ENGLISH PRONUNCIATION

OF LESS EDUCATED TOURIST GUIDES IN YOGYAKARTA

AN UNDERGRADUATE THESIS

Presented as Partial Fulfillment of Requirements
for the Degree of *Sarjana Sastra*
In English Letters

By

Thomas Aquino Pramudya Wardhana
Student Number: 994214004

ENGLISH LETTER STUDY PROGRAMME

DEPARTMENT OF ENGLISH LETTERS

FACULTY OF LETTERS

SANATA DHARMA UNIVERSITY

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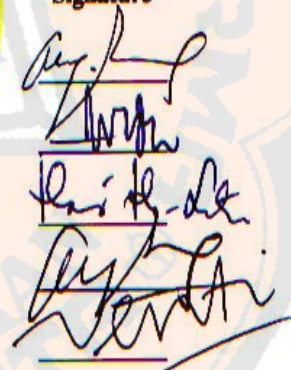
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You Are not Walk Alone

(March of Liverpool Football Club)

We Are Warriors

(Unknown)

Hidup itu tidak semenakutkan apa yang dikira
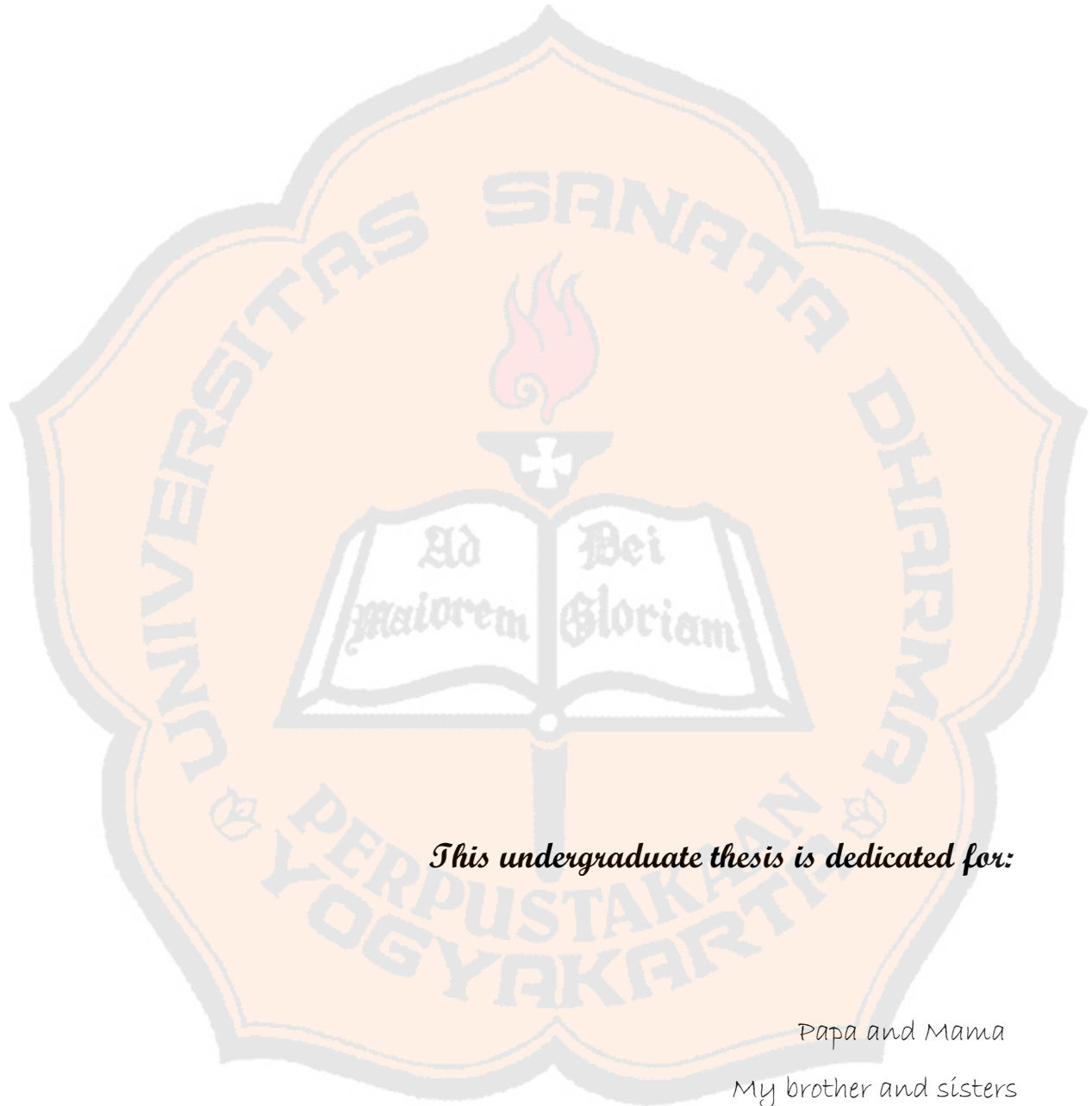
(Thom the Big Bear)

Gusti mboten nate sare

(Unknown)

This undergraduate thesis is dedicated for:

Papa and Mama

My brother and sisters

And my best friends

LEMBAR PERNYATAAN PERSETUJUAN
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>
> Nomor Mahasiswa : 99 4214 004

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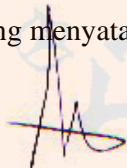
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Dibuat di Yogyakarta

Pada tanggal: 21 Oktober 2007

Yang menyatakan

Thomas Aquino Pramudya Wardhana

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ACKNOWLEDGEMENTS

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ABSTRACT

Thomas Aquinas Pramudya Wardhana (2007). *English Pronunciation of Less Educated Tourist Guides in Yogyakarta.* Yogyakarta: Department of English Letters, Faculty of Letters, Sanata Dharma University.

This thesis discusses the English pronunciation of less educated tourist guides in Yogyakarta. It is about how the less educated tourist guides pronounce English words in their duty as tourist guides.

The reason of writing this thesis was derived from the writer's curiosity to understand more about the English of less educated tourist guides, especially their pronunciation. The writer formulated the following problems as the bases of the writing in the thesis. They are: (1) How are English sound different from Indonesian sounds? (2) How do less educated tourist guides in Yogyakarta pronounce frequent words in their profession? (3) How is their pronunciation different from standard English pronunciation?

The study applied a library research and also a field research. There were two kinds of sources. The primary sources were the less educated tourist guides in Yogyakarta. The secondary sources were obtained from several books on linguistics and tourism. In answering the problems, several theories on linguistics and tourism have been applied.

Finally, I conclude that their first language and also their knowledge about English influences the less educated tourist guides in pronouncing the words. I conclude as the answer of the first problem formulation that there are differences between the English sound system and Indonesian sound system, but the less educated tourist guides are not aware of them. The answer of the second problem is that the tourist guides make some pronunciation errors on their duty. The third answer is the less educated tourist guides' pronunciation is influenced by their first language or mother tongue and also their knowledge about English.

ABSTRAK

Thomas Aquinas Pramudya Wardhana (2007)**. *English Pronunciation of Less Educated Tourist Guides on English in Yogyakarta*.** Yogyakarta: Jurusan Sastra Inggris, Fakultas Sastra, Universitas Sanata Dharma.

Skripsi ini mengenai pengucapan kata-kata bahasa Inggris yang digunakan oleh pemandu wisata yang tidak mempunyai latar belakang pendidikan formal di Yogyakarta. Skripsi ini membicarakan bagaimana para pemandu wisata yang tidak mempunyai latar belakang pendidikan formal mengucapkan kata-kata berbahasa Inggris dalam tugasnya sebagai pemandi wisata.

Alasan dari penulisan skripsi ini bermula ketika rasa ingin tahu saya untuk lebih mengetahui secara lebih mendalam tentang para pemandu wisata yang tidak mempunyai latar belakang pendidikan formal dalam bahasa Inggris, terlebih bagaimana cara mereka mengcapkan kata-kata berbahasa Inggris dalam menyampaikan informasi. Dengan sistem tersebutlah, saya telah membuat perumusan masalah yang mendasari penulisan skripsi ini, antara lain: (1) Bagaimana sistem bahasa Inggris bisa berbeda dengan sistem bahasa Indonesia? (2) Bagaimanakah para pemandu wisata yang tidak mempunyai latar belakang pendidikan formal bahasa Inggris mengucapkan kata-kata berbahasa Inggris dalam tugasnya? (3) Bagimana pengucapan kata-kata mereka yang tidak bisa diterima dalam pengucapan kata-kata dalam bahasa Inggris?

Akhirnya saya berkesimpulan bahwa dialek dan latar belakang pengetahuan mengenai bahasa Inggris mempengaruhi para pemandu wisata dalam mengucapkan kata-kata berbahasa Inggris. Saya berkesimpulan atas jawaban dari pokok permasalahan pertama bahwa sistem susara bahasa Indonesia dan bahasa Inggris kurang lebih ada perbedaan, tetapi para pemandu wisata ini tidak dapat memadukan sistem suara bahasa Indonesia dan bahasa Inggris dalam pekerjaanya. Sedangkan jawaban untuk pertanyaan kedua adalah pemandu wisata ini hanya melakukan beberapa kesalahan dalam mengucapkan kata-kata berbahasa Inggris. Untuk jawaban ketiga adalah para pemandu wisata yang tidak mempunyai latar belakang pendidikan amat dipengaruhi oleh bahasa ibu dan juga bahasa Indonesia, serta pengetahuan mengenai bahasa Inggris.

STATEMENT OF WORK ORIGINALITY

I honestly declare that this undergraduate thesis, which I wrote, does not contain the works of part of the works of other people, except those cited in the quotations and bibliography as a scientific paper should.
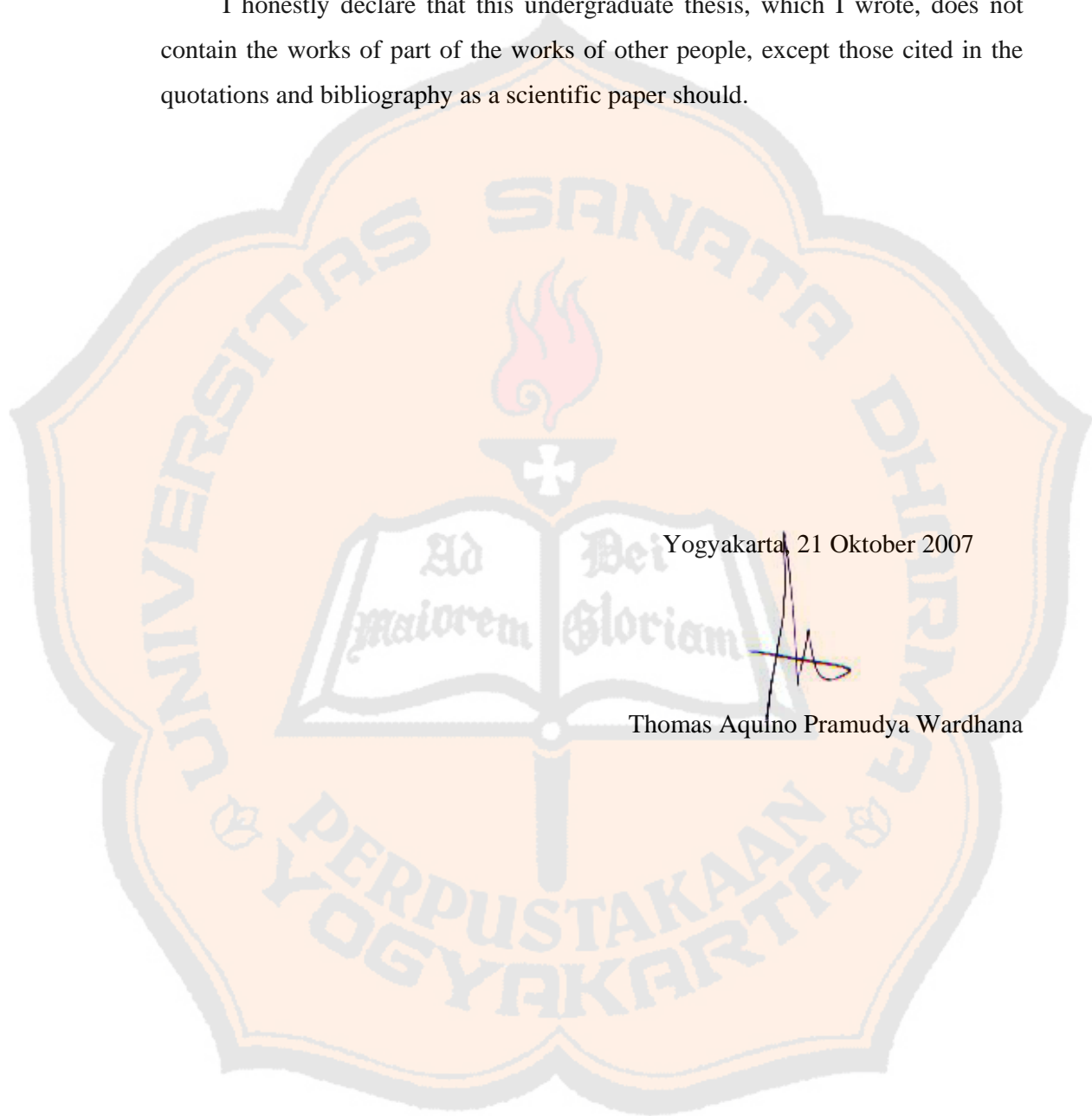
Yogyakarta, 21 Oktober 2007

Thomas Aquino Pramudya Wardhana

CHAPTER I

INTRODUCTION

A. Background of the Study

People sometimes say that Yogyakarta is the second destination of Indonesian tourism after Bali. For this reason, the local government of Yogyakarta has designed the slogan "Jogja Never Ending Asia". This slogan is meant to place the position of Yogyakarta among important tourism resorts of Asia, such as Hongkong in China, Tokyo in Japan, Pukhet Island in Thailand, Genting Highlands in Malaysia, and Singapore (*Tourist Guide Book*, 2002: 2).

According to the history, before 1755 Surakarta was the sole city of Mataram Kingdom. After the treaty of Gianti in 1755, Mataram was divided into two kingdoms; Surakarta Hadiningrat and Ngayogyakarta Hadiningrat. Following the treaty, Prince Mangkubumi, the brother of Susuhunan Pakubuwono II, was crowned as the King of Ngayogyakarta Hadiningrat. He is then called himself Sultan Hamengkubuwono I. The name Yogyakarta itself is derived from Ngayogyakarto Hadiningrat. "Yogyakarta" or "Yogya" is usually pronounced [ʤɔkjʌ]. The word 'Jogja' is easier to be pronounced, both for Indonesians and foreigners (*Jogja Self Guide*, 2004: 8).

Tourist guides are need in the tourism industry to introduce tourism objects and places tourists may see in their visit. Tourist guides are in a unique position through their service, especially in communication. Tourists will feel comfortable and happy if their guides are able speak their languages. In fact, tourist guides will bring considerable effects in tourism industry. The tourists do not recognize whether they are the new comers or the old players as tourist guides, but they just receive information from them.

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Problems will arise when a tourist guide who is not good in pronunciation gives wrong information, and indirectly it causes negative influence on tourism industry.

Education wise; tourist guides are divided to two level of backgrounds in terms of their education of English: educated tourist guides and less educated tourist guides. The idea to classify them into educated tourist guides and less educated tourist guides on English is based on their acquisition of English. Educated tourist guides on English master their English from formal institution, meanwhile less educated tourist guides on English develop their English ability from learning in the street when they accompany tourists.

Today, English is used as an international language and also considered as the first foreign language in Indonesia. In fact, English is an important language in tourism industry, though Japanese, Mandarin, French, and German are the important too to study. In Indonesia, English is a foreign language, but it is the third language after the mother tongue as the first language and the Indonesian language as the national language as the second language. However, in some aspects English has become a second language.

Pronunciation is an important thing to improve their mastery of English, although grammar and vocabulary are too. Pronunciation should be mastered by tourist guides because tourists need clear information about the objects. English pronunciation is different from Indonesian pronunciation and Javanese pronunciation. For this reason, tourist guides must practice pronunciation, although, it needs time for learners to master their English pronunciation. Mispronounced words will confuse the tourists as the listeners and they will get wrong ideas about what the tourist guides mean in the explanation.

Less educated tourist guides face two problems when pronouncing words. First, they do not want to master certain words and how to pronounce them because they feel that the tourists will know what they informed. The second, the less educated tourist guides know about the words that they use in conversation with, but they can not pronounced them properly. Educated tourist guides on English try to study and master their ability on pronunciation from courses or universities that help them reduce some mistakes in their pronunciation.

The less educated tourist guides usually do not master of English well because of two reasons. Firstly, they are from lower to middle social classes who need money for their daily live. To be tourist guides is an easy way because they will get a lot of money from the merchants and also the tourists. The second reason is they think without mastery good mastery of English, they can inform anything to the tourists with body language if they do not get the right words.

It is very interesting to analyse the less educated tourist guides, because the position of less educated and that of educated tourist guides are very unbalanced and so many tourists who come to Yogyakarta are backpackers who feel comfort able to use less educated tourist guides as their guides in Yogyakarta. It is interesting is how the less educated tourist guides inform anything with them pronunciation to the tourists by their English.

B. Problem Formulation

In this research paper, the writer would like to answer the problems about pronunciation of less educated in Yogyakarta tourist guides. The three problems are:

1. How are English sounds different from Indonesian sounds?

2. How do less-educated tourist guides in Yogyakarta pronounce frequent words in their profession?

3. How is their pronunciation different from the standard English pronunciation?

C. Objectives of the Studies

The objectives of the study are established according to the problem formulation. The first is to know how English sounds are different from Indonesian sounds by confronting English sounds system and Indonesian sounds system. Secondly, it is to observe how less educated tourist guides in Yogyakarta pronounce frequent words in their profession by describing their pronunciation of English words. Thirdly, it is to analyse how their pronunciation is different from the acceptable English pronunciation.

D. Definition of Terms

In order to clarify the ideas and avoid the misunderstanding during the study, the writer has the following definitions related to this study. Those are:

1. Pronunciation: The way a word or a language is usually spoken (http://en.wikipedia.org/wiki/Pronunciation). When a human beings use a word to speak with the others, they do some interaction with their words. They use their oral ability to make conversation and they have some rules to speak the words.

2. Phonology: A subfield of linguistics which studies the sound system of a specific language (or languages) (http://en.wikipedia.org/wiki/Pronunciation). Every language has its own sound system. Indonesian and English also has different sound systems.

3. Professional English: According to Baum (1993:55), professional may means having or showing the skill or qualities of a professional person. Professional English can be

stated as a language, that is English, that is used and spoken in professional circumstances.

4. Educated: having been educated, especially at a particular place or in the specified way *(Oxford Advanced Learner's Dictionary*:1995). Here it means being educated in a formal institution.

5. Less educated tourist guides:

a) Tourist: According to Amato (2002:2), tourist means any person who travels or stays in a place other than his usual country of residence for a period of at least 24 hours and less than one year.

b) Tourist guide: According to Amato (2002:20) who quotes from *The Advanced Learner's Dictionary of Current English* (1973), a tourist guide is a person who shows others the way or a person employed to point out interesting sights on a journey or visit.

c) Less educated tourist guides: are defined as tourist guides who never study English in any formal institution.

CHAPTER II

THEORETICAL REVIEW

In this chapter, the writer will present some theories that are considered relevant to this study: Theory of tourist guides, theory of the nature of speaking, theory of second language acquisition, theory of linguistics across culture, theory on sounds system, and theory on culture.

A. Review on Related Theories

1. Definition of Tourist Guides

Professor Ettore Amato in his book entitled *Manual for Guiding Techniques* (2002) quote two definitions about tourist guides (2002:20). The first definition is *The Advanced Learner's Dictionary of Current English* (1973) and the second is *The International Travel Dictionary* (1955).

The Advanced Learner's Dictionary of Current English (1973) defines a tourist guide as a person who shows others the way. A person employed to point out interesting sight on a journey or visit. *The International Travel Dictionary* (1955) published by the Academie Internationale du Tourism of Montecarlo emphasizes the tourist's point of view and defines the tourist guide as a person employed either directly by the traveller, an official or private tourism organization, or travel agency to inform, direct, and advice the tourist before and during his journey.

Originally, the tourist guides is a person who life in one geographical area who help people to find their route in unknown territories of which these guides have great knowledge and also lead them in societies un-familiar to tourists (Amato, 2002:22). In

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modern era, tourist guides are not should living in one geographical area, they also from different area.

To outline of the tourist guides, Amato divides the tourist guides based on their function (2002:25):

1) General tourist guides, also known as city guides, who lead city sightseeing tour and general visits to all attractions located within the boundaries of a specific town of district. Usually they point out and comment on points of interest met during the tour from the bus, minibus, van, etc;

2. Local tourist guides who lead tours within a specific tour attraction about which he or she knows great deal;

3. Driver guides who lead a tour while driving a motorcoach, van, or car;

4. Business guides who are trained by an organization to lead casual visitors within the business establishment or industrial complex;

5. Adventure guides who lead exciting and perhaps dangerous journeys. Among them are trekking guides, fishing guides, etc.

To carry out his duty efficiently and successfully, the tourist guides must be very diplomatic. By exercising diplomacy and tact, the tourist guides will ensure a smooth and pleasant relationship with the participants. This can be achieved, in part, following these rules of conduct (Amato, 2002:31):

1. Remember that the tourist guides behaviour contributes to the country's image.
2. Be tidy and well dressed.
3. Show good manners and avoid nervousness, no matter what unexpected events may occur. Keep calm, cool, and collected.
4. Maintain a sense of humour in all situations.
5. Avoid over familiar contact with clients and the subsidiary role of entertainer.
6. Obey the laws, regulations, customs, and tradition of the country and encourage clients to do likewise.
7. Avoid making negative judgements about other countries, their beliefs, customs or policies, and refrain from discussing controversial subjects.

8. Ensure that equal attention is given to all clients. Never concentrate only on young, wealthy, or attractive persons.
9. Answer questions carefully, honestly, and politely.
10. Admit ignorance rather than giving misleading information.
11. Avoid recommending people or places of doubtful reputation.
12. Avoid discussing any personal problems with clients.
13. Avoid accompanying clients to restricted areas or doubtful places of which respectable people may disapprove.
14. Avoid soliciting tips.
15. Avoid patronizing a souvenir shop or other places that usually give commissions to tourist guides and drivers.

When introducing the attractions that were described in the program which the tourist booked, the tourist guide has certain major responsibilities (Amato, 2002:32). They are as follows:

1. Personal responsibility: the satisfaction of the tourist depends largely on the tourist guides. Tourists rely on their guide for everything they can discover, see, and understand. The tourist guides, therefore, not only need to have enough knowledge to satisfy the tourists' expectation, but they must also display correct behaviour and an amiable personality.

2. Technical responsibility: the peculiarity of tourism is that the client buys a product before the tourists see what have been bought. Thus, the tourist guides have an enormous responsibility because the tourists are only able to evaluate the product after they have been bought and experienced the service. The satisfaction of the tourist, then, depends on the capability and efficiency of the tourist guide who must make the tour appear to be good value for the money already invested.

3. National responsibility: the tourist guides' job, as we have seen, involves the introduction of the visitors to all aspects of the guides' own country. Most of the time it is the tourist guides who supply the image of the country. If the images remains in the mind of the visitors as a valuable memory, it will be the best vehicle of publicity. The tourist

guides, therefore, have responsibilities which go far beyond a simple profession: they give a valid contribution to the development of a tourist country or region.

In a tourism industry, the tourist guides is a person, native of the country with whom they have the most contact and therefore from whom they can learn and understand the local customs and absorb local colour. The tourist guides then become a single representative of the entire area or even country. Consequently, the tourist guides must possess moral, intellectual, appearance and character, and professional qualities in order to represent their country in the most favourable light.

Moral qualities mean that they should have integrity, modesty, honesty, dignity, and devotion to duty. The tourist guides must be guided by rules of conduct and common sense. While the intellectual qualities mean that they should be mentally alert, curious, anxious to discover, open minded, culturally sensitive, interested in obtaining new information, love learning, and have the capability to understand the environment, to observe and interpreter everything and possess the faculty to anticipate the reactions of visitors. Appearance and Character qualities mean that the tourist guides should always dress discreetly because proper dress is essential and they must have pleasant and outgoing personality, polite, respectful manners, and have sense of humour. Professional qualities mean they should have the ability to communicate and give people what they really need and have a wide range of knowledge connected with the sites visited through the commentary.

The above mentioned qualities are absolutely essential for the tourist guides to present their way. In fact, when introducing a tourism objects or anything that the tourists interest, the tourist guides should know (Amato, 2002:30):

1) how to speak well;
2) have a good command of their subjects;

3. understand the receptive capacity of the listeners.

Tourist guides who have duty to introduce and inform so many things in the journey must have ability in language and also knowledge of the certain tourism objects. The tourist guides are divided into two; they are the tourist guides who have academic knowledge especially in English called educated tourist guides, and the tourist guides who never study English in any formal institution are called less educated tourist guides. Tourist guides who never study English in any formal institution, learn English from the books, friends, or from the native speakers.

2. Theories on the Nature of Speaking

Speaking is a productive interaction that makes use of oral mediums (Widdowson, 1999:106). In the speaking, the message is transferred from a speaker to a hearer, the transferring message can be form a dialogue, discussion or other form of verbal exchange as an act of communication. If people use non-verbal language in face to face interaction, then it is not speaking. In this thesis, speaking refers to active and productive interaction using the oral medium.

Meanwhile, in his book entitled *Designing Task for Communicative Classroom* (1989), Nunan stated that language is seen not only as a system of rules but also a dynamic resource for creative of meaning. In the reality, the tourist guides use their body language more often than the oral medium to give clear information. Such can be understood because they never learn English in formal institution and they are afraid to make mistakes when they can not give clear information to the tourists.

Littlewood stated in his book, *Communicative Language   Teaching: An Introduction,* " In speaking, we make conscious decisions about the messages we want to

convey, but the lower-level choices of structure and vocabulary occur more or less automatically (1981)". Meanwhile they just study English from their friends or books, they should mastery their English in order to enable to communicate with the tourists fluently. Littlewood said that successful oral communication involves developing:

1) The ability to articulate phonological features of the language comprehensibly;
2) Mastery of stress, rhythm, intonation patterns,
3) An acceptable degree of fluently;
4) Interpersonal skills;
5) Skills in taking short and long speaking turns;
6) Skills in the management of interaction;
7) Skills in negotiating meaning;
8) Conversational listening skills (successful conversations require good listeners as well a good speaker);
9) Skills in knowing about and negotiating purposes for conversation;
10) Using appropriate conversational formulas and fillers.

From the ten points above, we assume that the less educated tourist guides must have increase their ability in English to communicate anything to the tourists.

A key to make good oral communication based on Widdowson's statement is the tourist guides must have a healthy oral cavity. The oral cavity here means the mouth, tongue, larynx, and also nose. Meanwhile in Nunan's statement, the tourist guides must change their behaviour. Change here means that the tourist guides must follow the tourists' behaviour to make good communication, and behaviour here means the language. In other words, to be a good tourist guide, the tourist guide must learn English well to conduct good communication with the tourists.

Further, the tourist guides should mastery their knowledge about the tourist behaviour based on the tourists' daily life. The tourists will feel comfortable when their guides can accompany them in any occasion, not only when they introduce some tourist objects, but, also accompany them in a bar or a café and listen to problems.

3. Theory of Second Language Acquisition

"The result of the language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness, grammatical sentences "sounds" right, and errors feel wrong, even if we do not consciously know what rule was violated" (Krashen, 1982: 10).

He also stated that real language acquisition develops slowly and speaking skills emerge significantly later than listening skills, even when conditions are perfect (Krashen, 1982: 6-7). The less educated tourist guides feel that their pronunciation is acceptable, though they do not know their pronunciation is correct or not.

Sometimes, the less educated tourist guides feel their pronunciation is correct, meanwhile, the receiver feels that their pronunciation is wrong. The writer agrees with Krashen's statement that to develop the second language needs passion and just time. To change from the first language to the second language needs time. In fact, less educated tourist guides use English as their foreign language, not as their second language. The tourist guides will find some difficulties to use English on their duty because they do not use English properly as well as the professional tourist guides. They just use English to accompany the tourists and after they finish accompanying them, they will use Javanese, their mother language. The result of this fact is the less educated tourist guides just know the pronunciation of English Words from friends or books but they never check their own pronunciation wheatear it is correct or not.

4. Theory of Linguistics Across Culture

When the less educated tourist guides try to learn English pronunciation, automatically they must transfer their first language skill to English as the target language.

Robert Lado stated that, "we have ample evidence that when learning a foreign language we tend to transfer our entire native language system in the process" (Lado, 1981:11). His statement is very clear to describe that the tourist guides must follow some steps to master their pronunciation. As a result, the tourist guides should not use their Javanese pronunciation and use correct pronunciation of English to give clear information for the tourist.

In his book, entitled *Dialects & Education: Issues and Answers*, Lado stated "Dialect refers to any given variety of language show by a group of speakers. This variation usually corresponds to diversities of other types within the group, such as geographical location, social class or characteristics (1989: 1)."

Different characteristics of phonological rules in Javanese, Indonesian, and English are the major problems for the less educated tourist guides to master their English pronunciation. They will apply their Javanese or Indonesia phonological rules to have new pronunciation on their mind, meanwhile Javanese and Indonesia languages have some different characteristics from English.

From these steps, they often must work hard twice, firstly they must change their Javanese to Indonesian phonological rules, then, change the rules to English phonological rules. To support their ability in pronouncing English vocabularies, they need some steeps to master their English pronunciation. It is not simple for the less educated tourist guides to learn English because they do not study English pronunciation in formal institution, which means that they receive practically no help. While the other problem is the tourist guides are not from one area, they are from many region who living together in one are just for job.

5. Theory on Sound Systems

Every language has its own system. Two languages that are closely related such as the Indonesia language and the Malay language also have different systems. They have different systems on how they combine the sounds produced by the oral cavity. The differences give each language unique characteristics. However, there are two major things that occur in every language phonology, namely the segmental and the suprasegmental aspect. The Segmental aspect includes consonants, vowels, diphthongs, glides, and liquids. Suprasegmental includes intonation, stress, rhythm, and juncture. In this paper, the writer only discusses segmental sounds, namely vowels and consonants.

Jones stated that every speech sound belongs to one or other of the two main classes known as vowels and consonants (1978:23). A vowel in normal speech is defined as "a void sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction" (Jones: 1978:23).

All other sounds in normal speech are called consonants. Therefore, consonants includes all sounds that are not vowels, all sounds in the production of which the air has an impeded passage through the mouth, all sounds in the production of which the air does not pass through the mouth, and all sounds in which there is audible friction.

Basically, there are some differences between English and Indonesian sounds systems. The following tables will give through descriptions about the differences:

Table 1. Indonesian Vowel Sound System

	Front	Central	Back
Upper	i	I	u ʊ
Middle	e	ə	o
Lower	ɛ	a	ɔ

(Marsono, 1986: 38)

Table 2. Indonesian Consonant Sound System

Manner \ Place	Bilabial	Labio-dental	Dental / Alveolar	Palatal	Velar	Glotal
Plosive Voiceless Voiced	p b		t d	c j	k g	
Fricative Voiceless Voiced		f	s z	ž	x	h
Nasal	m		n	ň	ŋ	
Affricate			r			
Lateral			l			
Semi vowel	w			j		

(Marsono, 1986: 101)

Table 3. English Vowel Sound System

	Labial		Place of Articulation		
	Bi-labial	Labio-dental	Front	Central	Back
Close Half-close Half-open Open	(u:) (u) (ɔ:) (ɔ)		i: i e ɛ æ a	ə (:) ə (:) Λ	u: u ɔ: ɔ ɔ

(Jones, 1967: xxxiii)

Notes: the secondary articulations of sounds having two places of articulation one shown by the symbol ( ).

Table 4. English Consonant Sound System

	Labial		Dental	Alveolar	Post-Alveolar	Palato-Alveolar	Palatal	Velar	Glotal
	Bi-labial	Labio-Dental							
Plosive	p b			t d				k g	
Africative						⬚ ʤ			
Nasal	m			n				ŋ	
Lateral				l					
Fricative		f v	ɵ ð	s z	r	ʃ ¥			h
Semi - vowel	w						j		

(Jones, 1967: xxxiii)

Marsono in his book entitled *Fonetik* (1986) helps the writer to classify Indonesian and English consonants and vowels, Marsono also gives some examples to make clear about differences Indonesian and English consonants and vowels. They are:

I. Vowels

Indonesian vowels and English vowels have some differences. Indonesian has 10 simple vowels and English has 12 simple vowels. To make it clear, the writer writes the differences below:

a) Indonesian Vowels

Table 5. Indonesian Vowels

Number	Phonetic Symbol	Example Words	Pronunciation
1	[i]	ini	[ini]
2	[I]	kerikil	[kerikIl]

3	[e]	ekor	[ekχr]
4	[ɛ]	bendi	[bɛndi]
5	[a]	ada	[ada]
6	[ə]	emas	[əmas]
7	[χ]	otot	[χtχt]
8	[o]	toko	[toko]
9	[□]	ukur	[□k□r]
10	[u]	paku	[paku]

b) English Vowels

Table 6. English Vowels

Number	Phonetic Symbol	Example Words	Pronunciation
1	[i:]	see	[si:]
2	[ɪ]	it	[ɪt]
3	[ɛ]	get	[gɛt]
4	[æ]	bad	[bæd]
5	[ə:]	bird	[bə:rd]
6	[ə]	ago	[agə]
7	[®]	cup	[c®p]
8	[ɑ]	dark	[dɑ(r)k]
9	[χ]	hot	[hχt]
10	[χ:]	saw	[sχ:]
11	[u]	put	[put]
12	[u:]	too	[tu:]

From the table above, Indonesian has 10 simple vowels than English has 12 simple vowels. Indonesian and English just have four similarities in vowel phonetic

symbols, they are [I], [ɛ], [χ], [u]. Even though they just have four similarities in vowels, the less educated tourist guides usually can pronounce well both of the Indonesian and the English vowels.

In addition the simple vowels, there is another set of vowels; diphthongs. Diphthongs are "vowel sounds in which the tongue starts in open position and rapidly moves to another" (Sahulata, 1998: 47). The following explanations about English diphthongs and Indonesian diphthongs are:

a) English diphthongs:

Indonesian vowel and English vowel have some differences. Indonesian has 10 vowel symbols and English has 12 vowel symbols. Marsono (1986: 55, 58) stated that the common diphthongs in English are as following:

Table 7. English Diphthongs

Number	Phonetic Symbol	English Vocabulary	English Phonological Rule
1	[eI]	late	[leIt]
2	[ai]	time	[taim]
3	[əu]	grow	[grəu]
4	[ou]	go	[gou]
5	[au]	now	[nau]
6	[iə]	ear	[iə(r)]
7	[ɛə]	care	[kɛə(r)]
8	[χə]	more	[mχə]
9	[uə]	poor	[puə(r)]
10	[χi]	voice	[vχis]

b) Indonesian diphthongs:

Soebardi (1973: 89) stated in the Indonesian language, there are three diphthongs. There are [ai], [au], and [oi], each of them can be written as / ai /, / au /, and / oi /. The examples are :

Table 8. Indonesia Diphthongs

Number	Phonetic Symbol	Indonesia Vocabulary	Indonesia Phonological Rule
1	[ai]	pakai	[pakai]
2	[au]	harimau	[harimau]
3	[oi]	amboi	[amboi]

From the table above, Indonesia has 3 diphthongs and English has 10 diphthongs. Indonesia and English have two similarities in diphthong phonetic symbols, they are [ai] and [au]. The tourist guides will pronounce the English diphthongs by combine vowel + vowel, for example in [χi] becomes [oi]; or use one vowel, for example in [uə] becomes [u:].

II. Consonants

a) Indonesia Consonants

Indonesian has 22 consonant sounds and English has 25 consonant sounds. To make it clear, the writer writes the differences below:

Table 9. Indonesia Consonants

Number	Phonetic Symbol	Beginning	Middle	End
1	[p]	pita ⟶ [pita]	apa ⟶ [apa]	tetap ⟶ [tetap]
2	[b]	baru ⟶ [baru]	abu ⟶ [abu]	-
3	[t]	tiba ⟶ [tiba]	peta ⟶ [peta]	lebat ⟶ [lebat]
4	[d]	dari ⟶ [dari]	padi ⟶ [padi]	-

5	[c]	cara ⟶ [cara]	baca ⟶ [baca]	-
6	[j]	jurang ⟶ [juraŋ]	baja ⟶ [baja]	-
7	[k]	kaca ⟶ [kaca]	saku ⟶ [saku]	cantik ⟶ [cantik]
8	[g]	gaya ⟶ [gaya]	tiga ⟶ [tiga]	-
9	[m]	mana ⟶ [mana]	lama ⟶ [lama]	malam ⟶ [malam]
10	[n]	nama ⟶ [nama]	ini ⟶ [ini]	saran ⟶ [saran]
11	[ñ]	nyaring ⟶ [ñariŋ]	sunyi ⟶ [suñi]	-
12	[ŋ]	ngeri ⟶ [ŋeri]	langit ⟶ [laŋit]	senang ⟶ [senaŋ]
13	[l]	lama ⟶ [lama]	pula ⟶ [pula]	asal ⟶ [asal]
14	[f]	fajar ⟶ [fajar]	nafas ⟶ [nafas]	taraf ⟶ [taraf]
15	[v]	valuta ⟶ [valuta]	devisa ⟶ [devisa]	-
16	[s]	sana ⟶ [sana]	nasi ⟶ [nasi]	lekas ⟶ [lekas]
17	[z]	ziarah ⟶ [ziarah]	lezat ⟶ [lezat]	-
18	[ʃ]	syarat ⟶ [ʃarat]	asyik ⟶ [aʃik]	-
19	[h]	hari ⟶ [hari]	bahan ⟶ [bahan]	indah ⟶ [indah]
20	[r]	rata ⟶ [rata]	baru ⟶ [baru]	segar ⟶ [segar]
21	[w]	warna ⟶ [warna]	awan ⟶ [awan]	-
22	[y]	yang ⟶ [yaŋ]	saya ⟶ [saya]	-

b) English Consonants

English has 25 consonant sounds and English has 25 consonant sounds. Below is the complete table of English consonants:

Table 10. Indonesia Consonants

Number	Phonetic Symbol	Beginning	Middle	End
1	[p]	pool ⟶ [pu:l]	compare ⟶ [kəm'pɛər]	map ⟶ [mæp]
2	[b]	big ⟶ [bɪg]	rubber ⟶ ['r®bər]	rib ⟶ [rɪb]

3	[t]	town [ta☐n]	waistline → [ˈweɪslaɪn]	heart → [hɑt]
4	[d]	down → [da☐n]	ridden → [rɪdn]	heard → [hɑd]
5	[k]	cut → [k®t]	bicker → [ˈbɪkə(r)]	dock → [dχk]
6	[g]	gift → [gɪft]	bigot → [ˈbɪgət]	dog → [dχg]
7	[m]	man → [mæn]	among → [əˈm®ŋ]	him → [hɪm]
8	[n]	name → [neɪm]	many → [ˈmeni]	ten → [ten]
9	[ñ]	new → [ñuː]	-	-
10	[ŋ]	-	single → [ˈsɪŋgl]	sing → [sɪŋ]
11	[☐]	chin → [☐ɪn]	riches → [ˈr☐ɪz]	rich → [rɪ☐]
12	[ʤ]	gin → [ʤɪn]	ridges → [rɪʤz]	ridge → [rɪʤ]
13	[l]	look → [l☐k]	holyday → [ˈhχlədeɪ]	bowl → [bə☐l]
14	[f]	fan → [fæn]	sofa → [ˈsə☐fə]	life → [laɪf]
15	[v]	van → [væn]	cover → [ˈk®və(r)]	live → [laɪv]
16	[ɵ]	thank → [ɵæŋk]	nothing → [ˈn®ɵɪŋ]	both → [bə☐ɵ]
17	[ð]	then → [ðen]	brother → [ˈbr®ðə(r)]	smooth → [smuːð]
18	[s]	seal → [siːl]	lacy → [ˈleɪsi]	bus → [b®s]
19	[z]	seal → [ziːl]	lazy → [ˈleɪzi]	buzz → [b®z]
20	[ʃ]	shop → [ʃχp]	nation → [ˈneɪʃn]	wash → [wχʃ]
21	[ʒ]	-	measure → [ˈmeʒə(r)]	rouge → [ruːʒ]
22	[h]	her → [hə(r)]	behind → [bɪˈhaɪnd]	-
23	[r]	red → [red]	very → [ˈveri]	-
24	[w]	watch → [wχ☐]	away → [əˈweɪ]	-
25	[j]	yes → [jes]	million → [ˈmɪljən]	-

From the table above, Indonesia has 22 consonant phonetic symbols and English has 25 consonant phonetic symbols. Indonesian consonant has less phonological rule than English consonant. Indonesia and English have seven differences in consonant phonetic symbols, they are [c] and [y] in Indonesia, meanwhile in English has [ð] [Ө], [□], [ʤ], and [¥]. An interesting object here is in consonant [w], both in Indonesian and in English the are exist, but [w] in English is a semi vowel.

6. Theories of Culture

1. Definition of Culture

Culture is perhaps one of the important elements for less educated tourist guides to study. They try to study English as well as they can do with their society. Culture also influences their experiences, both in their knowledge about the English vocabularies and in their pronouncing while their duty.

The writer tries to see culture both from the point of view of different disciplines and the point of view of the linguists. Some definitions of culture are:

"Culture is a way life. Culture is the context within we exist, think, feel, and relate to others. It is the glue that binds a group of people together. Culture is our continent, the collective identify if which each of us a part (Brown, 1987:123)."

"Culture is a blueprint that guides the behaviour of people in a community and is incubated in family life. It governs our behaviour group, makes us sensitive to matter of status, and help us know what others expect of us and what will happen if we do not live up to their expectations. Culture helps us to know how far we can go as individuals and what our responsibility to the group (Larson and Smally, 1972:39)."

"Culture is a system of integrated patterns, most of that remain below the threshold of consciousness, yet all of which govern human behaviour just as surely as the manipulated strings of puppet control its motions (Condon, 1973:4)."

"Culture is a set of rules or standards shared by members of a society, which when acted upon by the members, produce behaviour that falls within a range of variation the members consider proper and acceptable (Haviland, 1993:-)."

The less educated tourist guides live together in one community that bring them in one single reason that they need money for live and they become a tourist guide. As a tourist guide of course they need background knowledge, one of the background knowledge is English. Through this reason they have a group and living together as a member in one area then make a new status for their identity.

From those definitions above, there are some basic understandings among the expert that culture has some characteristics. Those characteristics differentiate between culture and animal behaviour, between culture and habit. The characteristics of culture are as follows:

a. Culture is a shared.

According to Condon (1973:16), culture is an individual attribute. It is not individuals per set but individuals as members of groups. Culture is transmitted in society. Society may be defined as a group people occupying a specific locality, who are dependent on each other for the survival and who share a common culture. We learn our culture by observing, listening, talking, and interacting with other people. Shared culture, such as beliefs (human must be in tune and in touch with the ways of nature to ensure physical and spiritual well being), values (the environment and nature are precious), memories, expectations, and ways of thinking and acting override differences between

people. Enculturation unifies people by providing us with common experiences. The enculturation then is a process by which a society's culture transmitted from one generation to the next generation.

Members of a society share culture. It is important to realize that all is not in uniformity. For example, in any human society, there is at the very least some differences between the roles of men and woman. This stem from the fact that women give birth but men do not, and that there are obvious differences between male and female anatomy. What every culture does is to give meaning to these differences by explaining them and society what is to be done about them. Every culture specifies how the two kinds of people resulting from differences should relate to each other and to the world since each culture does this in its own way and there is tremendous variation from the one society and another (Haviland, 1993:231).

Not all things shared generally by a population are culture. The typical hair colour of a population is not culture. For something to be considered cultural, it must be learned as well as shared. Humans eat because they must, but what, when, and how they eat are learned and vary from culture to culture.

Such is its characteristics, that culture is share. The less educated tourist guides have one ethical code, helping their friends. They will help their friends both in money and also in knowledge of language. The problem will arise when they transfer knowledge about English to the others.

b. **Culture is learned**

Every less educated tourist guide begins immediately, through a process of conscious and unconscious learning and interaction with others to enrich their ability on English. Culture is also transmitted through observation. The less educated tourist guides

pay attention to the things that how to collect money from the tourists. So, they try to learn English as well as they can learn with their friends. They modify their behaviour as Javanese to be international persons by using English as their language not just because other people tell them to, but as a result of their observation and growing awareness of what their culture consider to get money from tourists.

c. Culture is a symbol

A symbol is something verbal and non-verbal within a particular language or culture. There is a connection between the symbol and what is symbolized.

Symbols can be linguistic. However, there are also nonverbal symbols, such as *flag*, which stand for countries, *water* is a potent symbol in Roman Catholicism. As is true of all symbols, the association between symbol, *water* and what is symbolized, *holiness*, is arbitrary and conventional. Holy water is a symbol within Roman Catolicsm, which is part of an international cultural system. A natural thing has been associated with particular meaning for Catholics, who share common beliefs and experiences that are based on learning and are transmitted across the generation (Damen, 1987:77). As a tourist guide, they are be symbols of tourism in Indonesia and their behaviour is symbolized in the way the tourist guides accompany the tourist during their trip in Indonesia.

The most important symbolic aspect of culture is language, the substitution of words for objects. Through language, humans are able to transmit culture from one generation to another or from one person to the others. In particular, language makes it possible to learn cumulative shared experiences. Without language, one could not give information to the others. In tourist guides, without language, can inform about the objects or the events that the tourists feel interested in.

B. Theoretical Framework

Based on the title of the thesis, **English Pronunciation of Less Educated Tourist Guides on English in Yogyakarta**, the writer uses some theories that support the research to analyse the data in order to answer the research problems.

The study of tourist guides is needed to help the writer know about what the duties of tourist guides are. The present writer uses Amato's theory of tourist guide. These theory will be combined with Widdowson's and Rivers' theories nature of speaking, Krashen's theories of second language acquisition, and Lado's theory of linguistic across culture, will be used to answer the third problem. Theories of nature of speaking, theories of second language acquisition, and theory of linguistic across culture are used to help the writer to understand the English pronunciation of less educated tourist guides in Yogyakarta.

For the first problem, the theories from Jones, Sahulata, Marsono, and Soebardi about sounds system of language are used. From those theories of sounds system of language, the writer knows the differences between Indonesiam and English sounds systems. The writer uses the theories from Krashen about second language acquisition and also theory from Lado about linguistics across culture to solve problem number two. Those theories will help the writer to know about how less educated tourist guides on English in Yogyakarta pronounce frequent words in their profession. To solve the third problem about their pronunciation difference from the standard English pronunciation, the writer uses the theory on sound systems of language from Jones. Meanwhile, the theory of tourist guides from Amato helps the writer knows tourist guides profesion. Theories on the nature of speaking help the writer know about their pronunciation Indonesian and English characteristic.

CHAPTER III

METHODOLOGY

In this chapter, the writer would like to discuss the methodology used in this study. This study is focus in research method, research instrument, and data gathering.

A. Research Method

This research is a descriptive research. Descriptive research describes an specific phenomenon at one point in time (Fox, 1969:423) here the phenomenon is the less educated tourist guides use of English and their mispronunciation. According to Sprinthall (1991: 98), research is typically called descriptive when the primary purpose of the research is description, rather than some other basic goals such as looking for differences between groups or relationship among variables. This research collected the data for the purpose of describing an existing condition the data were collected from the less educated tourist guides who use English as a foreign language while they are on duty to help the tourists during their vacation in Yogyakarta.

To answer the second question in the problem formulation: How do less educated tourist guides on English in Yogyakarta pronounce frequent words in their profession? In order to do that, the writer used a survey study to support research study.

Sprinthall, in his book *Understanding Educational Research* (1991:3) states that survey is conducted to gather information from samples or even some population by using questionnaires and interviews. It is needed to give accurate data in research study. This research did not attempt to manipulate or control the environment. These were two

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types of descriptive research that were suitable for this study. They were library research and survey research.

The library research was used to observe the resources and references related with theoretical discussion. The observation was intended to gather information about how the less educated tourist guides in Yogyakarta use English while guiding the tourists in Yogyakarta.

Meanwhile, the survey research has an aim to collect information of group of people in order to describe some aspects or characteristics, such as abilities, opinions, beliefs, attitudes, and knowledge of the population of which that group is a part. The main way to collect the information was by asking questions. The information was collected from a sample of the population, which here means the members of less educated tourist guides on English in Yogyakarta. In specific, the population was the less educated tourist guides who stay in Malioboro street, Museum Sonobudoyo and Complex of Keraton Yogyakarta, Taman Sari Water Castle, Sosrowijayan street, and Prawirotaman street.

B. Research Instrument

The writer in this research just used five instruments. The first was data respondents, the second was an interview, the third was a worksheet, the fourth was audio equipment, and the fifth was the final scoring sheet. Data respondents were needed to support the writer to get clear respondents based on the writer wants in the research. The interview was needed to know how they pronounced English vocabularies in their duty as tourist guides. The worksheet was needed to get the pronunciation of 100 words of less educated tourist guides. The audio equipment here was a mini tape recorder to record the

tourist guides when they pronounced the English words. The final scoring sheet was needed to obtain final data from the worksheets of the respondents. From the final scoring sheet, the writer got the data of the tourist guides mispronunciation in their duty and classified vocabulary mispronunciation.

1. Data Respondents

Introduction to Research in Education (2002:374) defines respondents are a group or individuals who are asked questions by the researcher. In this study, the writer had made the criteria of the respondents, as follows:

1. Two respondents in every place that the writer chose to interview were taken.

2.   They were above 40 years old or never studied English in a formal English course.

To get a clear parameter of less educated tourist guides, the writer made a table to give more clear information about the respondents. The table is:

Table 11 : Data Respondent

No	Name	Sex	Education Background	Age	Place

2. Interview

The interview was conducted to obtain information by actually talking to the subject about their pronunciation of English during their duty. The interview was done more informally and it used an unstructured type. The aim of the interview was to gain data of the respondents' English pronunciation.

The writer interviewed the respondents by using Javanese language because they felt at ease in using Javanese in daily conversation and Javanese is their mother language.

The writer interviewed 2 tourist guides in each tourism object and place the tourists visit. They were in Malioboro street, Museum Sonobudoyo and Complex of Keraton Yogyakarta, Taman Sari Water Castle, Jalan Sosrowijayan, and Jalan Prawirotaman. The writer just took five places to get the data because it was just in those places that the tourist guides were easy to look for.

Before the writer interviewed the tourist guides for research, the writer followed them while on duty for a while. The aim of following the tourist guides was to know their behaviour and also to know their ability in using English as their foreign language. After the writer knew their English ability and also the vocabularies which were often used by the tourist guides, the writer made a list of the vocabularies and chose 100 words as the question on the research.

3.   **Worksheet**

The worksheet was needed to get the tourist guides' pronunciation of the 100 words that were recorded by the researcher. Every single respondent got one worksheet that included a table to give score.

Table 12: Worksheet

Name   :

Date of Interview   :

Place of Interview :

Respondent (…)

No	Name	Sex	Education Background	Age	Place

No	Vocabulary	Correct	Incorrect

4. Audio Equipment

The audio equipment was needed to record the respondents when they pronounced the 100 English words. The writer used a mini audio recorder to make the respondents feel comfortable while the interview was conducted.

5. Final Scoring Sheet

The Final Scoring Sheet was needed to get the total score for every single word that the tourist guides pronounced. From the sheet, the writer got the conclusion about correct and incorrect pronunciation of all of the tourist guides.

Table 13: Total Result of the Worksheet Respondent's Answers

No.	Vocabulary	Result																			Total	
		R1		R2		R3		R4		R5		R6		R7		R8		R9		R10			
		C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC
1	Adventure																						

C. Data Gathering

To collect the data, the writer interviewed 2 tourist guides in each tourism object and place which the tourists visited. They were in Malioboro street, Museum Sonobudoyo and Complex of Keraton Yogyakarta, Taman Sari Water Castle, Jalan Sosrowijayan, and Jalan Prawirotaman. The writer interviewed the respondents from 19 May 2007 until 26 May 2007, about 10.00 AM – 01.00 PM and 07.00 PM – 01.00 AM. It took so much time because they feel 100 vocabularies are very large number to pronouncing in a night. They wanted three to four times to do their job as respondents.

The writer gave code R (Respondent) to every single sheet, starting from R1 up to R10 to help the writer re-write the result of the interviews and also to hide their names from the other respondents who tried to know the result of the interviews.

Every respondent got the 100 words. The writer gave the list of the words to get data of mispronunciation of English words that the less educated tourist guides used in Yogyakarta.

After they looked at the words in the list, they pronounced the words carefully and the writer recorded in a tape recorder. Then, the writer recorded the result of the test on a written sheet in order to make sure that the analysis was accurate by comparing the result with English phonetics transcriptions taken from Oxford Advanced Learner's Dictionary. The writer used *Oxford Advanced Learner's Dictionary* to make easier checking their job.

After the writer completed his job to interview the tourist guides and re-write in the result in papers, the writer input the data to the worksheet, then give (√) for the answer that the respondents gave to the writer and (-) for the data which was not answered by the respondents. The writer used *Oxford Advanced Learner's Dictionary* to check the answers from the respondents.

<p align="center">Table 14: Result Single Respondents</p>

Name   :

Date of Interview   :

Place of Interview :

Respondent (…)

No	Vocabulary	Result	Correct	Incorrect
1	Adventure			

2	Airport			
…	…			
100	Water Castle			
		TOTAL RESULT		

When the writer finished scoring the result of every single respondent, the writer made a general conclusion for all of the respondents' answers. The writer gave (√) for the correct answer, (x) for the incorrect answer, and (-) for the blank or not answer data with every item that the respondents answered, the writer made a total result to know how many respondents answered correctly or incorrectly. From the total result in each item, the writer studied incorrect pronunciation.

The writer uses Gay's theory in incorrect pronunciation discussion. Gay's theory (1992:137) says that for descriptive research, a sample of 10% of the population is considered minimum requirement. 10% here means 10% correct answer in every single item that the respondents answer. To achieve a representative sample, this study used stratified sampling, when the 90% of less educated tourist guides give incorrect pronunciation in every number, the writer will discuss in the result analysis.

Table 15: Result of the Respondents Sheet.

No.	Vocabulary	Result																			Total	
		R1		R2		R3		R4		R5		R6		R7		R8		R9		R10			
		C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC
1	Adventure																						
2	Airport																						
…																							
100	Water castle																						

The writer made a conclusion from all of the respondent sheets by giving (√) in the correct answer column (C), (-) in the incorrect answer column (IC), and also (x) when there was not answer. From the result, the writer discovered which words that were well pronounced and which words that were not uneasily pronounced by the less educated tourist guides. Then the writer discussed how they pronounced English as in as their job as tourist guides.

CHAPTER IV

ANALYSIS

In this chapter, the writer presents the analysis of the result study on the English pronunciation of less educated tourist guides. The first result showing differences between English and Indonesia sounds system. The second result shows the incorrect pronunciation of the less educated tourist guides'. The third result shows how the less educated tourist guides' pronunciation are not acceptable in English pronunciation.

To get a clear analysis, the writer interviewed 2 tourist guides in each tourism object.. The writer interviewed the respondent from 19 May 2007 until 26 May 2007, about 10.00 AM – 01.00 PM and 07.00 PM – 01.00 AM.

The writer got 10 respondents which met the criteria about their age and also education background. The writer got respondents who have age about 40 years old to 52 years old. The respondents had variation in educational background: 6 respondents never studied in school or formal institution, 4 respondents were more educated person because they had studied in primary school but they had never studied at school or in courses.

A. Differences between Indonesian and English Sounds System.

Based the analysis on Indonesia and English sound systems in the second chapter, the writer will present the result of the study. The result of the study shows the differences of the Indonesian and English phonology, from consonants, vowels, and diphthongs. The writer gives the mark (√) to show that a sound is present and (-) if a sound is absent.

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1. Consonant

Table 15: Differences in Indonesian and English Consonant Inventory and Distribution

Number	Phonemic Symbol	Indonesian Consonant			English Consonant		
		Sounds Distribution			Sounds Distribution		
		Beginning	Central	End	Beginning	Central	End
1	/p/	√	√	√	√	√	√
2	/b/	√	√	-	√	√	√
3	/t/	√	√	√	√	√	√
4	/d/	√	√	-	√	√	√
5	/c/	√	√	-	-	-	-
6	/j/	√	√	-	√	√	-
7	/k/	√	√	√	√	√	√
8	/g/	√	√	-	√	√	√
9	/m/	√	√	√	√	√	√
10	/n/	√	√	√	√	√	√
11	/ñ/	√	√	-	√	-	-
12	/ŋ/	√	√	√	-	√	√
13	/□/	-	-	-	√	√	√
14	/ʤ/	-	-	-	√	√	√
15	/l/	√	√	√	√	√	√
16	/f/	√	√	√	√	√	√
17	/v/	√	√	-	√	√	√
18	/ɵ/	-	-	-	√	√	√
19	/ð/	-	-	-	√	√	√
20	/s/	√	√	√	√	√	√
21	/z/	√	√	-	√	√	√
22	/ʃ/	√	√	-	√	√	√
23	/ʒ/	-	-	-	-	√	√

24	/h/	√	√	√	√	√	-
25	/r/	√	√	√	√	√	-
26	/w/	√	√	-	√	√	-
27	/y/	√	√	-	-	-	-

From the table above, the consonants in English and in Indonesia have similar sounds with different places of articulation, especially in /b/, /d/, /c/, /j/, /g/, /ñ/, /ŋ/, /□/, /ʤ/, /v/, /ɵ/, /ð/, /z/, /ʃ/; /ʒ/, /h/, /r/, /w/, and /y/. For the less educated tourist guides, differences between in Indonesian and English are not a big problem because they can use other sounds that are similar. Usually they change in place articulation, such as /v/ and /f/ are change to /p/; /ð/ and /ɵ/ to /t/; /z/ to /s/; /ʃ/ and /j/ to /y/, /□/ to /c/; and /ʤ/ to /j/.

The problem will arise when their dialect in Javanese influenced their capacity as tourist guides, for example when they are pronounce /p/ in place of /f/ and /v/. They pronounced /p/ because in Javanese /f/ and /v/ are not found. They will pronounce [pɛn] for word "van", meanwhile the correct pronunciation is [væn].

2. Vowel

Table 16: Differences between Indonesian and English Vowel Inventory

Number	Phonetic Symbol	Indonesian Vowel	English Vowel
1	/i/	√	√
2	/I/	√	√
3	/a/	√	√
4	/e/	√	√
5	/ə/	√	√
6	/ɛ/	√	√

7	/χ/	√	√
8	/o/	√	√
9	/u/	√	√
10	/□/	√	√
11	/i:/	-	√
12	/æ/	-	√
13	/ə:/	-	√
14	/®/	-	√
15	/χ:/	-	√
16	/ɑ/	-	√
17	/u:/	-	√

The result from studying in English and Indonesian sound systems, especially on the vowel, shows that English vowels are more richer than Indonesian vowels. Indonesia has fewer vowels and the less educated tourist guides usually change to the closest sound that they know. The will change /æ/ into /ɛ/ and /®/ into /a/. For example a word "cup' will be pronounced [kap] meanwhile the correct pronunciation is [k®p].

3. Diphthong

Table 17: Differences between Indonesian and English Diphthong Inventory

Number	Phonetic Symbol	Indonesian Diphthong	English Diphthong
1	/eI/	-	√
2	/ai/	√	√
3	/əu/	-	√
4	/ou/	-	√
5	/au/	√	√
6	/iə/	-	√
7	/ɛə/	-	√

8	/χə/	-	√
9	/uə/	-	√
10	/χi/	-	√
11	/oi/	√	-

From the table above, English's diphthongs are richer than Indonesian diphthongs. Indonesian has 3 diphthongs, while English has 10 diphthongs. Eventhough Indonesian diphthong are fewer than English diphthongs, the less educated tourist guides compared the Indonesian diphthong with English diphthongs. They changed /eɪ/ into /e/; /əu/ into /u:/; /ou/ into /o/; /iə/ into /i:/; /ɛə/ into /ɛ/; /χə/ into /χ:/; /uə/ into /u:/; and /χi/ into /oi/. For example, in pronounce word "bear", the will pronounce [bɛr] rather than the correct pronunciation, which is [bɛər].

B. English Pronunciation of the Less Educated Tourist Guides in their Profession

When the writer began to interview the respondents, he had to face a problem about their behaviour and also their daily life. The writer had must to wait or follow them when they had guests to accompany during their visit in Yogyakarta.

While the writer followed them, the writer tried to observe the words that they usually used to inform anything about tourism objects and many things that the tourists asked to the tourist guides. It was very interesting to discuss their pronunciation because some words are pronounced incorrectly. The tourist guides knew that their pronunciation were wrong, but they always said that the tourist still understood and they did not need to improve their ability, as they ought that it would waste time and money.

Under this reason, the writer made a table to interview and made a scoring table to know how many mistakes that they did in their profession. Every single less educated tourist guide had 100 words to pronounce and the result was recorded in Result of the

Respondents Sheet. In the Result of the Respondents Sheet, the writer put (√) for correct answers and (-) for incorrect answers, and (x) for unanswered items.

C. Variants Pronunciation of Less Educated Tourist Guides

Conducting the interview and making classification based on their correct and incorrect pronunciation, the writer gave the result to the respondents. The writer also asked about the reason of their wrong pronunciation. It was to avoid subjectivity from the writer about the result.

From 100 words that the writer asked the respondents to answer, the writer summarized the answers that respondent 1 up to the respondent 10 gave; the summary can be seen in Appendix V.

From the summary, 53 items were not acceptable in English pronunciation. Were the 53 items were items number 2, 3, 4, 5, 8, 9, 12, 14, 16, 21, 25, 28, 29, 30, 33, 34, 35, 36, 42, 43, 45, 46, 47, 48, 50, 51, 52, 53, 54, 56, 57, 59, 60, 61, 64, 65, 67, 68, 70, 72, 81, 82, 84, 85, 86, 87, 92, 93, 94, 96, 97, 98, 100 . Meanwhile 3 items were random incorrect pronunciation that given by the tourist guides, the items were number 7, 23, and 37.

The table of the 53 mispronounced words is presented below:

Table 18: the 53 mispronounced words

No	Vocabulary
2	Airport
3	Airline
4	Alleyway
5	Art
8	Ballet
9	Bank

12	Cake
14	Castle
16	Ceremony
21	Departure
25	Exotic
28	Food
29	Foreign
30	Foreigner
33	Handicraft
34	Heritage
35	History
36	Hotel
42	Language
43	Leather puppet
45	Map
46	Market
47	Merchandise
48	Mosque
50	Museum
51	Newspaper
52	Nobility
53	Noble
54	Ocean
56	Palace
57	Passenger
59	Photograph
60	Police
61	Post office
64	Puppet
65	Puppeteer

67	Railway
68	Reservation
70	Restaurant
71	Ring Road
81	Sunrise
82	Taxi
84	Theatre
85	Tour
86	Tourism
87	Tourist
92	Transportation
93	Travel
94	Travel agent
96	Villa
97	Village
98	Visa
100	Water Castle

First, the writer wanted to discuss about the totally incorrect pronunciation by the tourist guides. The tourist guides made some mistakes in their pronunciation under the influence of Indonesian as their national language and Javanese as their native language. The writer found 18 mistakes here, the mistakes are:

1. Indonesian does not have diphthong /eə/ in every position. It can be seen in items 2 and 3 when the words "airport" and "airline" are pronounced ['eəpχ:t] and ['eəlaɪn]; and the tourist guides will pronounce [airpχ:(r)t[and [airlein]. The tourist guides will pronounce [ai] and not /eə/ because in Indonesia language, the dipthong [eə] does not exist .The items wrong in the pronunciation with /eə/ were numbers 2, 3, and 76.

2. The tourist guides pronounced /æ/ into /ɛ/ because Indonesian does not have /æ/ and they changed into the nearest sound of /æ/. The nearest sound of /æ/ is /ɛ/ for example, the word "bank" is pronounced [bɛŋk], the correct pronunciation is /bæŋk/. This error was observed in items 4, 9, 12, 33, 38, 42, 45, 56, 57, 92, 93, 94.

3. The tourist guides just pronounced [i] into [i] in all environments. They can not change [i] into [ə] when it is weak. For example in word "heritage", it should be pronounced ['hɛrətIdʒ], but the tourist guides pronounced it ['hɛritIdʒ]. This error was observed in items 34 and 52.

4. In Indonesian, a beginning position /e/ will be pronounced as /e/. The tourist guides did not change /e/ into /I/ in the beginning position. It can be seen in item 25 while the tourist guides pronounced /Ig'zɑtIk/ in to /eg'zɑtIk/ for a word "exotic".

5. The Indonesian language does not have /ɑ/, so the tourist guides changed /ɑ/ in to /χ/. It was observed in item 30 when the tourist guides pronounced /'fχreinər/ for "foreigner", meanwhile the correct pronunciation is /'fɑrənər/. This error was observed in items 5, 14, 21, 25, 29, 30, 33, 46, 48, 53, 58, 59, 100.

6. In item 43, the tourist guides could not pronounce /ð/ for /'lɛðər,p®pIt/ because Indonesia language does not have the consonant /ð/, and they pronounced /t/ for /ð/. They will pronounced item number 43 as /'lɛtər,p®pIt/.

7. Related from item 43, the tourist guides did not pronounce /p®pIt/ for the word "puppet" but they pronounced /'pupet/. The reason why they pronounced /'pupet/ is it is spelled with an 'e'.

8. The Indonesian phonology does not have /s/ + /k/ in the final position. So, the tourist guides just pronounced /s/ without /k/ on their pronunciation such as in a word "mosque". It must be pronounced /mɑsk/ but the tourist guides deleted /k/, and it was pronounced /mɑs/. This was observed in item 48.

9. The Indonesian language, does not have /m/ + /j/ in any environments. So, the tourist guides just pronounced /m/ without /j/ on their pronunciation such as in a the word "museum", number 50. They pronounced /mu'ziəm/ not /mju'ziəm/.

10. The Indonesian language does not have /n/ + /j/ in all environments. So, the tourist guides just pronounced /ñ/ in stead of /nj/. The tourist guides pronounced /ñus,peɪpə(r)/ not /'njuz,peɪpə(r)/ for a word like "newspaper" in number 51.

11. In the Indonesian, /o/ is pronounced /o/ or /χ/. It does not be change into /ə/ in the first syllable. For item 60, the tourist guides pronounced /po'li:s/ rather than the correct pronunciation /pə'li:s/ for a word "police". Related to this, the tourist guides pronounced /ə/ when they were not in the first syllable. It was observe in item 40 when the tourist guides pronounced /'kɪŋdəm/.

12. In Indonesian, the diphthong /iə/ is not fond. So, the tourist guides changed /iə/ into /ie/ to make them easier pronounce ['Ɵiətər]for word "theatre". It was observed in item 84, where the tourist guides pronounced /'Ɵietər/ for "theatre".

13. English has /ə/ in the final position, Indonesia does not have /ə/ in the final position, so they pronounced /a/ in place of /ə/. It was observed in items 96 and 98 when they pronounced /'vɪla/ and /'viza/ rather than the correct pronunciation /'vɪlə/ and /'vizə/.

14. For the word "food", number 28, the tourist guides pronounced /fu:t/ raher than /fu:d/ because in the Indonesian, /d/ does not exist in the final position.

15. The diphthong /ə□/ does not exist in Indonesian. Therefore, the tourist guides changed /ə□/ into /χ/. It was observed in a word "hotel", number 36. The tourist guides pronounced ['hχtel] than the correct one, /'hə□'tel/. The others were observed in numbers 52 and 59.

16. In Indonesian, /z/ is never in the final position. The tourist guides changed /z/ into /s/. It was observed in number 47 where the tourist guides pronounced /'mɜːr□əndaɪs/ not /'mɜːr□əndaɪz/.

17. The tourist pronounced /'oʃn/ not /'o□ʃn/ because in Indonesian phonology, the diphthong /o□/ is not found and it was changed into vowel /o/. This was observed in a word "ocean", number 54.

18. The tourist guides did not know that the word "tour" in number 85 must be pronounced /'t□ə(r)/. They pronounced /'t□(r)/ not /'t□ə(r)/ because of Indonesian does not have the diphthong /□ə/, so the tourist guides deleted /□ə/ into /□/. It was observed in number 86.

19. The word "village" number 97 was pronounced /'vɪlɪʤ/. The consonant /ʤ/ is never in the final position in Indonesian, then the tourist guides changed /ʤ/ into /t/, so their pronunciation was /'vɪlɪt/. They did not pronounced /ʤ/ as /d/ because in Indonesian [d] also does not exist in the final position.

An interesting observation is about how the tourist guides tried to change some vowels, consonants, and also diphthongs. They changed some English phonological rules to make easier for them to do their duty. Even they changed some English phonological rules, but the tourists were able to understand with the tourist guides said.

In the next 3 items, the respondents made various mistakes. Items 7, 23, and 37 produced various mistakes. Those were "bakery" in number 7, "discotheque" in number 23, and immigration" in number 37. For the words "bakery" and "immigration", the

writer observed that they pronounced the diphthong /eɪ/. They pronounce /'bekəri / and /ɪmɪ'greʃn/ not /'beɪkəri / and /ɪmɪ'greɪʃn/ because Indonesian does not have the diphthong /eɪ/. A word "discotheque" was pronounced /dɪskotek/ not /dɪskətek/. They mispronounced the word because they usually hear /dɪskotek/ in Indonesian.

In an other case, "Ballet" in number 8 was not pronounced correctly by the respondents because its pronounciation is very different from the spelling. It is /bæ'leɪ/. Some of the tourist guides said that "ballet" is not an English language, it is French, they could not pronunce well about this word, though some tourist guides can pronounced "ballet" correctly.
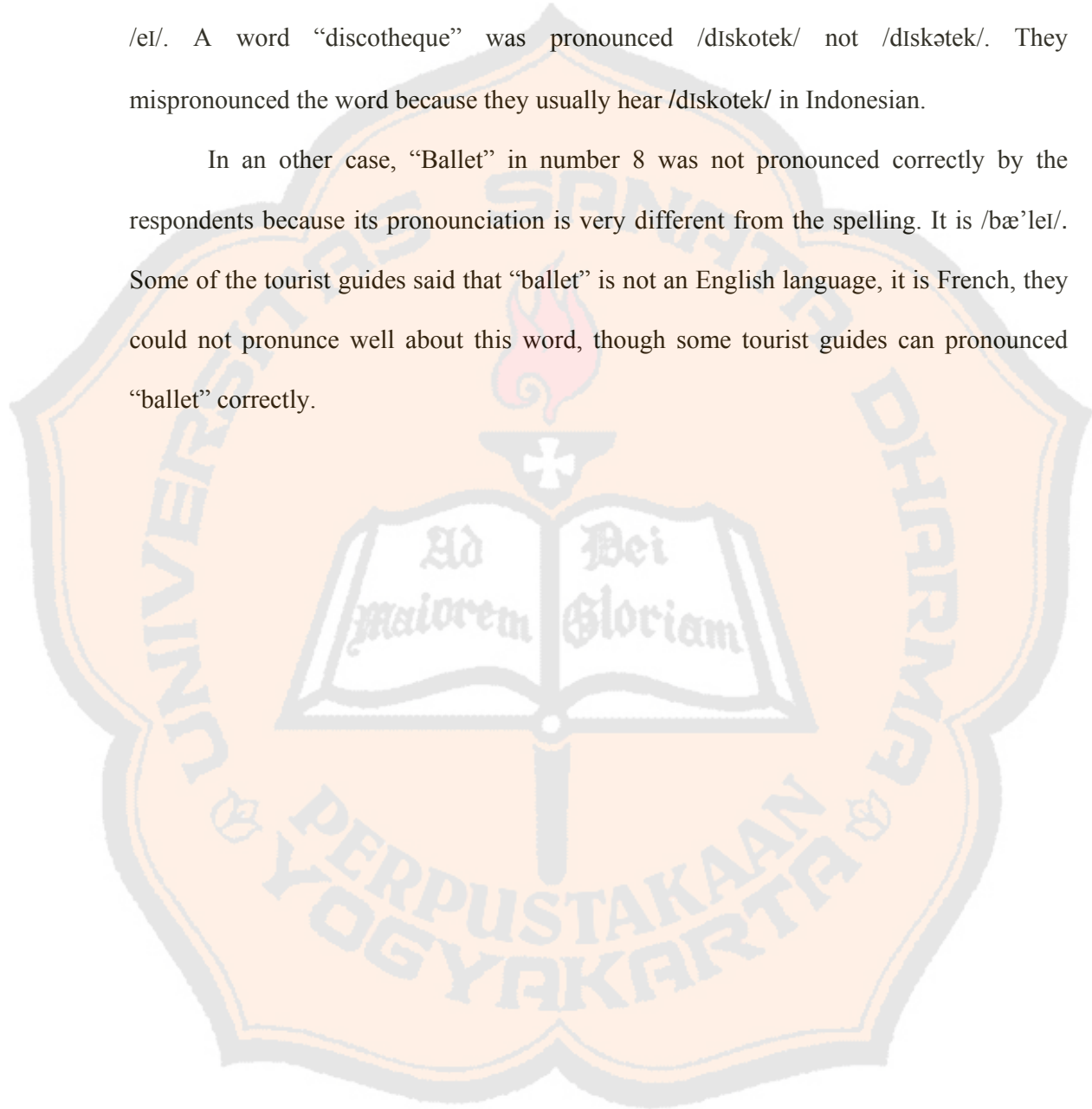
CHAPTER V

CONCLUSION

In this chapter, the writer would like to conclude the analysis and answers for the problems. The writer finds that the less educated tourist guides try to be good guides for tourists. We can see it from the analysis result that presents how the tourist guides try to combine consonants, vowels, or diphthongs which are familiar to them when they on duty.

The writer had a conclusion that their first language and also their knowledge about English influences the less educated tourist guides in pronouncing the words. The writer concludes as the answer of the first problem formulation that there are differences between the English sound system and Indonesian sound system, but the less educated tourist guides are not aware of them. The answer of the second problem is that tourist guides make some pronunciation errors on their duty. The third answer is the less educated tourist guides' pronunciation is influenced by their first language or mother tongue and also their knowledge about English.

The differences between Indonesian and English sound systems are problem to the tourist guides that they have never learned their English in a course or university. The problem arises when the tourist guides meet new items which unknown meaning and pronunciation. To break the problem, they usually used their gesture to help them transferring information.

To pronounce the words, the tourist guides had some strategies. First, they asked to their friends who know English as well as themselves. Secondly, they watched the television or movies to enrich their in vocabulary and to know how to pronounce new

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words. Third, they learned from the guests that the tourist guides accompanied during their visit in Yogyakarta.

Their Javanese language is another problem for them to have good pronunciation. Eventough they used English-English vocabularies, sometimes they also used American English, Australian English, and others which they studied from the tourists. Different characteristics of phonological rules in Javanese, Indonesian, and different English style pronunciation also the other problem for the less educated tourist guides to master their English pronunciation. When they are study English with appropriate term, they will apply their Javanese or Indonesia phonological rules to have new pronunciation on their mind, meanwhile Javanese and Indonesia languages have some different characteristics from English. Then they are face the differences English pronunciation based on the English style such as American English or Australian English.

In a tourism industry, the tourist guides become a single representative of the tourism industry itself. They must conduct to carry out his duty efficiently and successfully to satisfy the tourist during their vacation. Practically, the less educated tourist guides used their ability to mix phonological rules of English, Indonesia, and sometimes also Javanese. They tried to break the rules of pronunciation to improve in communication when they accompanied the tourist on their vacation.

The findings of their research have brought us some ideas. First, the less educated tourist guides on English are the biggest in number in Yogyakarta. They do not have labour union, but they have an ethical code when they are on duty; they always help their friends to improve their English and also help their friends' financially if they do not have a guest. The less educated tourist guides live together in one community that bring them in one single reason that they need money for live and they become a tourist guide.

The less educated tourist guides pay attention to the things that how to collect money from the tourists. So, they try to learn English as well as they can learn with their friends. They modify their behaviour as Javanese to be international persons by using English as their language not just because other people tell them to, but as a result of their observation and growing awareness of what they are consider to get money from tourists.

When on duty, the less educated tourist guides must overcame their poor mastery on vocabulary and also pronunciation. Because of these reasons, they try to learn more English vocabularies and also pronunciation. They learn them from books and sometimes also from movies or television programs but never in a course or in a university. Their ability to analyse the correct or incorrect pronunciations is very low.

As a tourist guide of course they need background knowledge, one of the background knowledge is English language. The government of Yogyakarta and also the academic community also support efforts to overcome their problem. However, the government and the academic community just give them a short course, not a long term course to teach them better English.

Consequently, the tourist guides who must have professional quality especially English language in order to represent their country in the most favourable light are not clear shown when they are accompany the tourist during their vacation in Yogyakarta.

From the study in less educated tourist guides on English in Yogyakarta, the writer comes to a general conclusion that the less educated tourist guides are in fact an asset of tourism in Yogyakarta because the less educated tourist guides are in a unique position through their service, especially in communication skill. Tourists will feel comfortable and happy if their guides are able speak their languages. By the reason, the government and the academic community must give attention to them and educate them,

especially in their language mastery. Moreover, the less educated tourist guides have the ability to introduce some tourism objects and they have good knowledge about tourism objects in Yogyakarta and also in Central Java.

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APPENDIX I

Indonesian Vowels

Table 5. Indonesian Vowels

Number	Phonetic Symbol	Example	Meaning
1	[i]	ini	this
2	[ɪ]	kerikil	pebble
3	[e]	ekor	tail
4	[ɛ]	bendi	carriage
5	[a]	ada	exist
6	[ə]	emas	gold
7	[χ]	otot	muscle
8	[o]	toko	store
9	[□]	ukur	measure
10	[u]	paku	spike

APPENDIX II

Indonesian Consonants

Table 8. Indonesia Consonants

Number	Phonetic Symbol	Example	Meaning
1	[p]	pita	ribbon
		apa	what
		tetap	still
2	[b]	baru	new
		abu	dust
3	[t]	tiba	arrive
		peta	map
		lebat	luxuriant
4	[d]	dari	from
		padi	rice
5	[c]	cara	manner
		baca	read
6	[j]	jurang	ravine
		baja	steel
7	[k]	kaca	glass
		saku	pocket
		cantik	beautiful
8	[g]	gaya	style
		tiga	three
9	[m]	mana	where
		lama	long time
		malam	night
10	[n]	nama	name
		ini	this
		saran	sugest
11	[ñ]	nyaring	high-pitched
		sunyi	quiet
12	[♣]	ngeri	afraid
		langit	sky
		senang	happy
13	[l]	lama	long time
		pula	likewise
		asal	origin
14	[f]	fajar	dawn
		nafas	breath
		taraf	standard

15	[v]	valuta	currency
		devisa	foreign exchange
16	[s]	sana	there
		nasi	rice
		lekas	quick
17	[z]	ziarah	visit to a sacred place
		lezat	delicious
18	[ʃ]	syarat	term
		asyik	fun
19	[h]	hari	day
		bahan	material
		indah	beautiful
20	[r]	rata	flat
		baru	new
		segar	fresh
21	[w]	warna	colour
		awan	sky
22	[y]	yang	which
		saya	Me

APPENDIX III

Indonesian Diphthongs

Table 10. Indonesian Diphthongs

Number	Phonetic Symbol	Example	Meaning
1	[ai]	pakai	use
2	[au]	harimau	tiger
3	[oi]	amboi	well
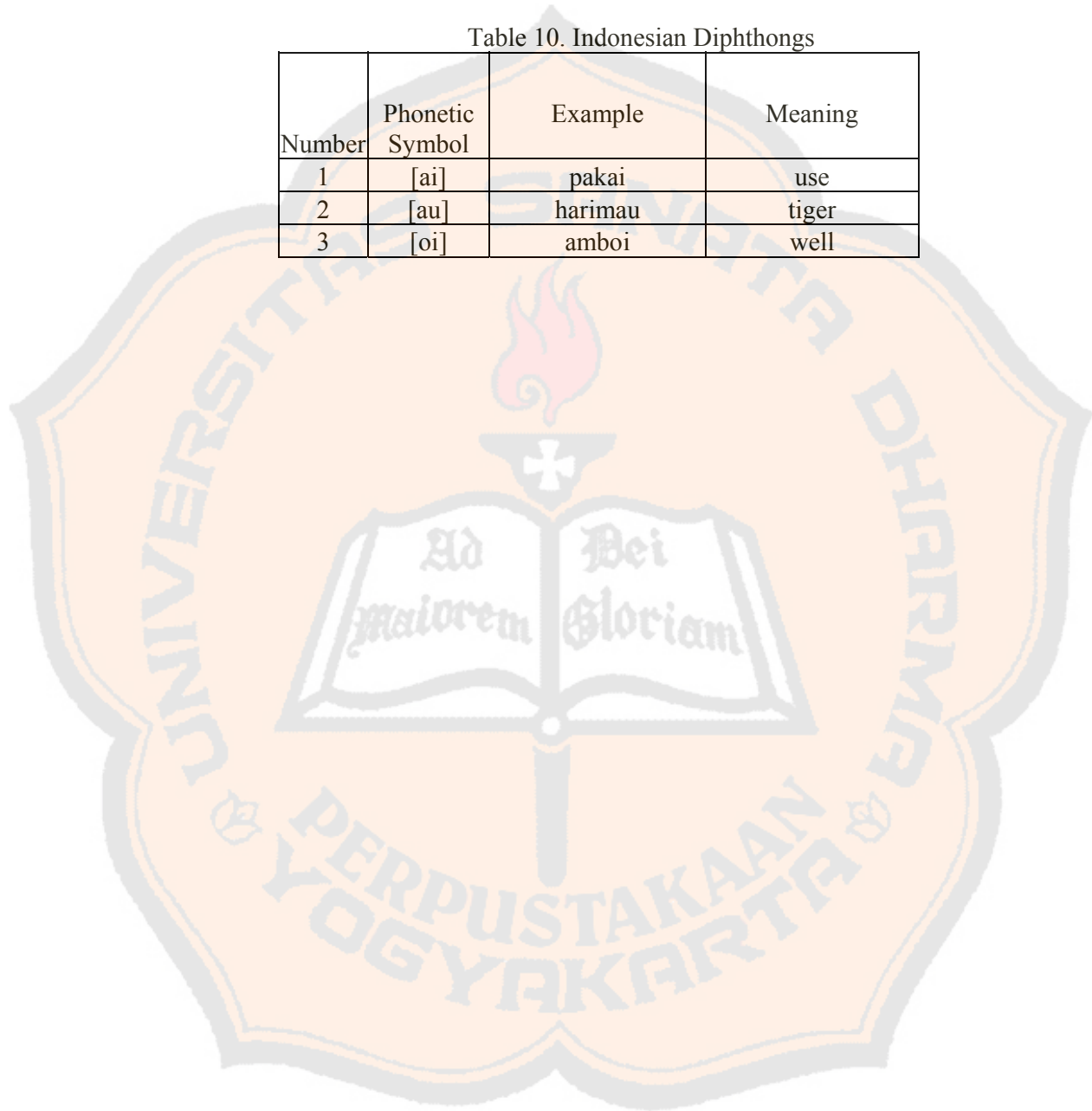
APPENDIX IV

English Words Investigated in this Study

No	Vocabulary	Phonetics Transcription in English
1	Adventure	/ əd'venʃə(r)/
2	Airport	/'eəpχ:t/
3	Airline	/'eəlaɪn/
4	Alleyway	/'æliweɪ/
5	Art	/ɑ:t/
6	Arrival	/ə'raɪvl/
7	Bakery	/'beɪkəri /
8	Ballet	/'bæleɪ/
9	Bank	/bæŋk/
10	Beach	/biː□/
11	Bus	/b®s/
12	Cake	/'kæfei/
13	Café	/keik/
14	Castle	/'kɑ:sl/
15	Cave	/keiv/
16	Ceremony	/sɛrəməni/
17	Cheque	/□ɛk/
18	City	/'sɪti/
19	Church	/□ɛ:□/
20	Culture	/'k®l□ə(r)/
21	Departure	/dɪ'pɑ:□ə(r)/
22	Destination	/,destɪ'neɪʃn/
23	Discotheque	/'dɪskətek/
24	Driver	/'draɪvə(r)/
25	Exotic	/ɪg'zɑtɪk/

26	Exhibition	/ˌɛksɪ'bɪʃn/
27	Flight	/flaɪt/
28	Food	/fu:d/
29	Foreign	/'fɑrən/
30	Foreigner	/'fɑrənər/
31	Guest	/gest/
32	Guide	/gaɪd/
33	Handicraft	/'hændikrɑft/
34	Heritage	/'herɪtɪʤ/
35	History	/'hɪstri/
36	Hotel	/'həˌtel/
37	Immigration	/ɪmɪ'greɪʃn/
38	International	/ˌɪntə'næʃnəl/
39	King	/kɪŋ/
40	Kingdom	/'kɪŋdəm/
41	Lake	/leɪk/
42	Language	/'læŋgwɪʤ/
43	Leather puppet	/'leðə(r),p®pɪt/
44	Mall	/mχ:l/
45	Map	/mæp/
46	Market	/'mɑ:kɪt/
47	Merchandise	/'mɜ:rˌəndaɪz/
48	Mosque	/mɑsk/
49	Mountain	/'maˌntən/
50	Museum	/mju'ziəm/
51	Newspaper	/njuˑs,peɪpə(r)/
52	Nobility	/nəˌ'bɪləti/
53	Noble	/'nɑbl/
54	Ocean	/'oˌʃn/

55	Painting	/'peɪntɪŋ/
56	Palace	/'pæləs/
57	Passenger	/'pæsɪnʤə(r)/
58	Passport	/'pɑːspχːt/
59	Photograph	/'fə☐təgrɑːf/
60	Police	/pə'liːs/
61	Post office	/'pə☐st,χfɪs/
62	Prince	/prɪns/
63	Princess	/,prɪn'ses/
64	Puppet	/'p®pɪt/
65	Puppeteer	/,p®pɪ'tɪə(r)/
66	Queen	/kwiːn/
67	Railway	/reɪlwɪe/
68	Reservation	/rezə'veɪʃn/
69	Relic	/'relɪk/
70	Relief	/rɪ'liːf/
71	Restaurant	/'restərənt/
72	Ring road	/'rɪŋrə☐d/
73	Schedule	/ʃedjuːl/
74	Sidewalk	/'saɪdwχːk/
75	Silver	/'sɪlvə(r)/
76	Square	/skweə(r)/
77	Station	/'steɪʃn/
78	Store	/stχ(r)/
79	Street	/striːt/
80	Sunset	/'s®nset/
81	Sunrise	/'s®nraɪz/
82	Taxi	/'tæksi/

83	Temple	/'templ/
84	Theatre	/'Өiətə(r)/
85	Tour	/'t□ə(r)/
86	Tourism	/'t□ərIzəm/
87	Tourist	/'t□ərist/
88	Town	/ta□n/
89	Train	/treIn/
90	Trip	/trIp/
91	Tradition	/trə'dI∫n/
92	Transportation	/,trænspχ:'teI∫n/
93	Travel	/'trævl/
94	Travel agent	/'trævl,eIʤənt/
95	Vacation	/və'keI∫n/
96	Villa	/'vIlə/
97	Village	/'vIlIʤ/
98	Visa	/'vi:zə/
99	Visit	/'vIsIt/
100	Water castle	/'wχ:tə(r),kɑ:sl/

APPENDIX V

Respondent's Worksheet Answers

No.	Vocabulary	Result																				Total	
		R1		R2		R3		R4		R5		R6		R7		R8		R9		R10			
		C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC	C	IC
1	Adventure	√		√		√		√		√		√		√		√		√		√		10	
2	Airport		-		-		-		-		-		-		-		-		-		10
3	Airline		-		-		-		-		-		-		-		-		-		10
4	Alleyway		-		-		-		-		-		-		-		-		-		10
5	Art		-		-		-		-		-		-		-		-		-		10
6	Arrival	√		√		√		√		√		√		√		√		√		√		10	
7	Bakery	√		√			-		-		-		-		-		-		-		10
8	Ballet		-		-	-		-		-			-		-		-		-		10
9	Bank		-		-	-			-			-		-		-		-		10
10	Beach	√		√		√		√		√		√		√		√		√		√		10	
11	Bus	√		√		√		√		√		√		√		√		√		√		10	
12	Café		-		-		-		-		-		-		-		-		-		-		10
13	Cake	√		√		√		√		√		√		√		√		√		√		10	
14	Castle		-		-		-		-		-		-		-		-		-		-		10
15	Cave	√		√		√		√		√		√		√		√		√		√		10	
16	Ceremony		-		-		-		-		-		-		-		-		-		-		10
17	Cheque	√		√		√		√		√		√		√		√		√		√		10	
18	City	√		√		√		√		√		√		√		√		√		√		10	
19	Church	√		√		√		√		√		√		√		√		√		√		10	
20	Culture	√		√		√		√		√		√		√		√		√		√		10	
21	Departure		-		-		-		-		-		-		-		-		-		-		10
22	Destination	√		√		√		√		√		√		√		√		√		√		10	
23	Discotheque		-		-	√			-		-	√			-		-	√		√		4	6

No	Word											√	-
24	Driver	√	√	√	√	√	√	√	√	√	√	10	
25	Exotic	-	-	-	-	-	-	-	-	-	-		10
26	Exhibition	√	√	√	√	√	√	√	√	√	√	10	
27	Flight	√	√	√	√	√	√	√	√	√	√	10	
28	Food	-	-	-	-	-	-	-	-	-	-		10
29	Foreign	-	-	-	-	-	-	-	-	-	-		10
30	Foreigner	-	-	-	-	-	-	-	-	-	-		10
31	Guest	√	√	√	√	√	√	√	√	√	√	10	
32	Guide	√	√	√	√	√	√	√	√	√	√	10	
33	Handicraft	-	-	-	-	-	-	-	-	-	-		10
34	Heritage	-	-	-	-	-	-	-	-	-	-		10
35	History	-	-	-	-	-	-	-	-	-	-		10
36	Hotel	-	-	-	-	-	-	-	-	-	-		10
37	Immigration	-	-	√	-	-	√	-	-	-	-	2	8
38	International	√	√	√	√	√	√	√	√	√	√	10	
39	King	√	√	√	√	√	√	√	√	√	√	10	
40	Kingdom	√	√	√	√	√	√	√	√	√	√	10	
41	Lake	√	√	√	√	√	√	√	√	√	√	10	
42	Language	-	-	-	-	-	-	-	-	-	-		10
43	Leather puppet	-	-	-	-	-	-	-	-	-	-		10
44	Mall	√	√	√	√	√	√	√	√	√	√	10	
45	Map	-	-	-	-	-	-	-	-	-	-		10
46	Market	-	-	-	-	-	-	-	-	-	-		10
47	Merchandise	-	-	-	-	-	-	-	-	-	-		10
48	Mosque	-	-	-	-	-	-	-	-	-	-		10
49	Mountain	√	√	√	√	√	√	√	√	√	√	10	
50	Museum	-	-	-	-	-	-	-	-	-	-		10

No	Word											Score
51	Newspaper	-	-	-	-	-	-	-	-	-	-	10
52	Nobility	-	-	-	-	-	-	-	-	-	-	10
53	Noble	-	-	-	-	-	-	-	-	-	-	10
54	Ocean	-	-	-	-	-	-	-	-	-	-	10
55	Painting	√	√	√	√	√	√	√	√	√	10	
56	Palace	-	-	-	-	-	-	-	-	-	-	10
57	Passenger	-	-	-	-	-	-	-	-	-	-	10
58	Passport	√	√	√	√	√	√	√	√	√	10	
59	Photograph	-	-	-	-	-	-	-	-	-	-	10
60	Police	-	-	-	-	-	-	-	-	-	-	10
61	Post office	-	-	-	-	-	-	-	-	-	-	10
62	Prince	√	√	√	√	√	√	√	√	√	10	
63	Princess	√	√	√	√	√	√	√	√	√	10	
64	Puppet	-	-	-	-	-	-	-	-	-	-	10
65	Puppeteer	-	-	-	-	-	-	-	-	-	-	10
66	Queen	√	√	√	√	√	√	√	√	√	10	
67	Railway	-	-	-	-	-	-	-	-	-	-	10
68	Reservation	-	-	-	-	-	-	-	-	-	-	10
69	Relic	√	√	√	√	√	√	√	√	√	10	
70	Relief	-	-	-	-	-	-	-	-	-	-	10
71	Restaurant	√	√	√	√	√	√	√	√	√	10	
72	Ring road	-	-	-	-	-	-	-	-	-	-	10
73	Schedule	√	√	√	√	√	√	√	√	√	√	10
74	Sidewalk	√	√	√	√	√	√	√	√	√	√	10
75	Silver	√	√	√	√	√	√	√	√	√	√	10
76	Square	√	√	√	√	√	√	√	√	√	√	10
77	Station	√	√	√	√	√	√	√	√	√	√	10
78	Store	√	√	√	√	√	√	√	√	√	√	10

No	Word											
79	Street	√	√	√	√	√	√	√	√	√	10	
80	Sunset	√	√	√	√	√	√	√	√	√	10	
81	Sunrise	-	-	-	-	-	-	-	-	-		10
82	Taxi	-	-	-	-	-	-	-	-	-		10
83	Temple	√	√	√	√	√	√	√	√	√	10	
84	Theatre	-	-	-	-	-	-	-	-	-		10
85	Tour	-	-	-	-	-	-	-	-	-		10
86	Tourism	-	-	-	-	-	-	-	-	-		10
87	Tourist	-	-	-	-	-	-	-	-	-		10
88	Town	√	√	√	√	√	√	√	√	√	10	
89	Train	√	√	√	√	√	√	√	√	√	10	
90	Trip	√	√	√	√	√	√	√	√	√	10	
91	Tradition	√	√	√	√	√	√	√	√	√	10	
92	Trans-portation	-	-	-	-	-	-	-	-	-		10
93	Travel	-	-	-	-	-	-	-	-	-		10
94	Travel agent	-	-	-	-	-	-	-	-	-		10
95	Vacation	√	√	√	√	√	√	√	√	√	10	
96	Villa	-	-	-	-	-	-	-	-	-		10
97	Village	-	-	-	-	-	-	-	-	-		10
98	Visa	-	-	-	-	-	-	-	-	-		10
99	Visit	√	√	√	√	√	√	√	√	√	10	
100	Water castle	-	-	-	-	-	-	-	-	-		10