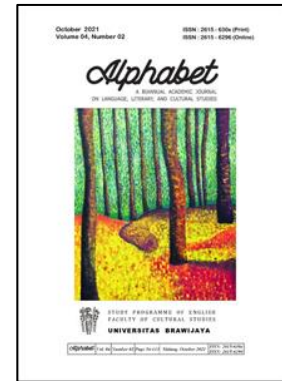


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The Varieties of English Pronunciation Used by the International Visitors as Non Native English Speakers at Saung Angklung Udjo

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Abstract

This study aimed to analyze the varieties of the English pronunciation that appeared in international visitors' speeches at Saung Angklung Udjo (SAU), Bandung. This study also analyzed how it affected the communication between the international visitors and the Guest Relation Officer (GRO) at SAU. The data was obtained through observation, note taking and recording. We found that mostly the different pronunciation lied on the vowel and it differed from one nationality to the other. We observed that the pronunciation is significantly different from the British or American English. This unfortunately caused some difficulties to understand what the visitors were speaking. The form of pronunciation and the difficulties are discussed.

Keywords: Saung Angklung Udjo, English Pronunciation

English is known as a global language because it is spoken all around the world (Eibel, 2005). It is used as medium for communication in various context such as work and tourism (Rață, 2013). Tourism as international service industry places huge importance on intercultural communication, and the use of English is needed (Wilson, 2018). Communication is essential primarily when someone worked in the tourism sector. Due to the ease of transportation in the world, it is easier for foreigners from around the world to take a vacation to other cities and countries. This phenomenon requires employees who work in tourism industry to understand English to communicate with international visitors.

Among the various linguistic aspect, observing how pronunciation affect the communication in this sector. According to Gilakjani (2016) pronunciation should be the real purpose of oral communication. It should be viewed as an important part of communication more than correct production of individual sounds or words. She continued that good pronunciation is a key factor for effective communication. Furthermore, Wahiuzzaman (2017) stated while speaking in English, a speaker needs to make a positive impression with good pronunciation. He added if ones have bad pronunciation, it can ruin the chance of conveying the information

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Bolton and Kachru (2006) argued that English that is spoken all over the world has its own types of pronunciation when speaking it. It shows that the English pronunciation of each country is different where the difference might be influenced by several factors, such as the origin of the country and even one's accent. According to Stiltner (n.d) Pronunciation of a word can differ depending on regional dialects or accents, the ability to understand the pronunciation can sometimes require a person to be familiar with the regional dialect and accent of the speaker. Because there are varieties of pronunciation, there could be a problem Studying how pronunciation affecting communication is interesting as some staffs in tourism companies encounter problem while communicating with international visitors because of the different English pronunciation of the visitors who were non-native English speakers.

This phenomenon occurred many times at Saung Angklung Udjo (SAU). SAU is known to be the largest Angklung manufacturing site in the world. Moreover, visitors who come are also very diverse from Asia, Africa, America, and Europe. Every day, SAU has about 1000 visitors. Various ethnicity and nationality backgrounds enable the staffs of SAU to encounter various pronunciation of English language sounds. Hence, the research questions of this study are formulated as follows:

1. What were the varieties of English pronunciation used by the international visitors in Saung Angklung Udjo?
2. How did pronunciation affect communication between Guest Relation Officer and International visitors in Saung Angklung Udjo?

VARIETIES OF ENGLISH PRONUNCIATION USED BY INTERNATIONAL VISITORS AT SAUNG ANGKLUNG UDJO

Gilakjani (2016) defined pronunciation as the production of English sounds. Inaccuracy in pronunciation in the target language is likely

caused by interference from the first language (Florez, 1998).

Linguistic is the study of human speech including the units, nature, structure, and modification of language (Linguistic, 2020). Phonology and phonetics are the branches of linguistics. Phonology is responsible for the patterning of speech sounds, while phonetics is responsible for the articulation of speech sounds. The best-known system for phonetic is International Phonetic Alphabet (IPA) to represent each sound of human speech and language such as English (O'grady, Archibald, Aronoff, & Rees-Miller, 2017).

The phonetic transcriptions of each consonant sound are listed on the Table 1 below

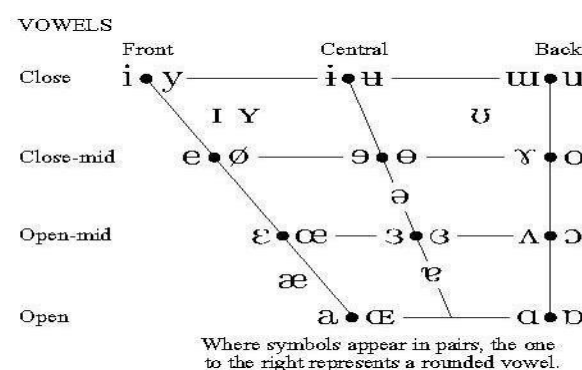
Table 1. IPA Consonant Chart (Association, n.d)

CONSONANTS (PULMONIC)														© 2016 IPA	
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal				
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ				
Nasal	m	ɱ		n		ɳ	ɲ	ŋ		ɴ					
Trill				r						ʀ					
Tap or Flap				ɾ											
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ				
Lateral fricative				ɬ ɮ											
Approximant		ʋ		ɹ			j	ɰ							
Lateral approximant				l			ʎ	ʟ							

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

The phonetic transcriptions of each vowel sound are listed on the Table 2 below

Table 2. IPA Vowel Chart (Association, n.d)



The phonetic transcriptions of suprasegmental symbols are listed on the Table 3 below.

Table 3. IPA Suprasegmentals Chart (Genetti, 2018)

SUPRASEGMENTALS	
ˈ	Primary stress
ˌ	Secondary stress
ː	Long
ˑ	Half-long
◌̥	Extra-short
	Minor (foot) group
	Major (intonation) group
ˌ	Syllable break
◌̣	Linking (absence of a break)
TONES AND WORD ACCENTS	
LEVEL	CONTOUR
◌̥	Extra high
◌̇	High
◌̈	Mid
◌̊	Low
◌̋	Extra low
↓	Downstep
↑	Upstep
↗	Rising
↘	Falling
↗↘	High rising
↘↗	Low rising
↗↘↗	Rising-falling
↗↘↗↘	Global rise
↘↗↘↗	Global fall

The speech sounds for English consonants are described in the following Table 4

Table 4. English Consonants IPA Chart (Genetti, 2018)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Glottal
Oral stops	p b			t d			k g	ʔ
Affricates					tʃ dʒ			
Nasal stops		m		n			ŋ	
Flap (tap)				(ɾ)				
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Central approximants		w		ɹ		j	w	
Lateral approximants				l				

The speech sounds for American English vowels are described in the following Table 5

Table 5. American English Vowels IPA Chart (Genetti, 2018)

		Front	Central	Back
High	Tense	i		u
	Lax	ɪ		ʊ
Mid	Tense	e		o
	Lax	ɛ	ə	
			ʌ	
Low	Lax	æ	ɑ	

The speech sounds for British English vowels are described in the following Table 6

Table 6. British English Vowels IPA Chart (Genetti, 2018)

		Front	Central	Back
High	Tense	i		u
	Lax	ɪ		ʊ
Mid	Tense	e	ɜ	o
	Lax	ɛ	ə	ɔ
			ʌ	
Low	Lax	æ		ɑ

Metruk (2016) stated in his research that there are many varieties of English pronunciation around the world, such as American English, British English, Indian English, and other. Furthermore, Odlin (1989) stated that there is no little doubt that native language phonetics and phonology are powerful influences on second language pronunciation.

According to Englishes (n.d) The British and American English sounds /θ/ and /ð/ are treated differently in Singapore and Malaysian English pronunciation. Singaporean and Malaysian often pronounce the 'th' sound as /t/ and /d/ (as in thing /ti/ and though /do/). People from China and Hong Kong also have some English pronunciation. Some may also add insertion of extra vowel in a word.

In French phonetic any vowel followed by nasal consonants /m/ or /n/ the vowel is nasalized, and the consonant is not pronounced unless followed by another consonant (Press, Bihan, & Bihan, 2004). Martinez (2016) also stated French apply a nasal vowel if it followed by nasal consonants. The English of a French speaker are often influenced by their L1. L1 influences on how they pronounce vowels or consonants in English (Capliez, 2016)

According to Reed and Levis (2019) Korean speakers of English have difficulty in pro-

ducing the sounds of some vowels and consonants in English because phonological interference of their language. English consonants like /f/, /v/, /θ/, and /ð/ are often pronounced /p/, /b/, /d/, /s/. The consonant /r/ is often pronounced with /l/. Wilson S. (2015) also stated Korean often adds an extra vowel sound after a consonant in syllable in the final position. Korean are often having confusion with /l/ and /r/ when speaking in English, they often replace English /r/ sound with the English /l/ and vice versa.

How Pronunciation Affect Communication Between GRO Staff and International Visitors.

According to Prodanovska-Poposka (2017) speaking as a productive skill is one of the very first matters that foreign language users face when using the new language. She added pronunciation is an important part of speaking skills, and poor pronunciation can have negative effects on the speakers such as when they participating in social interactions. Furthermore, Linge (2014) stated bad pronunciation does influence communicative ability. If the listener needs to guess what sound the speaker is trying to produce, it is harder to understand the ideas the speaker is trying to convey.

Stiltner (n.d) stated pronunciation, which refers to the way a word is spoken, contributes to how an individual is understood by the listener. Pronunciation of a word can differ depending on regional dialects and accents. For example, someone with a British English accent and someone with an American English accent may pronounce /tomato/ differently. This shows that the ability to understand these pronunciations can sometimes require a person to be familiar with the regional dialect and accent of the speaker (Stiltner, n.d).

Utari (2016) stated that unclear or different sounds from the one should be pronounced, it might make a different meaning or interpretation. Moreover, Stiltner (n.d) stated some people might think pronunciation is not crucial to real understanding, but it is essential to

clear communication. People can understand strong accents and mispronunciation most of the time, but it takes added concentration and effort that makes it challenging to keep a conversation going.

METHODS OF THE REPORT

Location and participants

We conducted the case study in Saung Angklung Udjo to the visitors who came from overseas when the visitors went to the ticketing section or near the performance area. We asked the supervisor so we can get involved in communicating with the visitors. We analyzed all the international visitors who came from Asia, Australia, Europe, and America.

As term of participants' backgrounds, we asked the visitors where they came from whenever they bought the tickets. We used English and body gestures to help while communicating with the visitors.

Data collection

In collecting the data for this final report, the international visitors' speeches, gestures, and behaviors are observed. In addition, we also did note taking to record as many phenomena as possible during the observation. The conversation between us and the international visitors were also recorded. Since sometime the condition was pretty hectic and it was impossible to write, we hanged her phone around her neck while talking with the visitors. The recording will be elaborated.

DISCUSSION

The observation took place at Saung Angklung Udjo (SAU) in Bandung, West Java, on the 6th of January until 6th of March 2020. One of us were assigned as the Guests Relation Officer (GRO). GRO is responsible for serving visitors directly and is divided into three sub-units, namely ticketing, welcome drink booth, and seat arranger. GRO is responsible for helping the visitors when they need assistance, such as information, especially the area of the show. At the time of her in-

ternship, the writer found a problem that could be raised into a topic for the final report to discuss it in more detail.

In this section, the statements of problem 1) What were the types of English pronunciation used by international visitors in SAU? 2) How did pronunciation affect communication between Guest Relation Officer and International visitors at SAU?, were discussed

What Were the Types of the English Pronunciation Used by the International Visitors in Saung Angklung Udjo?

When interacting with visitors, especially international visitors, we needed English to communicate with them. One thing we found interesting was the English pronunciation by the international visitors who were not English native speakers. Because the visitors came from countries such as Korea, China, the Netherlands, and other countries, each had different pronunciation when speaking English.

The first example was when one of us was in charge of ticketing, and in welcome drink booth on 13th January 2020, there was a group of Chinese visitors who visited SAU. She asked the visitors to take the welcome drink first before entering the performance area. V CH (Chinese Visitor) and W (Writer) S (Staff)

- W : Welcome drink? (While showing the option of the welcome drink)
- V1 CH : Huh?
- W : Welcome drink, choose one
- V2 CH : Is **it ice cream?**
/Is **æt** aIs **krim**/
- W : Yeah Ice cream or popsicles
- S : Ice cream or mineral water
- V2 CH : Ah okay, I have a mineral already. I choose ice cream
- V3 CH : **Thank you.**
/tæŋk ju/

From the conversation above, we noticed that the English pronunciation of the Chinese

visitors sounded different from the standard English pronunciation. The words that are in *Italic* and **bold** indicate that the pronunciation problem. The V2 CH pronounced 'is' with /Is/ which is different from the common English pronunciation where the consonant /s/ was pronounced with voiced consonant /z/. Next, the word 'it' was pronounced with /æt/, according to Oxford Advanced Learner's Dictionaries it is pronounced with /It/. The V2 CH pronounced the vowel differently. Last, the word 'cream' is supposed to be pronounced with /kri:m/ which has a long vowel, but the V2 CH pronounced it with a short vowel which is /krim/. While V3 CH pronounced 'thank you' with /tæŋk ju/ instead of /'θæŋk ju:/, where he pronounced the first consonant with /t/ and short vowel /u/.

The other example was from Chinese visitor who asked for the location of the toilet to us. She was in the same group with the first example.

- V4 CH : Where **the toilet is ah?** (She spoke so fast)
/wer **də twailet** **isə**/
- W : Huh? Twilight? (We did not understand what the visitor said)
- V4 CH : **Toilet**
/**twailet**/
- W : Oh, toilet? It is right here, go straight!
- V4 CH : Yeah, thank you

According to the conversation, we found that V4 CH pronounced the word 'the' with /də/ the consonant changed from /ð/ to /d/. She also added another consonant and also vowel at the end of her speech when asking. The Chinese pronounced the word 'toilet' with /**twailet**/ as described above. She added /w/ sound and changed the vowel /ə/ with vowel /a/ for the first syllable of 'toilet.' The vowel /ə/ in the second syllable was changed with /e/. The V4 CH also pronounced the voiced consonant /z/ with voiceless consonant /s/. She also added an-

other vowel /**a**/ at the end of the speech to show it as question sentence.

Next, when we was in charge in ticketing, there was a woman who came from France along with her tour leader. The staff told her the price of the ticket and she was having trouble about Rupiah. V Fr (French Visitor), S (Staff) TL (Tour Leader)

- V Fr : One hundred twenty
 S : Twenty thousand, this two thousand. The green one
 V Fr : Ah, I should twenty
 S : No no, it is still the same. The green one
 TL : Yeah, that one
 V Fr : **Million, millions**
 / **mɪljō(n)**/, / **mɪljō(n) s**/

From the conversation transcription above, we found that she pronounced the word 'million' with / **mɪljō(n)**/. V FR pronounced the vowel /ə/ with rounded vowel /**ō**/. The vowel was nasalized the /o/, while the /n/ was not pronounced. In French phonetic any vowel followed by nasal consonants /m/ or /n/ the vowel is nasalized, and the consonant is not pronounced unless followed by another consonant (Press, Bihan, & Bihan, 2004). Odlin (1989) also stated that there is no little doubt that native language phonetics and phonology are powerful influences on second language pronunciation.

Another example of English pronunciation by non-native English speakers was from visitors who came from India. They asked for information about booking an *angklung* performance outside along with the host from SAU. Full- conversation is elaborated in appendix 4 number 2. V1 and V2 Indi (Indian Visitors) and H (Host)

- H : Hello
 V1 Indi : You did a fantastic job
 H : Thank you
 V2 Indi : It was very beautiful
 V1 Indi : What we wanted is that she works for the company here in Indonesia called Siemens
 H : Sorry what?

V2 Indi : Siemens Indonesia, the German company

H : Oh Yeah

V1 Indi : So we do **annual**, you know
annual get **together**
 /səʊ wi du: **anjʊəl**, ju nəʊ
anjʊəl get **tʊɡedər**/

V2 Indi : Workshop, building **team** activities. So do you also host something like that over here, let's say fifty people
 /wɜ:rkʃɒp, bɪldɪŋ **dɪ:m**
 æktɪvətɪz səʊ du: ju ɔ:lsəʊ
 hæʊst sʌmθɪŋ laɪk ðæt əʊvər
 hɪər lets sei fɪfti pi:pəl/

V1 Indi : For **events**
 /fər ɪ'vn **əts**/

From the dialogue above, we found the V1 Indi changed the vowel from the word 'annual' from /æ/ to rounded vowel /**a**/. We realized that V1 and V2 Indi pronounced the voiced consonant /ð/ with /**d**/ as described above in the word 'together', and voiceless /t/ to /**d**/ in the word 'team'. While in the word 'events', the V1 Indi pronounced 'events' with /**ɪ'vənts**/ where he pronounced the vowel /e/ sounds with /**a**/.

The next example was from visitor who came from Singapore. He asked us and the other staff about the flavor of the *es lilin* or local Sundanese ice cream. V SG (Singaporean Visitor)

- W : This one is vanilla
 V SG : **Vanilla**. How about this one?
 / **fənɪlə** , haʊ ə,bəʊt ðɪs
 wʌn/
 S : Grape
 V SG : Oh grape! Your **vanilla** is blue
 /əʊ greɪp jə **fənɪlə** ɪz blu:/
 W : Because the white one is lychee
 V SG : Oh this lychee. Can I take **three**?
 /əʊ ðɪs **letʃi** kæn'aɪ 'teɪk **tri:** /
 W : Only one
 V SG : Only one, okay. Alright, I take
this ya, okay. **Thanks ya**.
 /əʊnli wʌn əʊkeɪ ɔ:lraɪt aɪ teɪk
ðɪs ja əkeɪ t **æŋks** ja/

After analysing the conversation with the Singaporean, we discovered that he pronounced the sound of the first consonant in 'vanilla' according to Oxford Advanced Learner's Dictionaries it is pronounced /və'nɪlə/ from voiced /v/ to voiceless /f/. He also pronounced the vowels /ə/ with /a/ as described above. He pronounced 'lychee' with /'letʃi/ the vowel was different from the common English pronunciation that pronounce the word with /'li:tʃi/ or /'laɪtʃi/. The V SG often pronounced 'th' sounds differently as in the word 'three', 'thanks', and 'this' from /θ/ to /t/ and /d/. According to Englishes (n.d) the British and American English sounds /θ/ and /ð/ are treated differently in Singapore and Malaysian English pronunciation, where they pronounced it as /t/ and /d/. He also added 'ya' at the end of his speech

The last example was from Korean visitors, one woman and two men, who were guests from Parahyangan University in Bandung. The woman spoke English, while the rest barely spoke. She explained that the staff had to call a taxi once the show ended. Here is conversation from full-conversation in the appendix 4 number 3.

- V1 KR : Yeah, four *ticket*
/jeə fɔ: r 'tɪkɪt/
W : 110
V2 KR : For?
W : One hundred and ten for one person
S : four hundred and forty
V1 KR : *interpret it to others using Korean*
Okay, four hundred and fifty.
So, *after the* show you you need to call a taxi for us.
/əʊ'keɪ, fɔ:r 'hʌndrəd ənd 'fɪfti. 'səʊ ɹftə(r) dəʊ ju ju ni:d tu kɔ: ɹ ə 'tæksi fɔr əz
S & W : Yeah
V1 KR : Okay, you know *that. Thank* you.
/əʊ'keɪ ju 'nəʊ tæt tæŋk

- ju/
W : And this is the entrance ticket
V1 KR : *This* one?
/dɪs wʌn/
W : Yeah, you put it as a necklace
V1 KR : Ah Okay okay
V2 KR : *Beautiful*
/'bjutɪpəl/
V1 KR : So, we keep *this*?
/səʊ wi ki:p dɪs/
S : Yeah, as a souvenir
V1 KR : Oh yeah, good good good
W : And this is the synopsis
V1 KR : Okay
V3 KR : *Toilet?*
/'tɔɪləsɪ/
W : The toilet is inside

From the conversation above, we found that V1 KR pronounced 'ticket' with /'tɪkɪt/. She changed the vowel /ɪ/ in the second syllable with /e/. She pronounced 'after' with /ɹftə(r)/, where she pronounced the first vowel with /ɛ/ instead of /a/ or /æ/. She pronounced 'call' with /kɔ:ɹ/, where the consonant /l/ was pronounced with /r/.

According to Wilson S. (2015) Koreans are often having confusion with /l/ and /r/ when speak in English, they often replace English /r/ sound with the English /l/ and vice versa. V2 KR pronounced 'beautiful' with /'bjutɪpəl/, while according to Oxford Advanced Learner's Dictionaries, it is pronounced /'bju:təfl/. He replaced the vowel /ə/ with /ɪ/ and the consonant /f/ to /p/. According to Reed and Levis (2019) Korean speakers of English have difficulty in producing the sounds of some vowels and consonants in English because of phonological interference of their language. We discovered that the V1 and V2 KR often changed consonant ð/ and /θ/ to /t/ and /d/ as in the word 'the', 'this', 'that', and 'thank'. They often pronounced /d/ instead of /ð/ while they replace /θ/ with /s/. While in the word 'toilet', the V2 KR pronounced it with /tɔɪləsɪ/ instead of /'tɔɪlət/. The /t/ sound was replaced with /s/ and he added extra vowel at the end. Korean often adds an

extra vowel sound after a consonant in syllable in the final position (Wilson, 2015).

After analyzing all the examples, we found that each visitor had different English pronunciations. Inaccuracy in pronunciation in the target language is likely caused by interference from the first language (Florez, 1998). The target language is English, but according to the data, there were varieties of English pronunciation used by the International visitors that are elaborated above; for example, Chinese English, Indian English, Singapore English, French English, and Korean English. The comparisons between visitors' English pronunciation and English pronunciation according to Oxford Advanced Learner's Dictionaries are elaborated in the table below.

Table 8. Pronunciation Comparison

No	Sentences	How Visitors produced the words according to IPA	According to Oxford Advanced Learner's Dictionaries (Hornby & Turnbull, 2013)
Chinese			
1	<i>Is it ice cream?</i>	/ɪs æt aɪs kri:m/	/ɪz ɪt aɪs kri:m/
2	<i>Thank you</i>	/tæŋk ju/	/θæŋk ju:/
3	<i>the</i>	/də/	/ðə/ or /ði:/
4	<i>Toilet is?</i>	/twaɪlət ɪs/	/tɔɪlət ɪz/
French			
1	<i>Million, million</i>	/mɪljɔ̃(n)/, /mɪljɔ̃(n)s/	/ˈmɪljən/, /ˈmɪljəns/
Indian			
1	<i>annual</i>	/ʌnjuəl/	/ˈænjuəl/
2	<i>together</i>	/tʊɡedə/	/təˈɡedə/ or /təˈɡedə(r)/
3	<i>team</i>	/di:m/	/ti:m/
4	<i>events</i>	/ɪˈvɛnts/	/ɪˈvents/
Singaporean			
1	<i>Vanilla</i>	/fənɪlə/	/vəˈnɪlə/
2	<i>Lychee</i>	/ˈletʃi/	/ˈli:tʃi/ or /ˈlaɪtʃi/
3	<i>Three</i>	/tri:/	/θri:/
4	<i>This</i>	/dis/	/θɪs/
5	<i>Thanks ya</i>	/tæŋks/	/θæŋks/
Korean			
1	<i>Ticket</i>	/tɪket/	/ˈtɪkɪt/

2	After	/ɛftə(r)/	/ˈɑ:ftə(r)/ or /ˈæftə(r)/
3	The	/də/	/ðə/ or /ði:/
4	Call	/kə: r/	/kə:l/
5	That	/dæt/	/ðæt/
6	Thank	/tæŋk/	/θæŋk/
7	This	/d ɪs/	/ðɪs/
8	Beautiful	/ˈbjut ɪpəl /	/ˈbjʊ:təfʊl /
9	Toilet	/tɔɪləs/	/ˈtɔɪlət/

How Did Pronunciation Affect Communication Between Guest Relation Officer and International Visitors in Saung Angklug Udjo?

One of us worked as a Guest Relation Officer, and assisting the visitors was the responsibility. We assisted visitors when they had questions or complaints. There were visitors who came from United States, The Netherlands, Spain, Japan, Korea, India, and other. When communicating with them, we had to understand what they asked or what they want.

For example, on 13th January 2020 when we was in charge of being a seat arranger, and there was a group of international students from Universitas Parahyangan Bandung. We met a professor from United States, he asked questions about the show and the students at Saung Angklug Udjo. Here is an example from full-conversation that is elaborated in the appendix 4 number 4.

V US (American Visitor) and W (We)

V US : Is that some kind of kindergarten or were the kids just playing?
/ɪz ðæt sʌm kaɪnd əv
'kɪndəgɑ:tŋ ɔ: wɜr ðə kɪdz
dʒəst 'pleɪŋ/

W : Oh no, the kids are performing the ...

V US : Oh oh okay, that is great! Because there are lots some running around
/ðæt ɪz 'ɡreɪt bɪˈkɒz ðər ər lɒts
səm 'rʌnɪŋ əˈraʊnd/

W : Yeah, they are the student of this place

V US : So there is a school here? Uh no no no they are here to play the

- performance, right? Sorry.
 /'səʊ ðə ɪz ə sku:l hɪər 'ə 'nəʊ
 'nəʊ 'nəʊ 'ðeɪ ər hɪr tu pleɪ ðə
 pər'fɔ:rməns raɪt 'sɒri/
 W : Yeah right!
 V US : Do you have this on regular basis
 every day?
 /du: ju həv ðɪs 'ɒn 'regjʊlə
 'beɪsɪs 'evri 'deɪ/
 W : Yes for the regular basis we start
 it at 3.30 in the afternoon, but if
 we have reservation we could do
 it at 10 in the morning and 1 in
 the afternoon.
 V US : And now we start it at?
 /ənd naʊ wi stɑ:rt 'ɪt æt/
 W : 3.30
 V US : 3.30. Okay, we got plenty of
 time. Is it okay to walk around?
 /θri: 'θɜ:rti. 'əʊ'keɪ wi: ɡɒt
 'plenti əv taɪm. ɪz ɪt 'əʊ'keɪ
 tu: wɔ:k ə'raʊnd/
 W : Sure, please enjoy it.

From the example above, it can be analyzed that we could understand the questions the international visitor asked and answer his questions. V US pronounced every phoneme just the way common English phoneme is pronounce, and his grammar was not the problem since their grammar was good. We discovered that because of the clarity of his English pronunciation as a native speaker, it was easy for us to understand what the visitor asked.

However, because international came from different countries, we also interacted with visitors who were not English native speakers. This example is the same as in the first statement of problem in the second example, a Chinese who asked about the toilet location.

- V4 CH : Where the *toilet* is *ah?* (She spoke so fast with a strong accent)
 /wer ðə twailet ɪsɑ/
 W : Huh? Twilight? (We did not understand what the visitor said)

V4 CH : *Toilet*
 /twailet/

W : Oh, toilet? It is right here, go straight!

V4 CH : Yeah, thank you

The V4 CH pronounced the word “toilet” with /twaiet/, while according to Oxford Advanced Learner’s Dictionaries it is pronounced as /'tɔɪlət/. Because of the different pronunciation, we got confused and thought that the visitor said “twilight,” so she asked for a repetition. People can understand strong accents and mispronunciation most of the time, but it takes added concentration and effort that makes it challenging to keep a conversation going. V4 CH then repeated it and spoke slower than before. At that time, she asked us when we was talking to the other visitor, so we was not focused on what the visitor said. x

Another example of how unclear pronunciation affected communication was when two visitors from the Netherlands came to buy tickets. At that time, we was in charge of ticketing with one other friend. Here is a bit of conversation from full-conversation in appendix 4 number 5. V Nth (Dutch Visitor)

W : Two hundred and forty. Um sorry, where do you come from?

V Nth : *Belanda* (with a strong accent)
 /landə/

S : Sorry, Belanda?

V Nth : Yeah

When we asked about where she came from, the visitor from Netherlands said ‘*Belanda*’ very fast, and with unclear pronunciation. We and the other staff thought that she came from ‘London’ because both only heard ‘*landa*’ not ‘*Belanda*.’ We needed to decide what synopsis she must give to the visitor, because when a visitor buys a ticket in Saung Angklung Udjo, they will be given a synopsis about the performances which provided in some languages such as English, Japan, Korea, Dutch, German, and other. The staff and we were confused and argued whether it was

'Belanda' or 'London'. The other staff thought the visitors are from London, so she almost gave English synopsis. Before giving the synopsis, the staff decided to ask again to make sure that they came from the Netherlands.

From the examples above, we discovered that with the correct and clear pronunciation, the communication between the two people or more became successful. Some people had thick accents, but if their pronunciations were clear, and they knew how to communicate with someone with different background, the communication could be understood by both parties. According to Gilakjani (2016) pronunciation should be viewed as an important part of communication more than correct production of individual sounds or words. She continued that good pronunciation is a key factor for effective communication. So, the key is good pronunciation because it helped increase the success of communication.

CONCLUSION AND SUGGESTION

This report showed some variations in the international visitors' speeches that caused difficulties to understand their speeches. Each visitor had a different way to produce a sound while speaking in English. We discovered that some of the visitors replaced vowels, replaced consonants, and added a vowel to a word. Their first language often influenced the way they spoke. The phonetics from their first language may be the factor in how they pronounced English phonetics. Some visitors produced a different sound when pronouncing the words because some English phonetics do not exist in their first language.

Next, pronunciation might be essential for effective communication. In order to convey information, both parties must be able to understand each other. We might misunderstand what the visitors said because of their unclear pronunciation. In handling that situation, we used the repetition method, and asked them to speak slower.

This research was taken from one tourism spot with limited number of participants as a case study. Hence, further research of wider

range of tourism spots and participants with various nationality needed to be conducted to harvest more reliable data so we can discuss bigger picture in this field.

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APPENDIX

Transcripts of Conversation

1. Chinese Visitors

- W : Welcome drink? (While showing the option of the welcome drink)
- V1 CH : Huh?
- W : Welcome drink, choose one
- V2 CH : Is **it ice cream?**
- W : Yeah Ice cream or popsicles
- S : Ice cream or mineral water
- V2 CH : Ah okay, I have a mineral already. I choose ice cream
- V3 CH : **Thank you.**
- V4 CH : Where the toilet is ah? (She spoke so fast)
- W : Huh? Twilight? (We did not understand what the visitor said)
- V4 CH : **Toilet**
- W : Oh, toilet? It is right here, go straight!
- V4 CH : Yeah, thank you

2. Indian Visitor

- H : Hello
- V1 Indi : You did a fantastic job H: Thank you
- V2 Indi : It was very beautiful
- V1 Indi : What we wanted is that she works for the company here in Indonesia called Siemens
- H : Sorry what?
- V2 Indi : Siemens Indonesia, the German company
- H : Oh Yeah
- V1 Indi : So we do **annual**, you know **annual** get **together**
- V2 Indi : Workshop, **team** building activities. So do you also host something like that over here, let's say fifty people.

- H : Ohfiftypeople
 V1 Indi : For **events**
 H : But I have time fee *not clear*
 V2 Indi : No, I want to do something like a team building activity like *unclear* you know when people have come together, they listen to instructions and movement and they play together
 W : oh yeah, could you please wait for a moment.
 V 1 , 2 : Yeah

3. Korean Visitors

- S : Just a regular?
 V1 KR : What What is the price?
 S : Oh I thought you are the guest from UNPAD. No?
 V1 KR : Yeah, yeah yeah UNPAD University right! University of Parahyangan. We are from there.
 W : The price is 100 and..
 S : 4 tickets?
 V1 KR : Yeah, four **ticket**
 W : 110
 V2 KR : For?
 W : One hundred and ten for one person
 S : four hundred and forty
 V1 KR : *interpret it to others using Korean*
 Okay, four hundred and fifty.
 So, **after the** show you you need to **call** a taxi for us.
 S & W : Yeah
 V1 KR : Okay, you know **that. Thank** you.
 W : And this is the entrance ticket
 V1 KR : **This** one?
 W : Yeah, you put it as a necklace
 V1 KR : Ah Okay okay
 V2 KR : **Beautiful**
 V1 KR : So, we keep **this**?
 S : Yeah, as a souvenir
 V1 KR : Oh yeah, good good good
 W : And this is the synopsis
 V1 KR : Okay

- V3 KR : **Toilet?**
 W : The toilet is inside
 V3 KR : Inside
 V1 KR : Okay the show will be at?
 W : 3.30
 V1 KR : where?
 W : There (showing the performance area)
 V1 Kr : There! Thank you

4. American Visitor

- V US : Excuse me, ma'am
 W : Yeah?
 V US : Is that some kind of kindergarten or were the kids just playing?
 W : Oh no, the kids are performing the ...
 V US : Oh oh okay, that is great! Because there are lots some running around
 W : Yeah, they are the student of this place
 V US : So there is a school here? Uh no no no they are here to play the performance, right? Sorry.
 W : Yeah right!
 V US : Is this a normal school days or..
 W : No, so they are divided to several. When they need to go to school in the morning, we choose the ones that are not attending the school.
 V US : Oh I see. Do you have this on regular basis every day?
 W : Yes for the regular basis we start it at 3.30 in the afternoon, but if we have reservation we could do it at 10 in the morning and 1 in the afternoon.
 V US : And now we start it at?
 W : 3.30
 V US : 3.30. Okay, we got plenty of time. Is it okay to walk around?
 W : Sure, please enjoy it.

5. Dutch Visitors

- V1 Nth : Hello
 W : Hello.. For how many person?
 V1 Nth : Sorry?

W : How many person?

V Nth : Oh, two

W : Two hundred and forty. Um
sorry, where do you come
from?

V Nth : Belanda

S : Sorry, Belanda?

V Nth : Yeah

W : So, here is your entrance tick-
et. Please put it as a necklace

V Nth : Alright, thank you