressing final consonant production and diphthong clarity in English pronunciation instruction could help Thai learners achieve greater accuracy and intelligibility

Table 4.10 : Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**Spoon** (spun)	**Spoon** (səpuːn)	**สปู่** (S̄bǔ)
R2	**Spoon** (spun)	**Spoon** (səpuːn)	**สปู่** (S̄bǔ)
R3	**Spoon** (spun)	**Spoon** (S̄pūn)	**สปู่** (S̄bǔ)
R4	**Spoon** (spun)	**Spoon** (səpuːn)	**สปู่** (S̄bǔ)
R5	**Spoon** (spun)	**Spoon** (səpuːn)	**สปู่** (S̄bǔ)
R6	**Spoon** (spun)	**Spoon** (S̄pūn)	**สปู่** (S̄bǔ)

The table 4.10 demonstrates the influence of the Southern Thai dialect on respondents' pronunciation of the English word "spoon." Respondents typically pronounced it as **/suːn/** or **/səpuːn/**, showcasing common phonological adjustments. The initial consonant cluster /sp/ was often simplified to either /s/ or /səp/, reflecting the Thai phonological system, which does not naturally include complex clusters like /sp/. The vowel sound /uː/ was retained or elongated, consistent with the Thai preference for clear and lengthened vowel articulation. Additionally, the final /n/ was pronounced distinctly, aligning with the Thai tendency to articulate final consonants clearly. While the pronunciation is phonetically distinct from the English word, respondents likely associated it conceptually with the Thai word **สปู่** (S̄bǔ), the native term for "spoon."

These findings highlight how native language influences shape English pronunciation and emphasize the need for focused instruction on English consonant clusters and vowel clarity to improve pronunciation accuracy and fluency among Thai learners.

b. **Pronunciation test through Sentence in English**

Table 4.11: Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**She reads a book** (ʃi ridz ə bʊk)	**She reads a book** (Chì rít ə bʊk)	ฉี่ - รี่ด - อ - บุก (Chì rīd xbuk)
R2	**She reads a book** (ʃi ridz ə bʊk)	**She reads a book** (Chì rít ə bʊk)	ฉี่ - รี่ด - อ - บุก (Chì rīd xbuk)
R3	**She reads a book** (ʃi ridz ə bʊk)	**She reads a book** (Chì rít ə bʊk)	ฉี่ - รี่ด - อ - บุก (Chì rīd xbuk)
R4	**She reads a book** (ʃi ridz ə bʊk)	**She reads a book** (Chì rít ə bʊk)	ฉี่ - รี่ด - อ - บุก (Chì rīd xbuk)
R5	**She reads a book** (ʃi ridz ə bʊk)	**She reads a book** (si rít ə bʊk)	ฉี่ - รี่ด - อ - บุก (Chì rīd xbuk)
R6	**She reads a book** (ʃi ridz ə bʊk)	**She reads a book** (si rít ə bʊk)	ฉี่ - รี่ด - อ - บุก (Chì rīd xbuk)

The table 4.11 illustrates how Southern Thai dialect influences the pronunciation of the English sentence *"She reads a book"* among respondents. Common phonetic adaptations include the substitution of the English /ʃ/ sound with /s/, and the retention or slight alteration of vowels like /ə/ and /ʊ/, resulting in a distinct Southern Thai-accented version of the sentence. These shifts demonstrate the natural process of nativizing foreign phonemes to fit the phonological structure of the Thai language.

The similarity between the adapted pronunciations and Thai sentence/words such as

"ฉี่ - รี่ด - อ – บุก (Chì rīd xbuk)," further highlights how Southern Thai speakers approximate English sounds using familiar phonetic patterns. This suggests that pronunciation training for Thai

speakers of English should address these common phonological adjustments to improve intelligibility and accuracy in spoken English.

Table 4.12: Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**He likes to play video games** (hi laɪks tə pleɪ ˈvɪdioʊ ɡeɪmz)	**He likes to play video games** (hi lɑːks tə pleɪ ˈwiːdjoʊ ɡeɪmz)	หีบ - ไล่ - ตู้ - เปล – วิดีโอ - เกมส์ (Hīb - lì - tū - pel – widīxo - kems̄)
R2	**He likes to play video games** (hi laɪks tə pleɪ ˈvɪdioʊ ɡeɪmz)	**He likes to play video games** (Ḥīlịkh thū phel ẏ wīdīxo kems̄)	หีบ - ไล่ - ตู้ - เปล – วิดีโอ - เกมส์ (Hīb - lì - tū - pel – widīxo - kems̄)
R3	**He likes to play video games** (hi laɪks tə pleɪ ˈvɪdioʊ ɡeɪmz)	**He likes to play video games** (Ḥīlịkh thū phel ẏ wīdīxo kems̄)	หีบ - ไล่ - ตู้ - เปล – วิดีโอ - เกมส์ (Hīb - lì - tū - pel – widīxo - kems̄)
R4	**He likes to play video games** (hi laɪks tə pleɪ ˈvɪdioʊ ɡeɪmz)	**He likes to play video games** (Ḥīlịkh thū phel ẏ wīdīxo kems̄)	หีบ - ไล่ - ตู้ - เปล – วิดีโอ - เกมส์ (Hīb - lì - tū - pel – widīxo - kems̄)
R5	**He likes to play video games** (hi laɪks tə pleɪ ˈvɪdioʊ ɡeɪmz)	**He likes to play video games** (hi lɑːks tə pleɪ ˈwiːdjoʊ ɡeɪmz)	หีบ - ไล่ - ตู้ - เปล – วิดีโอ - เกมส์ (Hīb - lì - tū - pel – widīxo - kems̄)
R6	**He likes to play video games** (hi laɪks tə pleɪ ˈvɪdioʊ ɡeɪmz)	**He likes to play video games** (hi lɑːks tə pleɪ ˈwiːdjoʊ ɡeɪmz)	หีบ - ไล่ - ตู้ - เปล – วิดีโอ - เกมส์ (Hīb - lì - tū - pel – widīxo - kems̄)

The table 4.12 demonstrates how Southern Thai speakers adapt the pronunciation of the English sentence *"He likes to play video games"* by modifying specific phonemes to fit the

56

phonological structure of the Southern Thai dialect. Common adaptations include the replacement of the English /v/ sound with /w/, the simplification of the diphthong /laɪ/ to a more monophthongal /lɑ:k/, and the potential alteration of the /g/ sound in "games" to a glottal stop or a /k/ sound. These phonetic shifts reflect the natural process of adapting unfamiliar English sounds to the Thai phonological inventory. The similarities with Thai words like **หีบ - ไล่ - ตู้ - เปล วิดีโอ – เกมส์** (H̄īb - lị̀ - tû - pel –widīxo - kems̄̌) **,** illustrate how Southern Thai speakers approximate English sounds using familiar sounds from their native language. These findings highlight the challenges Thai speakers face in acquiring native-like English pronunciation and emphasize the importance of targeted pronunciation training to address these phonological differences.

Table 4.13: Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**I brush my teeth** (aɪ brʌʃ maɪ tiθ)	**I brush my teeth** (Xị brạch māy thạch)	**ไอ - บรัช - หมาย -ทิศ** (Xị - brạch - h̄māy -thiṣ)
R2	**I brush my teeth** (aɪ brʌʃ maɪ tiθ)	**I brush my teeth** (Xị brạch māy thạch)	**ไอ - บรัช - หมาย -ทิศ** (Xị - brạch - h̄māy -thiṣ)
R3	**I brush my teeth** (aɪ brʌʃ maɪ tiθ)	**I brush my teeth** (Xị brạch māy thạch)	**ไอ - บรัช - หมาย -ทิศ** (Xị - brạch - h̄māy -thiṣ)
R4	**I brush my teeth** (aɪ brʌʃ maɪ tiθ)	**I brush my teeth** (ai brʌs mai tit)	**ไอ - บรัช - หมาย -ทิศ** (Xị - brạch - h̄māy -thiṣ)
R5	**I brush my teeth** (aɪ brʌʃ maɪ tiθ)	**I brush my teeth** (ai brʌs mai tit)	**ไอ - บรัช - หมาย -ทิศ** (Xị - brạch - h̄māy -thiṣ)

Respondent	English American Style	English Style By respondent	Thai language
R6	**I brush my teeth** (aɪ brʌʃ maɪ tiθ)	**I brush my teeth** (ai brʌs mai tit)	**ไอ - บรัช - หมาย -ทิศ** (Xị - brạch - h̄māy -thiṣ̄)

      The table 4.13 demonstrates how Southern Thai speakers modify the pronunciation of the English sentence *"I brush my teeth"* due to the influence of their native dialect. Common phonetic changes include replacing the English /ʃ/ sound with /s/, substituting the /θ/ sound in "teeth" with /t/, and simplifying the diphthongs /aɪ/ and /maɪ/ into monophthongs such as /ai/ and /mai/. These adaptations reflect the natural process of nativizing foreign sounds to fit the phonological structure of the Southern Thai dialect. Additionally, the similarity between the /ai/ sound in "I" and the Thai word "**ไอ - บรัช - หมาย -ทิศ** (Xị - brạch - h̄māy -thiṣ̄), illustrates how Southern Thai speakers approximate English sounds using familiar phonetic patterns from their own language. These phonological shifts may impact intelligibility when communicating with native English speakers, highlighting the need for targeted pronunciation training in English education for Thai learners.

Table 4.14: Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	**She listens to music** (ʃi ˈlɪsənz *tə* ˈmjuzɪk)	**She listens to music** (Chî ˈlɪsənz tə ˈmjusɪk)	**ชี - ลิสเทิน - ตู้ – มิวสิค** Chî - li s̄ thein - tū̂ - miws̄īkh
R2	**She listens to music** (ʃi ˈlɪsənz *tə* ˈmjuzɪk)	**She listens to music** (Chî ˈlɪsənz tə ˈmjusɪk)	**ชี - ลิสเทิน - ตู้ – มิวสิค** Chî - li s̄ thein - tū̂ - miws̄īkh
R3	**She listens to music** (ʃi ˈlɪsənz *tə* ˈmjuzɪk)	**She listens to music** (Chî ˈlɪsənz tə ˈmjusɪk)	**ชี - ลิสเทิน - ตู้ – มิวสิค** Chî - li s̄ thein - tū̂ - miws̄īkh
R4	**She listens to music** (ʃi ˈlɪsənz *tə* ˈmjuzɪk)	**She listens to music** (Chî ˈlɪsənz tə ˈmjusɪk)	**ชี - ลิสเทิน - ตู้ – มิวสิค** Chî - li s̄ thein - tū̂ - miws̄īkh
R5	**She listens to music** (ʃi ˈlɪsənz *tə* ˈmjuzɪk)	**She listens to music** (Chî ˈlɪsənz tə ˈmjusɪk)	**ชี - ลิสเทิน - ตู้ – มิวสิค** Chî - li s̄ thein - tū̂ - miws̄īkh
R6	**She listens to music** (ʃi ˈlɪsənz *tə* ˈmjuzɪk)	**She listens to music** (Chî ˈlɪsənz tə ˈmjusɪk)	**ชี - ลิสเทิน - ตู้ – มิวสิค** Chî - li s̄ thein - tū̂ - miws̄īkh

The table 4.14 illustrates how Southern Thai speakers adapt the pronunciation of the English sentence *"She listens to music"* based on the phonological characteristics of their native dialect. Common adaptations include replacing the English / ʃ/ sound with /s/, which is more common in Thai, and simplifying the /mj/ sound in "music" to /m/. Additionally, the diphthong / ɪ/ in "listen" is pronounced closer to a monophthong. These changes reflect the natural tendency of speakers to modify unfamiliar English phonemes in order to fit the sound system of their native dialect. The similarity between the Thai word " **ชี้ - ลิสเทิน - ตู้ – มิวสิค** (Chî - li s̄ thein - tû - miws̄ikh), further illustrates this phonological adaptation.

Table 4.15: Pronunciation test

Respondent	English American Style	English Style By respondent	Thai language
R1	They walk to school (ðeɪ wɔk tə skul)	They walk to school (Deẏ wx lkʰ thū s̄khūl)	เดย์-วอลค- ทู – สคูล (Deẏ-wxlkh- thū - s̄khūl)
R2	They walk to school (ðeɪ wɔk tə skul)	They walk to school (Deẏ wx lkʰ thū s̄khūl)	เดย์-วอลค- ทู – สคูล (Deẏ-wxlkh- thū - s̄khūl)
R3	They walk to school (ðeɪ wɔk tə skul)	They walk to school (deɪ wɒk tʰə sku:l)	เดย์-วอลค- ทู – สคูล (Deẏ-wxlkh- thū - s̄khūl)
R4	They walk to school (ðeɪ wɔk tə skul)	They walk to school (Deẏ wx lkʰ thū s̄khūl)	เดย์-วอลค- ทู – สคูล (Deẏ-wxlkh- thū - s̄khūl)
R5	They walk to school (ðeɪ wɔk tə skul)	They walk to school (Deẏ wx lkʰ thū s̄khūl)	เดย์-วอลค- ทู – สคูล (Deẏ-wxlkh- thū - s̄khūl)
R6	They walk to school (ðeɪ wɔk tə skul)	They walk to school (deɪ wɒk tʰə sku:l)	เดย์-วอลค- ทู – สคูล (Deẏ-wxlkh- thū - s̄khūl)

The table 4.15 illustrates how Southern Thai speakers modify the pronunciation of the English sentence *"They walk to school"* based on their native phonological system. Key phonetic shifts include the replacement of the English /ð/ sound with the /d/ or /t/ sound, resulting in *"dey"* instead of *"they"*. Additionally, the vowel sound in "walk" is simplified, and the unstressed / ə/ in "to" is pronounced more clearly, as is common in Thai phonology. These adjustments are consistent with the Southern Thai dialect's tendency to adapt foreign sounds to its own sound system, which leads to a modified but intelligible version of the English sentence.

c. Documentation : Demographic Information

Picture 1 : Thailand Map

Thailand, officially known as the Kingdom of Thailand, is a country located in Southeast Asia. It is bordered by Myanmar to the west and north, Laos to the north and northeast, Cambodia to the southeast, and Malaysia to the south. The country is known for its rich cultural heritage, vibrant traditions, and stunning landscapes that range from tropical beaches to mountainous

regions. The capital city is Bangkok, which serves as the political, economic, and cultural center of the country.

Thailand has an estimated population of approximately 71 million people. The majority of the population is of Thai ethnicity, with significant minorities of Chinese, Malay,

and various hill tribes. Thailand is traditionally divided into 6 main regions and Thailand is divided into **77** provinces (changwat).

1. **CentralRegion**
4. **Eastern Region**
2. **Northern Region**
5. **Southern Region**
3. **Northeastern Region (Isan)**
6. **Western Region**

Official Language : Thai

Currency : Thai Baht (THB)

Religions : 1. Buddhism

(Thailand guarantees freedom of religion under its 2.Islam

constitution, and people of all faiths generally live 3. Christianity

harmoniously).

National Symbol : The elephant

National Sport : Muay Thai (Thai boxing)

Table 4.16 Demographic information of R1

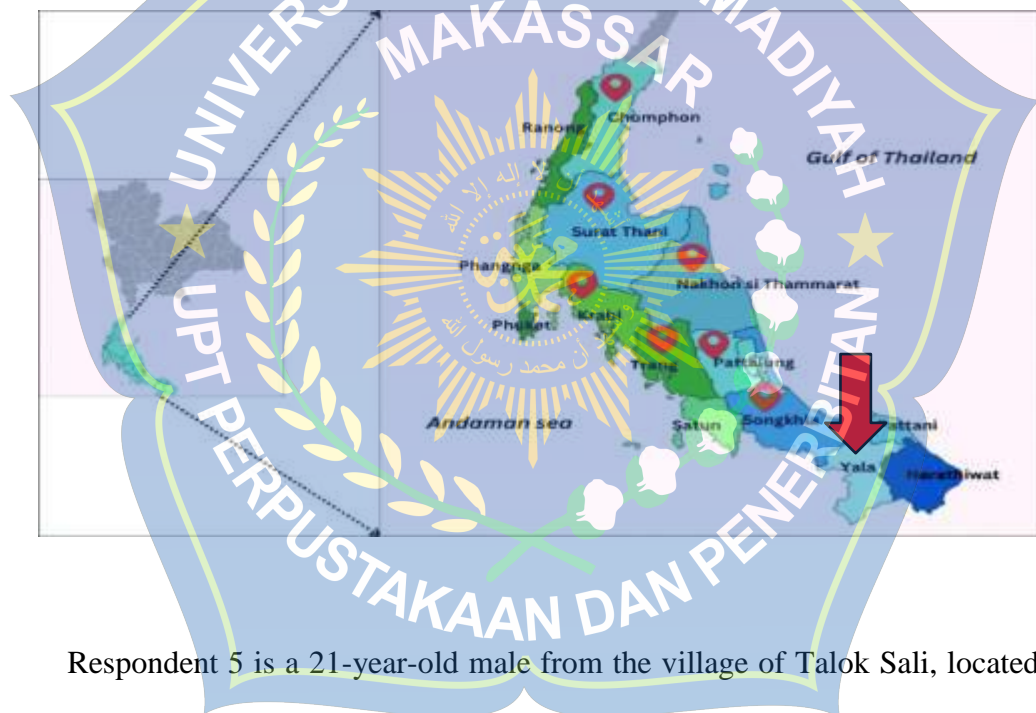| Respondent	Language	Language Level
R1	English	Beginner
	Thai	Mastery
	Pattani Malay	Mastery
	Southern Thai	Intermediate
	Indonesian	Intermediate

Picture 2 : Southern Thai R1 Location
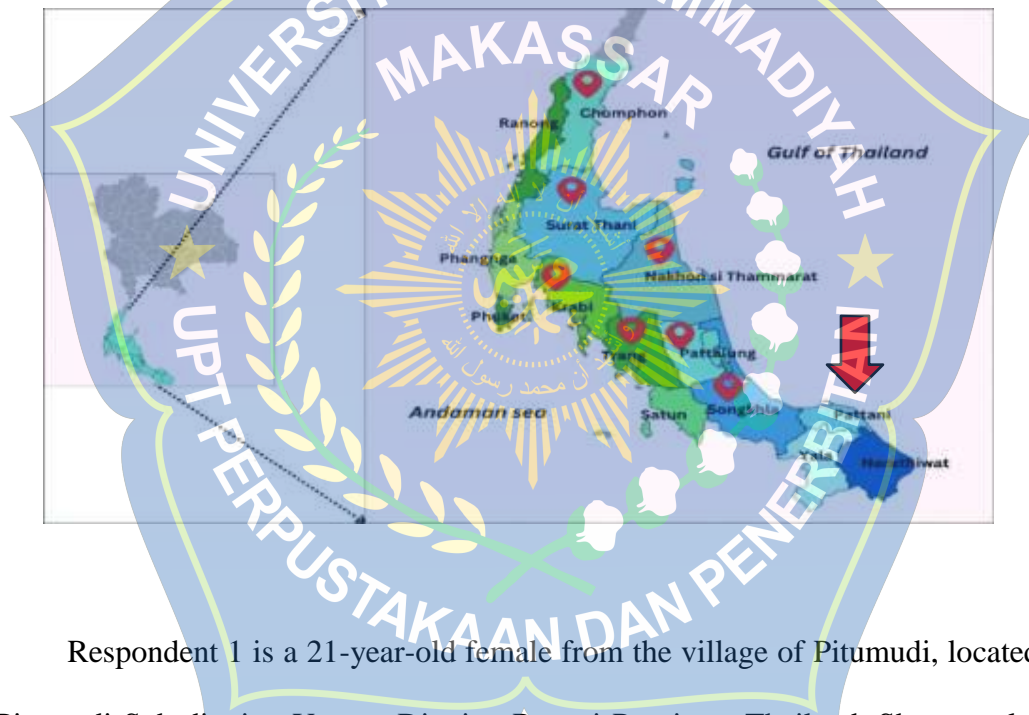
Respondent 1 is a 21-year-old female from the village of Pitumudi, located in the Pitumudi Sub-district, Yarang District, Pattani Province, Thailand. She completed her primary education at Ban Kruesek School, followed by junior high school at Pedungsat Vitya School, and senior high school at Thamvitya Foundation School.

Table 4.17 Demographic information of R2

Respondent	Language	Language Level
R2	English	Beginner
	Thai	Mastery
	Pattani Malay	Mastery
	Southern Thai	Intermediate
	Indonesian	Intermediate

Picture 3 : Southern Thai R2 Location

Respondent 2 is a 20-year-old male from the village of Khao Tum, located in the Khao Tum Sub-district, Yarang District, Pattani Province, Thailand. He completed his primary education at Khao Tum School, while both his junior high school and senior high school education were undertaken at the Non-Formal and Informal Education School in the area.

Table 4.18 Demographic information of R3

Respondent	Language	Language Level
R3	English	Beginner
	Thai	Mastery
	Pattani Malay	Mastery
	Southern Thai	Intermediate
	Indonesian	Intermediate

Picture 4 : Southern Thai R3 Location

Respondent 3 is a 20-year-old female from the village of Sateng, located in the Sateng Sub-district, Mueang Yala District, Yala Province, Thailand. She completed her primary education at Pensiri School, followed by junior high school at Wattanatham Islam School, and senior high school at Thamvitya Foundation School.

Table 4.19 Demographic information of R4

Respondent	Language	Language Level
R4	English	Pre-intermediate
	Thai	Mastery
	Pattani Malay	Mastery
	Southern Thai	Intermediate
	Indonesian	Intermediate

Picture 5 : Southern Thai R4 Location
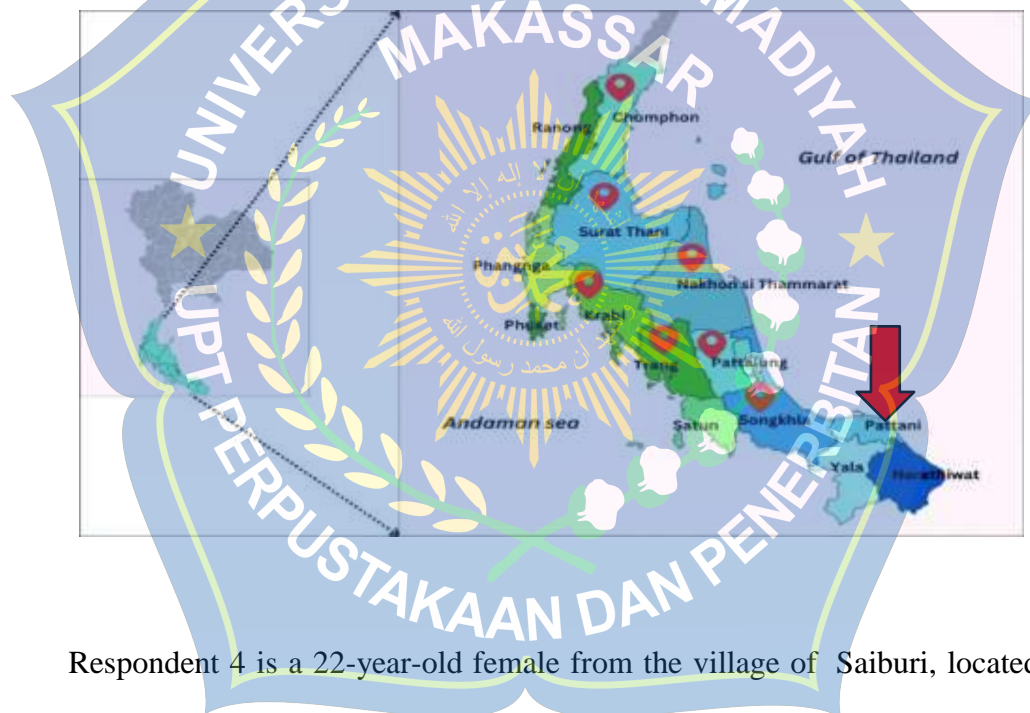
Respondent 4 is a 22-year-old female from the village of Saiburi, located in the Talok kraithong Sub-district, Mai kaen District, Pattani Province, Thailand. She completed her primary education at Tessaban 5 Taladkau School and pursued both her junior high school and senior high school education at Thamvitya Foundation School.

Table 4.20 Demographic information of R5

Respondent	Language	Language Level
R5	English	Beginner
	Thai	Mastery
	Pattani Malay	Mastery
	Southern Thai	Intermediate
	Indonesian	Intermediate

Picture 6 : Southern Thai R5 Location

Respondent 5 is a 21-year-old male from the village of Talok Sali, located in the Bannang Sareng Sub-district, Mueang Yala District, Yala Province, Thailand. He completed his primary education at Tessaban 2 Melayu Bangkok School, followed by both his junior high school and senior high school education at Wattanatham Islam School.

Table 4.21 Demographic information of R6

Respondent	Language	Language Level
R6	English	Beginner
	Thai	Mastery
	Pattani Malay	Mastery
	Southern Thai	Intermediate
	Indonesian	Intermediate

Picture 7 : Southern Thai R6 Location

Respondent 6 is a 21-year-old female from the village of Pado, located in the Pado Sub-district, Maya District, Pattani Province, Thailand. She completed her primary education at Manggoh School, followed by junior high school at Islam Patana School, and senior high school at Thamvitya Foundation School.

B. Discussion

In the discussion part of this study, the focus is on the pronunciation test that were carried out. The researcher gathered data, analyzed it, clarified any uncertainties, and refined the information. Through these pronunciation test, a consistent outcome emerged. The findings highlighted that the students' use of the Southern Thai dialect influenced how they stressed word in English.

a. Pronouncing English Words

1) Pronouncing one syllable word

a) Chef

The analysis highlights the influence of the Southern Thai dialect on respondents' pronunciation of the English word "chef." Respondents typically pronounced "chef" as /tʃɛf/ or /tʃeːp/, reflecting key phonological adjustments. The English fricative /ʃ/ (as in "sh") was substituted with the affricate /tʃ/, a sound more commonly used in Thai. This substitution demonstrates how speakers rely on familiar phonemes when encountering unfamiliar sounds in a second language. Additionally, the vowel /ɛ/ was occasionally elongated to /eː/, consistent with Thai's preference for clear and lengthened vowel sounds. The final /f/ sound, which is less common in Thai, was either retained or softened to /p/, aligning with the Thai tendency to adapt final consonants into phonetically similar and more accessible alternatives.

The respondents' pronunciation closely resembles the Thai transliteration เชฟ (**Chep**), a borrowed term widely recognized and used to refer to a chef. This adaptation reflects the integration of English loanwords

into Thai phonological patterns, illustrating the influence of native language structures on second language acquisition. These findings emphasize the importance of addressing specific pronunciation challenges, such as producing fricative sounds like /ʃ/ and maintaining accurate final consonants, in English language instruction for Thai learners. By focusing on these areas, educators can help learners achieve more accurate and intelligible English pronunciation, fostering greater confidence and communication effectiveness.

b) **Knife**

The analysis reveals how the Southern Thai dialect influences the pronunciation of the English word "knife." Respondents commonly pronounced it as **/naɪp/** or **/naːi/**, showcasing notable phonological adaptations. The English diphthong /aɪ/ was generally retained but often elongated to /aːi/, aligning with Thai phonological patterns that favor clear and extended vowel sounds. Additionally, the final /f/ sound, which is less common in Thai, was either softened or replaced with /p/, reflecting the Thai tendency to adapt unfamiliar final consonants to more accessible and familiar phonemes.

Although the respondents' pronunciation differs phonetically from the English standard, there may be a conceptual association between "knife" and the Thai word ไดรฟ์ (**Dịrf**), which is the native term for a knife. This suggests that Thai learners rely not only on phonetic approximations but also on semantic associations when adapting English words. These findings highlight

69

the interplay between native phonology and second language acquisition, emphasizing the importance of targeted instruction. Specifically, focusing on final consonant production and the accurate articulation of diphthongs could enhance pronunciation accuracy and intelligibility, enabling Thai learners to communicate more effectively in English.

c) **Sweet**

The findings reveal the influence of the Southern Thai dialect on respondents' pronunciation of the English word "sweet." Respondents frequently pronounced it as **/siːt/** or **/suːiːt/**, which reflects the phonological characteristics of Thai. The initial consonant cluster /sw/ in "sweet" was simplified, as such clusters are not naturally present in Thai. This simplification resulted in the replacement of /sw/ with either /siː/ or /suː/, aligning with Thai speakers' preference for familiar and accessible phonemes. Additionally, the final /t/ sound was articulated distinctly, consistent with the Thai tendency to emphasize clear and complete final consonants, contrasting with the more relaxed articulation often observed in English.

The pronunciation aligns closely with the Thai transliteration **สวีท (Sa-weet),** a term commonly used in informal or romantic contexts to express sweetness or affection. This connection underscores how familiarity with transliterated terms influences Thai learners' approximation of English words. These findings highlight the importance of targeted training in specific phonetic challenges, such as consonant cluster production and vowel

70

transitions, to support Thai learners in achieving more accurate English pronunciation. Addressing these challenges in language instruction could significantly enhance their communicative competence and confidence when speaking English.

d) Sour

The findings reveal the significant influence of the Southern Thai dialect on respondents' pronunciation of the English word "sour." Respondents often pronounced "sour" as **/saːw/** or **/saː.waː/**, demonstrating notable phonological adjustments. The English diphthong /aʊ/ was simplified and lengthened to /aːw/, a modification consistent with Thai phonology, which favors elongated and distinct vowel sounds. Furthermore, the final /r/ sound, which is absent in Thai, was either omitted or replaced with a vowel, resulting in a non-rhotic pronunciation that aligns with Thai speech patterns.

This adjusted pronunciation closely resembles the Thai words **สาว (Saao),** both of which share similar phonetic structures and are familiar to native speakers. These results highlight how Thai speakers adapt unfamiliar English sounds by substituting them with familiar phonemes from their native language. The simplification of diphthongs and the omission of rhotic sounds are reflective of this adaptation process. To enhance pronunciation accuracy, targeted instruction focusing on English diphthongs and final consonant articulation could be beneficial for Thai learners. Such training would address

71

these common challenges, helping learners achieve greater intelligibility and confidence in spoken English.

2. Pronouncing two syllable word

a) Cooking

The findings in the table highlight the influence of the Southern Thai dialect on students' English pronunciation, particularly in their articulation of the word "cooking." Respondents consistently pronounced "cooking" as /ˈkuː.kɪŋ/, revealing several phonological adaptations. The English vowel /ʊ/, as in "cook," was replaced with /uː/, reflecting the absence of the short /ʊ/ sound in the Thai vowel system. This substitution aligns with the Southern Thai tendency to use more elongated and distinct vowels. Furthermore, the final consonant /ŋ/ was retained and pronounced clearly, demonstrating the emphasis Thai speakers place on final sounds, which contrasts with the often reduced or softened articulation of English final consonants.

Another notable feature is the flattened stress pattern observed in the respondents' pronunciation. Unlike English, which typically stresses the first syllable in "cooking," Thai's tonal nature leads to equal prominence across syllables. This results in a monotone delivery that differs from the natural rhythm of English speech. Interestingly, the respondents' pronunciation closely resembles the Thai transliteration **คู่กลิ้ง** (Kh̀u klîng). suggesting a reliance on familiar phonemes and syllable structures in their native language to approximate English sounds. This influence underscores the significant

72

role of the Southern Thai dialect in shaping pronunciation patterns and highlights the need for targeted pronunciation training, particularly in stress patterns and vowel differentiation, to improve English speaking proficiency among Thai learners. These findings contribute to a deeper understanding of the interplay between native language phonology and second language acquisition, offering valuable insights for English language instruction in Southern Thailand.

b) Kitchen

The analysis reveals significant influences of the Southern Thai dialect on respondents' pronunciation of the English word "kitchen." Respondents typically pronounced "kitchen" as /ˈkɪt.ʃɛn/ or /ˈkɪt.ʃən/, showcasing phonological adjustments shaped by their native language. The /ʧ/ sound, a defining feature of the English pronunciation, is often softened or substituted with /tʃ/, reflecting a phoneme that aligns more closely with the Thai sound system. Additionally, the final unstressed syllable /ən/ is pronounced as /ɛn/, demonstrating the Thai tendency to articulate final sounds with greater clarity compared to the reduced or weakened endings common in English.

A notable observation is the similarity between the respondents' pronunciation and the Thai transliteration **คิด-เช่น (Khid chèn),** which is commonly used in Thailand to represent the English word. While the transliteration does not carry an intrinsic meaning in Thai, it provides

73

respondents with a familiar phonetic structure that aids in approximating the English sound. These findings underscore the impact of native phonology on second language acquisition, where speakers adapt unfamiliar sounds by utilizing familiar phonemes and syllable patterns. This influence highlights areas for pedagogical focus, such as the accurate production of English-specific sounds like /ʧ/ and the appropriate use of stress patterns, to support Thai learners in achieving more native-like English pronunciation. Addressing these areas can enhance their overall communicative competence in English, particularly in pronunciation accuracy and intelligibility.

c) **Butter**

The table provides insights into the influence of the Southern Thai dialect on students' English pronunciation by highlighting specific phonological features observed in their rendering of the word "butter." In American English, "butter" is pronounced with a stressed vowel /ʌ/ and a rhotic ending /ər/. These features pose challenges for Southern Thai speakers due to the absence of the /ʌ/ vowel in Thai phonology, which leads to its substitution with /a/ or /ə/. Additionally, rhoticity, represented by the /r/ sound at the end, is absent in Thai, resulting in its omission or simplification to a non-rhotic vowel /ə/. This pattern aligns with the broader characteristics of Southern Thai speech, which often avoids complex final consonant sounds.

Respondents pronounced "butter" as "Ba-tuh" (/ˈba.tə/), replacing the central vowel /ʌ/ with /a/ and simplifying the rhotic ending to /ə/. While the

74

two-syllable structure was retained, the stress on the first syllable, typical in English, was less pronounced. This reflects the tonal nature of Thai, where syllables often carry equal prominence rather than the stress-unstress patterns found in English. Furthermore, respondents associated the English word "butter" with the Thai word บัตตา (Bat-ta), indicating an attempt to approximate English sounds using familiar Thai phonemes. This approximation leverages the shared initial /b/ sound and two-syllable structure, making the adaptation more phonetically accessible for Thai speakers.

The influence of the Southern Thai dialect can be observed through several key aspects. First, vowel substitution is evident, as the unfamiliar /ʌ/ is replaced with the more familiar /a/ or /ə/. Second, final consonant simplification occurs, with the rhotic ending /ər/ omitted or replaced by /ə/. Third, stress patterns in English are flattened due to the tonal structure of Thai, resulting in a more monotone delivery. Lastly, phoneme approximation demonstrates how unfamiliar English sounds are mapped to familiar Thai equivalents, as seen in the association of "butter" with บัตตา (Bat-ta). These findings illustrate how the Southern Thai dialect shapes students' English pronunciation and highlight areas, such as stress, vowel differentiation, and rhoticity, where targeted pronunciation training could improve their English proficiency.

d) Salty

The analysis of respondents' pronunciation of the word "salty" demonstrates the influence of the Southern Thai dialect on their English phonology. Respondents commonly pronounced "salty" as /ˈsaːl.tiː/ or /ˈsoːl.tiː/, showcasing adaptations rooted in the Thai sound system. The substitution of the English vowel /ɔ/ with /aː/ or /oː/ reflects the absence of this specific vowel in Thai, leading respondents to replace it with a phonetically closer sound. Moreover, the /t/ and /iː/ sounds were retained but elongated, consistent with the Thai preference for clear and distinct articulation of syllables. This elongation contributes to a more uniform stress pattern, which contrasts with the stress-unstress dynamic typical of English.

Interestingly, the respondents' pronunciation closely resembles the Thai transliteration **สอนดี** (S̄xn dī), which, while not a native Thai word, is widely recognized and used in informal or commercial contexts to represent the English term "salty." This connection underscores how familiarity with borrowed or transliterated English terms influences pronunciation patterns among Thai speakers. These findings highlight the interplay between native phonology and second language acquisition, emphasizing the need for targeted interventions in teaching English-specific vowel contrasts and stress patterns. Such efforts could significantly improve pronunciation accuracy and overall intelligibility for Southern Thai learners of English.

e) Spoon

The analysis highlights the influence of the Southern Thai dialect on respondents' pronunciation of the English word "spoon." Respondents commonly pronounced it as **/su:n/** or **/səpu:n/**, reflecting key phonological adjustments characteristic of their native language. The initial consonant cluster /sp/, which is not naturally present in Thai, was simplified to either /s/ or /səp/, demonstrating a tendency to adapt complex English clusters into simpler, more familiar forms. The vowel /u:/ was generally retained or elongated, aligning with the Thai phonological preference for clear and lengthened vowels. Furthermore, the final /n/ was pronounced distinctly, which is consistent with the Thai tendency to articulate final consonants clearly and completely.

Although the respondents' pronunciation differs phonetically from standard English, there is likely a conceptual association with the Thai word ช้อน (Šbū), meaning "spoon." This reflects the interplay between semantic associations and phonetic approximations in the respondents' adaptation of English words. These findings underscore the influence of native phonology on English pronunciation and highlight specific areas for instructional focus, such as mastering English consonant clusters and refining vowel articulation. Addressing these challenges in language instruction could help Thai learners achieve greater pronunciation accuracy and fluency, enhancing their overall communicative competence in English.

3. Pronouncing three syllable words

a) Delicious

The findings of this study reveal that Southern Thai speakers adapt their pronunciation of the English word *"delicious"* (/dɪˈlɪʃəs/) to align with the phonological rules of their native dialect. Common adaptations include substituting the /ʃ/ sound with /s/ or /tʃ/, simplifying vowel sounds, and adding glottal stops at the end of syllables. These patterns reflect the influence of the Southern Thai phonetic system, where certain English phonemes, such as /ʃ/, are absent, and tonal or syllable-final adjustments are common. These changes highlight the natural process of phonological interference, where speakers rely on the phonetic structures of their first language when producing sounds in a second language.

The resemblance of these adapted pronunciations to Thai-like words, such as "**ดี - วลี – เชี่ยว** Dī - Wlī – Cheīyw . underscores the blending of linguistic elements between English and Thai. While these approximations facilitate pronunciation for Southern Thai speakers, they may impact intelligibility in cross-cultural communication. These findings emphasize the need for targeted pronunciation training in English language education, focusing on sounds unfamiliar to Thai speakers, such as /ʃ/. By addressing these phonological challenges, language educators can better support Thai learners in achieving clearer, more accurate English pronunciation.

78

b. Pronouncing English Sentences

1) She reads a book

The findings of this study highlight the significant influence of the Southern Thai dialect on the pronunciation of English sentences, specifically *"She reads a book."* Respondents exhibited a pattern of phonetic adaptation, where English sounds such as /ʃ/ were replaced with /s/, and vowel sounds like /ə/ and /ʊ/ were either simplified or altered to align with Thai phonological structures. These changes are consistent with previous research on phonological interference, where second-language learners modify unfamiliar sounds to fit the constraints of their native language's sound system. The adaptation of the /ʃ/ sound to /s/ is particularly notable, as it reflects a common feature in Thai dialects, where the /ʃ/ sound is not native and is often substituted with /s/ or /tʃ/.

This study underscores the challenges Southern Thai speakers face when pronouncing English, especially in terms of sounds that are not found in their native language. While these phonetic adaptations may facilitate easier production of English words, they can impact intelligibility in communication with native English speakers. The study also emphasizes the need for targeted pronunciation training in English education for Thai speakers, focusing on sounds like /ʃ/ and vowel distinctions that may not exist in Thai. By addressing these phonological differences, language educators

can help Thai learners improve their spoken English and enhance their communicative effectiveness in English-speaking environments.

2) He likes to play video games

This study highlights how Southern Thai speakers modify their English pronunciation, particularly in sentences like *"He likes to play video games,"* due to the influence of their native dialect. Southern Thai lacks certain phonemes, such as the /v/ sound, which is commonly replaced with /w/. Additionally, the diphthong /laɪ/ in words like "likes" is simplified into a monophthong, and the /g/ in "games" may be substituted by a glottal stop or /k/. These phonological shifts are a natural result of phonological interference, where speakers of one language adapt the sounds of another language to fit the patterns of their native dialect. Such changes, while facilitating speech for the speaker, can affect intelligibility, especially in cross-cultural communication with native English speakers.

The findings suggest that these phonological adaptations may hinder clarity when Southern Thai speakers interact with native English speakers, as certain English sounds do not exist in Thai. Addressing these challenges in English language education could improve pronunciation skills for Thai learners, particularly through targeted instruction on English sounds that are not present in the Southern Thai dialect. By focusing on these specific phonetic issues, educators can help learners achieve greater accuracy in their

spoken English, thereby enhancing their overall communication skills in both academic and professional settings.

3) I brush my teeth

The findings of this study reveal the significant phonological influence of the Southern Thai dialect on the pronunciation of English sentences, particularly the sentence *"I brush my teeth."* Southern Thai speakers tend to modify sounds that are not present in their native language, such as substituting the English /ʃ/ sound with /s/, and replacing the dental fricative /θ/ with /t/. Additionally, the diphthongs /aɪ/ and /maɪ/ are often simplified into monophthongs like /ai/ and /mai/, which are more common in Thai. These adaptations reflect the natural process of accommodating foreign sounds to fit the sound system of the Southern Thai dialect. Such phonetic shifts are consistent with the phenomenon of language interference, where speakers adjust unfamiliar phonemes in a second language to align with the patterns of their first language.

These phonological changes, while making English easier for Southern Thai speakers to produce, can affect communication with native English speakers, potentially leading to misunderstandings or a lack of clarity. The study emphasizes the importance of addressing these phonological challenges in English language education for Thai learners, especially in regions where Southern Thai is the dominant dialect. By focusing on improving the pronunciation of sounds like /ʃ/ and /θ/ and training learners to maintain the

81

distinctions between diphthongs and monophthongs, educators can help Thai speakers achieve clearer, more accurate English pronunciation. This, in turn, would enhance their communicative effectiveness in both academic and professional contexts.

4) She listens to music

The findings of this study highlight the significant influence of the Southern Thai dialect on the pronunciation of English sentences. In particular, the sentence *"She listens to music"* reveals several phonetic adaptations typical of Southern Thai speakers. The /ʃ/ sound, which is not present in Thai, is replaced by the /s/ sound, and the /mj/ sound in "music" is simplified to /m/. These phonological shifts are a result of the natural process of language interference, where speakers adjust unfamiliar sounds to fit the phonological patterns of their native language. The simplification of diphthongs, such as the reduction of /ɪ/ in "listen," further supports this pattern of phonological modification.

While these adjustments help Southern Thai speakers more comfortably pronounce English, they may lead to reduced intelligibility when communicating with native English speakers. The lack of certain English sounds in the Southern Thai dialect can make it challenging to achieve native-like pronunciation. These findings suggest the need for targeted pronunciation instruction that addresses the specific phonological challenges faced by Southern Thai speakers, such as the correct articulation of /ʃ/, /mj/, and

82

diphthongs. Such instruction could improve clarity and help learners communicate more effectively in English, especially in academic and professional contexts.

5) They walk to school

The analysis of Southern Thai speakers' pronunciation of the sentence *"They walk to school"* reveals notable phonological shifts driven by the influence of the Southern Thai dialect. One prominent change is the substitution of the English /ð/ sound with /d/ or /t/, as the voiced dental fricative /ð/ does not exist in Thai phonology. This leads to the pronunciation of "they" as *dey* instead of the standard English /ðeɪ/. Additionally, vowel simplifications occur, with the vowel sound in "walk" being pronounced with a more open quality, like /ɔ/ or /ɑ/, rather than the diphthong /ɔː/ common in English. The unstressed vowel /ə/ in "to" is also more fully articulated, reflecting the general tendency in Thai to avoid reduced vowel sounds.

These phonetic modifications are a natural consequence of language interference, where the speaker's first language influences the pronunciation of a second language. While these adaptations facilitate the articulation of English for Southern Thai speakers, they may pose challenges in communication with native English speakers, potentially leading to misunderstandings. The findings highlight the importance of targeted pronunciation training in English education for Thai learners, focusing on sounds like /ð/, diphthongs, and unstressed vowels, in order to improve clarity

and fluency. Addressing these specific challenges can help learners achieve a more accurate and intelligible English pronunciation, enhancing their ability to communicate in both academic and professional settings.

The influence of local dialect is not the only factor that make student pronounce English incorrectly. According to (Fadillah, 2020), who compiled eight papers for a literature study on Pronunciation Difficulties Of efl learners In Indonesia, there are some factors influencing why students pronounce words incorrectly in English, such as the influence of mother tongue, exposure to target language, and biological factors such as ear perception, and relying on their own perception. Because all of these factors contribute to someone's accurate pronunciation of English words, the likelihood of imitating native-like pronunciation is lower if these factors are not eliminated.

The other researcher (Steven Graham et al., 2021) This project shows that combining Smooth Transitions with SpeaKIT enables schools to create content that identifies reading and pronunciation errors, aligns with the national curriculum, and addresses cultural needs. Detailed research is needed to assess the benefits of combining video and speech recognition software (audio visual speech recognition) in Thailand's primary English language schools, as well as determine any additional requirements for users.

It is also supported by (Noobutra, 2024) The current study has three primary objectives. In Thai, the usage of prevocalic /r/ and /l/ is a stylistic signal. The substitution of /r/ with the lateral [l], as well as the erasure of

84

cluster /r/ and /l/, are regarded non-standard. The initial goal of this study is to look into how Thai students produce the English prevocalic /r/ and /l/. The theoretical frameworks used include Lado's Contrastive Analysis Hypothesis and Flege's Speech Learning Model. It identifies which of the two problems learners face when generating English orally. Second, it shows how phonological context and extralinguistic characteristics such as age, gender, and speech style influence the sound variation of prevocalic /r/ and /l/ in L2 English. Third, in terms of prevocalic /r/ and /l/, the current work seeks to aid in the prediction of probable linguistic shift paths. This study compares how L2 Thai learners of English produce the prevocalic sounds /r/ and /l/. The research instruments employed were minimal-pair reading and passage reading, which represented formal and informal styles, respectively. The study's speech data was provided by 50 Thai undergraduate students chosen based on their age, gender, and the provinces where they were born and raised using the friend-of-a-friend strategy. The data was examined using both quantitative and spectrographic approaches.

in order to support the findings (Author & Zhou, 2002) This research examines English pronunciation issues among Thai students, identifying underlying causes and proposing solutions. It begins by emphasizing the importance of clear pronunciation and reading relevant material. The following section addresses Thai students' pronunciation issues with consonants and vowels (e.g., words with consonant transcriptions, consonant clusters, words with /ei/, usually pronounced as /e/, words with /r/, usually

85

pronounced as /1/, words with /v/, usually pronounced as /f/, and words with /z/, usually pronounced at /s/ or voiceless), intonation issues (yes-no questions and whquestions), and stress issues. Finally, it investigates the causes of these issues (e.g., words directly borrowed from English into Thai are pronounced in Thai ways; Thai Romanization influences English pronunciation; Thai intonations are applied to English pronunciations; speakers may be hesitant to speak in a native speaker's manner; and Thai final consonants are always unaspirated and unvoiced). Proposed solutions include offering pronunciation training courses to language teachers, having teachers lecture in English, and providing students with articulatory descriptions of the mother tongue and target language.

Languages and accents facilitate communication and relationships with others. As a result, understanding individual attitudes may help improve second language communication and learning motivation. This study looked at the views of native Thai speakers (NST) regarding Thai as a second language speakers, namely Chinese Thai speakers (CST) and American Thai speakers (AST). The matched-guise technique (Lambert et al., 1960) was used to evaluate data obtained from 145 Thai NST evaluators via an online questionnaire. The analysis of the NST's attitudes revealed ten characteristics from both the CST and the AST that were statistically significantly different at the 0.05 level, including friendliness, diligence, generosity, self-confidence, responsibility, leadership, economic status, attractive accent, and language use appropriateness. In many ways, NSTs had more positive

sentiments regarding CSTs than ASTs, which might be attributed to characteristics such as native language sound and social context.(Kasa, 2023)

This essay investigates how specialists might use scholarship to develop evidence-based policies aimed at peacefully resolving long-standing, complicated, and seemingly intractable conflict in South Thailand's Malay-Muslim provinces. I argue that previous study of this issue lacks theoretical foundation and fails to consider the historical context in which Bangkok's policies impacted its various population, including ethnolinguistics and religion. I use social theorists' work to explore the similarities and differences between "religion" and language, as well as their role in sub-national conflicts and historical study. The case studies presented in this article critically examine chapters of ethnolinguistic and ethnoreligious conflict among a variety of ethnicities, including Malay-Muslim inhabitants concentrated in the southern provinces of Pattani, Yala, and Narathiwat. These include Buddhist ethnolinguistic minority in Thailand's northeast, as well as Catholic groups during World War II, which was widely regarded as the peak of Thai ethno-nationalism. I contend that these revealing characteristics of the southern Malay experience should be contextualized—even de-exceptionalized.(C. M. Joll, 2021)

English learners in the area around a regional government university in Thailand's Upper South reported difficulty learning English, which appeared to be reflected in poor performance in undergraduate and graduate-level English-using classes at the university. The author began working with

87

government administrators who oversaw the provision of English language instruction in local primary and secondary schools in order to investigate the origins and solutions to this problem. This paper discusses some of the outcomes of these engagements. The article challenges traditional reasons for Thai students' poor English proficiency in comparison to surrounding Southeast Asian countries, highlighting the complexities of the situation. Finally, the paper makes some recommendations on how to address the situation more effectively, based on the administrators' advice and the author's observations of chosen success stories in his own university community. (Zehner, 2017)

And also to an evident (Sirikun Nookua, 2011) This article investigates the language use of ethnic Malay Muslims who speak Pattani Malay as their native language in Thailand's southernmost districts.This essay is based on documentation, interviews, and personal observations from a resident of Songkhla province's Muslim population for over three decades. Language use patterns among these individuals are consistent with diglossic practice. Islamic education employs mainstream Malay and Arabic. Standard Arabic and Malay are used in Islamic teaching. Standard Thai is frequently used in formal contacts with strangers, in government, and in schools. Both members of the in-group and members of the out-group speak Southern Thai and Pattani Malay in casual situations.According to the argument, bilingualism should be encouraged in both government and Islamic private schools rather than mandating that Muslim students only learn Thai in government schools.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research analyzed the influence of the Southern Thai dialect on English pronunciation ability, focusing on word stress and accentuation in online class activities. The findings revealed that The Southern Thai dialect significantly affects English pronunciation, especially in two-syllable words like "Cooking," "Kitchen," "Butter," and "Salty." Pronunciation patterns indicate that students tend to adapt English sounds to fit the phonological characteristics of the Southern Thai dialect. The final consonants in English words were often simplified or altered due to the absence of equivalent sounds in the Southern Thai dialect. In addition, Stress patterns were inconsistent with standard English, often influenced by tonal patterns inherent to Southern Thai.

B. Suggestion

1. For Educators:

   a. Incorporate pronunciation-focused activities into the curriculum that emphasize stress patterns and consonant articulation.

   b. Use audiovisual tools, such as pronunciation apps and video recordings, to help students recognize and practice correct English sounds.

   c. Encourage peer feedback and group pronunciation exercises to foster collaborative learning.

2. For Students:

   a. Regularly practice English pronunciation through repetition and mimicry of native speakers using digital resources or language applications.

b. Focus on mastering challenging English sounds, such as final consonants and diphthongs, through targeted exercises.

3. For Future Researchers:

   a. Investigate the influence of other regional Thai dialects on English pronunciation to create a broader understanding of linguistic transfer in second language acquisition.

   b. Explore the effectiveness of innovative online teaching methods, such as gamified learning or AI-driven pronunciation correction tools.

4. Policy Recommendations:

   a. Develop teacher training programs to improve pronunciation instruction techniques.

   b. Promote blended learning models that combine online and face-to-face interactions to enhance pronunciation teaching.

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A

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Appendix

Research Instrument

1.Word

No	Word	Meaning
1	Cooking	Memasak
2	Kitchen	Dapur
3	Butter	Mentega
4	Salty	Asin
5	Delicious	Enak
6	Sweet	Manis
7	Sour	Asam
8	Chef	Koki
9	Knife	Pisau
10	Spoon	Sendok

2.Sentence

No	Sentence	Meaning
1	She reads a book	Dia membaca buku
2	He likes to play video games	Dia suka bermain video game
3	I brush my teeth	Saya menggosok gigi
4	She listens to music	Dia mendengarkan musik
5	They walk to school	Mereka berjalan ke sekolah

Transcribe of the conversation

Minute

00.00 : 01.00	Researcher : Bismillah,Assalamu alaikum warahmatullahi wabarakatuh ,Hi everyone good evening ,how are you to day? R1: I'm good sir. R3: I'm fine sir. Researcher : Ok today we have activities pronunciation test, Azhar can you share screen? R2: Ok sir I can.
01.00 : 03.00	Researcher : The activities Today we read about Word and sentence. Lets begin ,alright Saihida can you read word in English from number 1 to number 10. R6: Ok sir cooking, kitchen, butter, salty, delicious, sweet, sour, chef, knife, spoon. Researcher: Ok thank you Saihida, the next is Areephen R6: Thank you sir R5: Ok sir, I'm ready sir. Researcher : Areephen can you read word in English from number 1 to number 10. R5: Thank you sir cooking, kitchen, butter, salty, delicious, sweet, sour, chef, knife, spoon.
03.00 : 06.00	Researcher : Thank you Areephen, the next is Patimoh R1: Yes sir Researcher : Patimoh , please read word in English from number 1 to number 10. R1 : yes sir , cooking, kitchen, butter, salty, delicious, sweet, sour, chef, knife, spoon. Researcher : Thank you Patimoh , Ok The next student is Suwaibah R4: Yes sir. I'm ready sir Researcher : Suwaibah can you read word in English from number 1 to number 10. R4: Ok sir , cooking, kitchen, butter, salty, delicious, sweet, sour, chef, knife, spoon. Researcher : Ok very good , thank you suwaibah. The next is Azhar R2: Yes sir Researcher : Azhar, Please read word in English from number 1 to number 10.

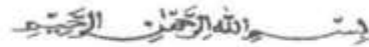|	
	R2: Ok sir, cooking, kitchen, butter, salty, delicious, sweet, sour, chef, knife, spoon.
	Researcher : thank you azhar, the next is Hasna
	R3: Yes sir, I'm ready sir
	Researcher : Ok hasna can you read word in English from number 1 to number 10.
	R3: Ok sir, cooking, kitchen, butter, salty, delicious, sweet, sour, chef, knife, spoon.
06.00 : 08.00	Researcher : Ok Students we move to read Sentence in English who want to read first.
	R6: Suwaibah
	R1: Suwaibah
	R3: Suwaibah
	Researcher : Alright-alright , Suwaibah can you read about sentence in English from number 1 to number 5.
	R4: Yes sir, Read number 1 to number 5 is that right?
	Researcher : yeah read number 1 to number 5.
	R4: Ok sir, She reads a book, He likes to play video games, I brush my teeth, She listens to music, They walk to school. Thank you.
	Researcher : Thank you suwaibah, everyone slap you hand , The next is Areephen
	Can you read about the sentence in English from number 1 to number 5.
	R5: Yes sir , can you say again sir.
	Researcher : Please read the sentence number 1 to number 5.
	R5: Ok sir, She reads a book, He likes to play video games, I brush my teeth, She listens to music, They walk to school. Thank you.
	Researcher : Thank you areephen, The next is Patimoh.
	R1: Yes sir
	Researcher : Patimoh can you read the sentence in English from number 1 to number 5
	R1: Ok sir, She reads a book, He likes to play video games, I brush my teeth, She listens to music, They walk to school. Thank you.
	Researcher : thank you Patimoh , everyone slap you hand, Ok the next is Azhar.
08.00 : 10.00	R2: Yes sir
	Researcher : Azhar can you read about the sentence in English from number 1 to number 5
	R2: Ok sir, She reads a book, He likes to play video games, I brush my teeth, She listens to music, They walk to school. Thank you.

	Researcher : Thank you Azhar, everyone slap you hand , the next is Saihida.
	R6: yessir
	Researcher : Saihida can you read about the sentence in English from number 1 to number 5
	R6: Ok sir, She reads a book, He likes to play video games, I brush my teeth, She listens to music, They walk to school. Thank you.
	Researcher : Thank you Saihida , everyone slap you hand and then the next is Hasna , can you hear me hasna?
	R3: Yessir, I hear you sir.
	Researcher : Hasna please read the sentence in English from number 1 to number 5
	R3: Ok sir, She reads a book, He likes to play video games, I brush my teeth, She listens to music, They walk to school. Thank you.
10.00 : 12.00	Researcher : Ok thank you Hasna ,everyone slap you hand , Alright I think this meeting is enough. The Finally Thank you everyone thank you for joining to day.

بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

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Nama   : LUKMAN DOMAE
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Tempat/ Tanggal Lahir : NARATHIWAT, THAILAND / 29-06-1999
Alamat   : BTN Pao-Pao Permai, Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Analysis of Southern Thai Dialect on English pronunciation Ability in Online Class Activity

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

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104

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Hal : Permohonan Izin Penelitian

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Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan   : Pendidikan Bahasa Inggris

Pekerjaan   : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE ANALYSIS OF SOUTHERN THAI DIALECT ON ENGLISH PRONUNCIATION ABILITY IN ONLINE CLASS ACTIVITY"

Yang akan dilaksanakan dari tanggal 29 Nopember 2024 s/d 29 Januari 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan jazakumullahu khaeran

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
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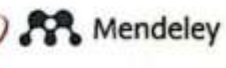FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa   :   **Lukman Domae**

NIM   :   105351114919

Judul Penelitian   :   **THE ANALYSIS OF SOUTHERN THAI** (ภาษา ปักษ์ใต้)
**DIALECTS ON ENGLISH PRONUNCIATION ABILITY
IN ONLINE CLASS ACTIVITY**

Tanggal Ujian Proposal   :   **19 Oktober 2024**

Tempat/Lokasi Penelitian   :   Unisversitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf dosen
1	7-12-2024	Registrasi di google form	Ismail sangkala	
2	10-12-2024	Persiapan wawancara Pronunciation tes	Ismail sangkala	
3	11-12-2024	Pronunciation test word	Ismail sangkala	
4	11-12-2024	Pronunciation test sentence	Ismail sangkala	
5				
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7				
8				
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10				

Makassar , 19 Desember 2024

106

Mengetahui,

Ketua Program Studi Pendidikan Bahasa Inggris.
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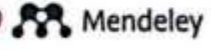Dekan Fakultas keguruan dan ilmu penddidikan.
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Dr. Ummi Khaerati Syam, S.Pd., M.Pd
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Erwin Akib, M.Pd., Ph.D.
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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN
Nomor : 0013 //B-UPT Perpustakaan/ I/46/25

Yang bertanda tangan di bawah ini adalah Kepala UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar menerangkan dengan sesungguhnya bahwa :

NAMA	:	**Lukman Domae**
NO STAMBUK	:	105351114919
Fakultas/Prodi	:	FKIP/ Pend. Bahasa Inggris

Telah Melaksanakan Penelitian Di UPT Perpustakaan Dan Penerbitan Universitas Muhammadiyah Makassar pada tanggal 11 Desember 2024. Yang berjudul :

"THE ANALYSIS OF SOUTHERN THAI DIALECT ON ENGLISH PRONAOUNCIATION ABILITY IN ONLINE CLASS ACTIVITY "

Demikianlah surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 7 Januari 2025
Kepala Perpustakaan,

Nur Lailah, S. Hum
NBM. 964 591

بســـــم اللّٰـه الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0955/BG-FKIP/LOA/B/I/1446/2025

Dear LUKMAN DOMAE

It is our pleasure to inform you that, after reviewing your paper:
THE ANALYSIS OF SOUTHERN THAI (ภาษาใต้ไทย) DIALECTS ON ENGLISH
PRONUNCIATION ABILITY IN ONLINE CLASS ACTIVITY
The manuscript ID: 1724
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Applied Linguistics Studies,**
ISSN (paper) *2987-3959* ISSN (online) *2986-870X*. We appreciate your
contribution.

We will let you know if you have to make any modification as the reviewer's
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Makassar, 29 January 2025 M
29 Rajab 1446 H

Head of English Education Department
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Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
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PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
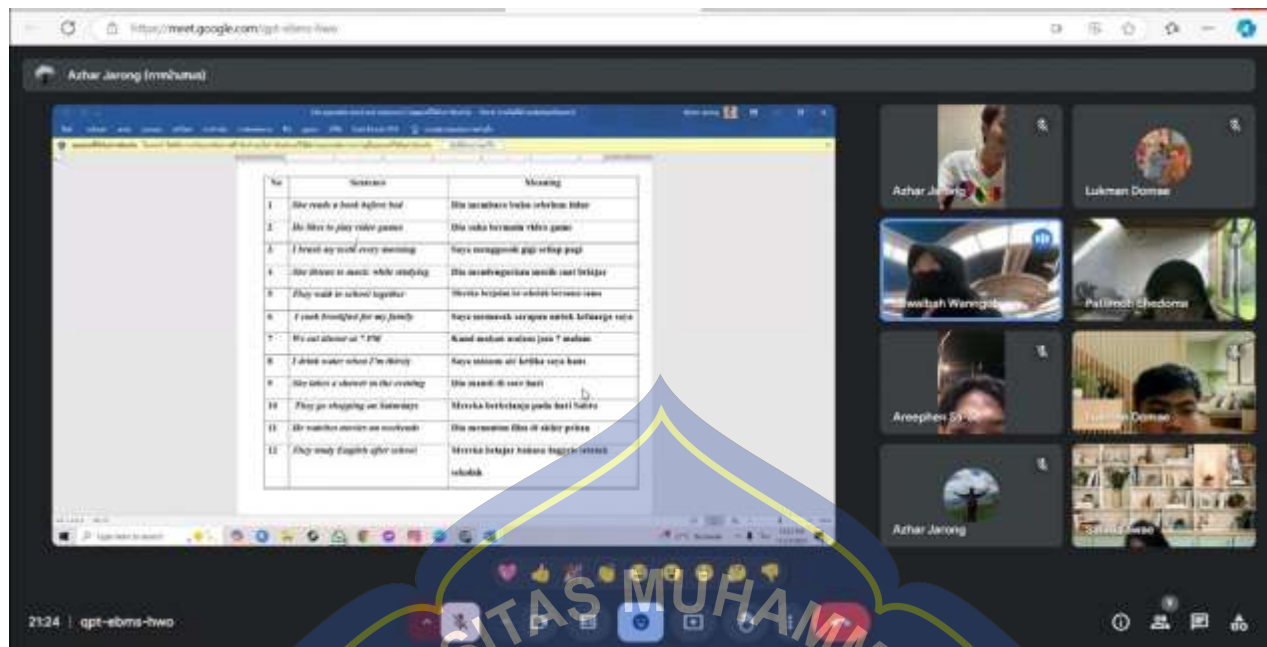LEMBAGA AKREDITASI MANDIRI

Appendix via Online meeting Pronunciaton test

Picture 1 : Researcher explain about this meeting we have pronunciation test.

Picture 2 : Respondent read about Word in English.

Picture 3 : Respondent read about sentence in English.

Picture 4 : meeting this end , photo group with respondent

CURRICULUM VITAE

Lukman Domae was born on June 29th,1999 in Narathiwat (Thailand), He has two sister, The first son form of Hama Domae and Nureeyah Chelae ,He Began him Primary education in Tamayung School and graduate in 2012.Then she Continued him study junior high school in Darussalam school and graduate 2015, After Finish she continued him study senior in Darussalam School and graduate in 2018.

Him break studies 1 years to ern money to continue studying for a bachelor's degree, for the next years he received a scholarship from the Muhammadiyah University of Makassar , he was accepted as a student in English Education Department, Faculty Teacher Training and Education, Muhammadiyah University of Makassar. During the study in Universitas Muhammadiyah Makassar, she joined TSAIM (Thai student Association in Makassar). By the bless and mercy of Allah SWT, pray and also support from her beloved family, the researcher could finish her study at Muhammadiyah University of Makassar by the title "The Analysis of Southern Thai Dialect on English Pronunciation Ability in Online class Activity" (A Descriptive Qualitative Research)