



**JUDGMENTS ON INTELLIGIBILITY TOWARDS KOREAN-
ACCENTED ENGLISH THROUGH THE SELECTED
RUNNING MAN'S VIDEOS**

THESIS

Written by
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**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY
2015**

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THESIS

presented to the English Department,
Faculty of Letters, Jember University as One of the Requirements
to Get the Award of Sarjana Sastra Degree in English Study

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2015**



DEDICATION

This thesis is dedicated to:

1. my beloved mother and father, Solikatun and Supingi, who always give their best efforts for everything I need;
2. my Alma Mater.

MOTTO

Never make fun of someone who speaks broken English. It means they know another language.

H. Jackson Brown, Jr.*

*) H. Jackson Brown, Jr. is an American author best-known for his book “Life’s Little Instruction” which was a New York Times bestseller.

DECLARATION

I hereby state that the thesis entitled “Judgments on Intelligibility towards Korean-Accented English through the Selected *Running Man*’s Videos” is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degree or any publication.

Jember, April 2015

The writer

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Desi Fajariyanti

SUMMARY

Judgments on Intelligibility towards Korean-Accented English through the Selected *Running Man*'s Videos; Desi Fajariyanti, 100110101084; 2015: 83 pages; English Department, Faculty of Letters, Jember University.

English is now internationally used by every country around the world as their wish along with “the multiple cultural visions, discourse, and linguistic experimentation” and this phenomenon is named by Kachru (in Kachru, B. B, Kachru, Y, and Nelson, C. L., Eds., 2006:465) as the *World Englishes*. Consequently, the local features of English both in spoken and written form (e.g. pronunciation, grammar, vocabulary), as a result of English variations, occur not only in Asia but also in Africa. However, several cases of English variations (e.g. in India) are still being stereotyped if the speaker’s accent differs from the so-called native speakers.

On the one hand, the paradigm of intelligibility appears as a consideration to the multilingual speakers who have different mother tongue and speak with different accent of English.

Korean-accented English (KorE) as a variety of English, which occurs in many kinds of Korean TV programs (e.g. K-dramas, K-movies, and K-variety shows), has interested to be analyzed because of its K-pop culture’s popularization. Therefore, *Running Man*, one of K-variety shows which is informed as the most popular (most likely among students) variety show in Korea and across Asia, becomes the foremost reason to be analyzed in this study.

The goals of this study are (i) to figure out the patterns of sound replacement of KorE, (ii) to analyze whether the KorE through the selected *Running Man*'s videos

would be intelligible or unintelligible to the viewers, and (iii) to find out the respondents or viewers' perceptual judgment of intelligibility and attitude towards the KorE in relation to the pronunciation English words by the *Running Man*'s players – whether they tolerate or deny the KorE.

The research is conducted in two phases: working with the selected *Running Man*'s videos and working with the participants. 10 words in the selected *Running Man*'s videos are transcribed using IPA (International Phonetic Alphabet). As much as 23 participants of English Department, Faculty of Letters the academic year of 2010 are willing to participate in this research by watching the edited *Running Man*'s videos, giving their perceptual judgment and attitude towards KorE by answering the questionnaires.

The results show that there are 5 the patterns of sound replacement of KorE, namely addition of vowel [ə], liquids consonant adaptation, stopping, voicing replacement, and vowel deviation as the results of the *Running Man* players' pronunciation. In addition, the pronunciation of KorE is, generally not completely, unintelligible. The results prove that only 2 out of 10 words which can be successfully intelligible for the students. After all, the students' attitude towards intelligibility of the KorE confirms a denial of the KorE since the results are mostly in negative view and mainly in personal integrity category (such as speed, anxiety, determination, and honesty) which displays the speakers' quality of pronouncing the English words. Even, several students still ensue the so-called “standard pronunciation” while giving their comments on the *Running Man* players' vocal performance.

These findings note that not all of the acoustic features of pronunciation can be positively accepted and become the new norm in World Englishes, except when those features occur in many places around the world and can successfully be recognized by the students in spite of the substitution process.

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CHAPTER 1. INTRODUCTION

1.1 The Background of the Study

The general utility of a language is as a tool of communication. When a language plays as a media of communication, it shares the thought and feeling in a community. Sapir (1921:3) states that “language is purely human and non instinctive method of communicating ideas, emotions, and desires by means of a system of voluntary produced symbols”.

On the other hand, a language also performs as a means of power or practice: political, socio-cultural, and economic practices. According to Phillipson (1997), a language interlocks with political, economic, and cultural (chiefly in education, science, and the media) powers. Crystal (1997:5) added that a language cannot grow as a favoured language without a strong power-support. In short, a language can exclusively have the power if it is well supported by those practices.

In relation to a language, English becomes an obvious example which is known as one of languages that has a power and is spoken in every place around the world because of the influence of people who use it. Based on the historical review, it is the power of British Empire and further followed by the United States that make English to be a world language.

Furthermore, English is now internationally used by every country around the world as their wish along with “the multiple cultural visions, discourse, and linguistic experimentation” and this phenomenon is named by Kachru (in Kachru *et al.*, Eds., 2006:465) as the *World Englishes*. Consequently, a local feature both in spoken and written form particularly in “pronunciation, grammar, and vocabulary”, as a result of

English variations, occurs in several countries, such as in Asia and Africa (see Crystal, 1997; Mullany and Stockwell, 2010).

Nevertheless, several cases of English variations, particularly in pronunciation, are still being stereotyped if the English speakers' pronunciation is different from the so-called native speakers. Such a case in India, because the wage costs rose, the call centres were relocated in the small cities – “with a lower cost, poorer communication infrastructure, and poorer English skills” (Graddol, 2006:36). Similar case also occurred in accents like Hispanic accent that was underestimated in North America by non-Hispanic English users (Nelson, 2011:3).

Such stereotypes lead to injustice in the speakers especially non-native speakers, such as in international businesses, formal education, and other international affairs. For instance, the non-native speakers with very different accent are often considered to be less intelligence, complicated, or less credible in communication affairs. If these injustices are also applied to the English learners, particularly they who learn English as a foreign language, it will not benefit them to communicate with others from different language background.

Perceiving the cases of English variation's stereotype, what the effect given in relation to the use of English in Korea will be because of its K-pop culture's popularization. The way of Korean speak English with their accent which are presented in many kinds of Korean TV programs such as K-dramas, K-movies and K-variety shows becomes an attention to discuss. KorE is interesting to analyse since the English learners do not only learn English in academic field, but also from many kinds of media nowadays. Then, one of Korean variety shows which is informed as the most popular variety show in Korea and across Asia including in Indonesia, namely *Running Man* is interested to scrutinize.

Since now *Running Man* has a lot of fans from all over the world (particularly among Korean lovers and most likely among students), analyzing the way of *Running Man*'s players speak English becomes the foremost reason in this study. Through the

selected *Running Man*'s videos, the notion of intelligibility as a consideration to the multilingual speakers who have different mother tongue and speak with different accent of English is applied (see Canagarajah, 2007; Grushko and Petrosyan, 2008). Furthermore, the description the sound patterns of Korean-accented English (to name Korean accent in this study; KorE onwards), which is compared to “the reference English- British English and American English” (Crystal, 1997:149), is given to uncover which pattern(s) that is intelligible and unintelligible. After all, the students' judgments and attitudes towards the way of *Running Man* players' pronunciation are discussed to prove whether Korean's pronunciation, as an accent's variation, is stereotyped or accepted.

1.2 Research Problem

Based on the selected *Running Man*'s videos, it is found that the English words that are pronounced by *Running Man*'s players differ from the reference accents-British and American accents. There are some English sounds that are not found in Korean sounds. After all, this study is to prove whether the KorE through the selected *Running Man*'s videos is intelligible or not to the viewers, which further is explored to be three specific problems to discuss.

1.3 Research Questions

The problems to discuss in this study are:

1. What are the patterns of sound replacement used by the speakers of Korean-accented English in the selected *Running Man*'s videos compared to the reference accents-British and American accents?

2. How is the respondents' or viewers' perceptual judgment towards the intelligibility of the Korean-accented English in relation to the pronunciation of 7 persistent players of *Running Man*?
3. How is the respondents' or viewers' attitude towards the intelligibility of the Korean-accented English of *Running Man*'s players?

1.4 The Scope of the Study

The scope of the study and the theories that are used must be limited to prevent a broad analysis and discussion. This study deals with English phonetics and pronunciation with variation between accents becomes the foremost attention. After all, the Korean-accented English, including its patterns of sound replacement, intelligibility, and the attitude towards Korean-accented English, from the perspective of World Englishes become the specific discussion in this study.

1.5 The Goals of the Study

There are three goals of this study to achieve. The goals are here as follow:

1. to figure out the patterns of sound replacement of Korean-accented English;
2. to analyse whether the Korean-accented English through the selected *Running Man*'s videos, would be intelligible or unintelligible to the viewers;
3. to find out the respondents or viewers' perceptual judgment on intelligibility and attitude towards the Korean-accented English in relation to the pronunciation of *Running Man*'s players – whether they tolerate or deny the Korean-accented English.

1.6 The Significances of the Study

The significances of this study are presented below:

1. the description of this study is hoped to give the additional knowledge to the English accent, particularly in variation between accents – Korean-accented English, especially for English Department students;
2. the second significance of this study is to hope the learners to be more positive to appraise the speakers' vocal performance of English as an International Language;
3. the other significance of this study is to give the additional knowledge to other researchers that the existence of the foreign accent (Korean-accented English) contributes to the comprehension about the intelligibility study.

1.7 Organization of the Thesis

This thesis is divided into five chapters; they are introduction, theoretical review, research design and methodology, results and discussion, and conclusion. The earliest chapter presents an introduction which consists of the background of the study, research problem, research questions, the scope of the study, the goals of the study, the significances of the study, and the organization of the thesis. The second chapter, theoretical review, copes with several previous studies conducted by other researchers in the same area and also supporting theories of the research. The following chapter contains research design and methodology of doing research. The fourth chapter is results and discussion which comprises of the results of the sound patterns of, the respondents' perceptual judgments and attitude towards, and the discussion about the intelligibility towards Korean-accented English. The last chapter is the conclusion that wraps up the analysis of the study.

CHAPTER 2. THEORETICAL REVIEW

2.1 Previous Researches

The judgments on intelligibility from the perspective of world Englishes have been already done by several researchers. The following researchers also applied the main goal of intelligibility among non-native speakers whose first language is different in their experiment to adjust intelligibility of accented English of the speakers.

In the first place, Hsueh Chu Chen (2011) did the research on intelligibility of Chinese-accented English. She is an assistant professor in the Department of English at the Hong Kong Institute of Education. English as a second language and experimental phonetics are her chief areas of interest.

In Chen's study (2011), Chinese-accented English is divided into two parts: Cantonese-accented English and Mandarin-accented English. She got 29 listeners from different language backgrounds that are separated into five groups: native Cantonese (n = 5), native Mandarin (n = 5), native English (n = 5), ESL (n = 10), and EFL (n = 4) to "transcribe the test utterances in a self-paced speech recognition task and to judge intelligibility and the strength of foreign accent". The result shows that speaking English words, both speakers (Cantonese and Mandarin speakers) are at least 70% intelligible.

However, the listeners find consonant cluster simplifications and consonant substitutions in both accents. In Cantonese-accented speech are found that several features make the sounds unintelligible, such as such consonant shifts as /ʃ/ to /s/ or /θ/ to /f/ (e.g., "theories" is pronounced as /fi:ɔ:ri:/ or "issue" is sounding like "eat shoe"), and initial and final consonant cluster simplifications (e.g., "Fance" is

pronounced as /fen'tʃi/). On the other hand, consonants substitution /m/ to /n/ (e.g., in system) in final position and /ʒ/ to /dʒ/ (e.g., “exposure” is uttered as /ɪspəʊdʒə/) are noted as Mandarin-accented speech that cause unintelligibility.

Then, the other study on intelligibility has been done by Jennifer Jenkins (2002). She is a senior lecturer in applied linguistics at King's College London, England. She does not only teach world Englishes, phonology and phonetics, and sociolinguistics, but also supervises doctoral research in world Englishes. She is the one who firstly promotes English as lingua franca and has been researching for more than 15 years (Jenkins, 2006b). She did the research on intelligibility of L1 (first language) Korean speaker of English, who has a talk with his classmates from a range of L1s, and the result is unintelligible for his non-Korean listeners. In this case, L1 Korean speaker told that he failed the driving test to his classmates, but the way he pronounced the word ‘failed’ is /peɪld/. Unfortunately, his classmates did not understand what he said. Then, in order to ensure what L1 Korean speaker of English said, his classmate asked him with the statement “Did you pass your test, Lee?.” It emphasizes the intelligibility of the Korean-accented English.

In her research, Jenkins also finds that several words, such as ‘wife’ that is pronounced as if the word ‘wipe’; ‘finish’ is uttered as if ‘pinish’; ‘coffee’ is pronounced as if ‘copy’; and ‘father’ is uttered as if ‘pader’, proved unintelligible. Based on her study, it can be acknowledged that Korean speaker has substituted labiodental fricative /f/ into bilabial plosive /p/ which can hinder communication or become unintelligible for his non-Korean listeners.

On the other hand, the study of intelligibility particularly in the domain of English accent has not been done yet by the students of English Department, Faculty of Letters, Jember University. Then, it raises the question why that happens, whereas the previous researches show that intelligibility is regarded as the most important goal of communication and sometimes can hinder communication.

After all, the writer assumes that there are several assumptions which make this topic probable less-discussed. Firstly, the English Department in this university may still ensue the native-like vocal performance since one of the points of basic competences is written that the students should be able to both speak and write Standard English-like (Southern Received Pronunciation). If this case becomes the reason why intelligibility is not operated well, then it is true that the power of traditional English still dominates and becomes the core of learning process in this English Department. This is not a surprise that Southern RP becomes the model to learn since indeed the characteristic of countries which use English as a Foreign Language tends to be “traditional exonormative” (see Schneider, 2003, 2007, cited in Kirkpatrick, 2010:167-168) which is to orientate towards the language standards and norms or simply to say British English pronunciation.

Furthermore, the second assumption is the topic of intelligibility still new among students. According to the writer’s personal experience as the English Department student in a language learners’ speech, most of the students think that the “right English” to be applied is British or American English both in written and spoken. The case is quite plain that they praise for both English variations to be chosen in daily communication which is shown primarily in spoken. While listening to the others, majority of the students tend to accept the speaker’s pronunciation closer to the Standard English (British or American English pronunciation) that they learn all this time and further they believe as the “right English”. Even some of them still judge the way the speaker to pronounce English as “wrong” when the speaker utters the words differently from the so-called standard pronunciation.

The third possibility that makes intelligibility less-discussed is dealing with the English lecturers who are controlled by the requirements of the department’s regulation. Based on the writer’s perspective, the English teachers of this department actually know the notion of intelligibility. As the listener, the writer recognizes the output of the English lecturers’ vocal performance whose pronunciation are not

precisely and persistently Southern Received Pronunciation-like. However, they have to comply with the regulation that the English Department has decided as it is written in one of basic competences mentioned earlier. As a consequence, in teaching practices the English lecturers should require the need of the regulation in which to help the students to achieve the goal of both written and spoken Southern Received Pronunciation-like. Therefore, the lecturers are aware of the “traditional exonormative” in teaching process and make the students esteem it a favour.

From the previous assumptions, the writer takes an initiative to bring the idea of intelligibility along to this study. It is important to be discussed in this study because what the students, as the English speakers, need in communicative domain is to be understood easily by the interlocutors or shortly pointed by Munro and Derwing (1999) that “a speaker’s message” is well-transferred to a listener.

The previous researches give the significant contributions to this study. The topic of intelligibility towards foreign accent (Chen, 2011; Jenkins, 2002), the theory of Lingua Franca Core (Jenkins, 2002), and the details of the questionnaire in the second task (Chen, 2011) are the evidences of these contributions.

However, this study differs from the previous ones in the matter of the interlocutors. Both previous researchers show that the interference of the so-called native speakers regards as the interlocutors or the listeners, while this research is to examine intelligibility of KorE through the selected *Running Man*’s videos with the interlocutors are from Indonesia not the native speakers.

In addition, another gap that makes this study is different from the previous ones is to investigate the KorE in one of Korean variety shows named *Running Man*. It will be more interesting to work on the TV program, such as variety show, as a media of the spread use of language because nowadays most of the students learn English through the TV program.

2.2 Theoretical Review

2.2.1 English Phonetics and Pronunciation

English is a language which has its own sounds and patterns. The study of speech sounds is called as phonetics (Roach, 1983:3). McMahon (2002:1) says that it “provides objective ways of describing and analysing the range of sounds humans use in their languages.” More specifically, she adds that articulatory phonetics deals with “which speech organs and muscles are involved in producing the different sounds of the world’s language.”

Furthermore, we can identify how one’s pronunciation differs from others by looking at the phonemes. Phoneme is small number of regularly used sounds both vowels and consonants, for instance the vowels [i] and [e] in the words “pin” and “pen” are different phoneme, and so are the consonants [p] and [b] in the words “pet” and “bet” (Roach, 1983:3). Briefly speaking, speech sounds that humans produce are often represented by using special symbols which can be learnt in IPA (International Phonetic Alphabet).

IPA is the system which is concerned to develop a set of symbols which would be convenient to use, but comprehensive enough to cope with wide variety of sounds and the use of notation as widely as possible among those concerned with language (Cambridge University Press, 1999:3).

Moreover, the term of phoneme will be explored more in this study since it relates to the accent. Firstly, it is not surprising if the English speakers, particularly non-native speakers, are difficult to produce sounds whose feature is different from the reference English (British or American English). Such a case of a Korean speaker who has the absence of distinction between [r] and [l] which further can hinder the process of learning English. The minimal pairs like “lot” and “rot” with [l] is produced at the beginning of these words, “lolly” and “lorry” with [r] is uttered in the middle of both are the examples that can cause a problem of a Korean speaker

(McMahon, 2002:21). So, phoneme always relates to the way of the speakers to pronounce the words or simply called as an accent.

2.2.2 English Accent and Its Variations

Since everyone has the different way to move the tongue which is influenced by the sounds that is needed in a place where people live, the articulatory system that she or he uses is various. As a result, the sound production of each language speaker constructs dissimilarity as well. Accent is simply defined as the way of each language users pronounce the words because it is externally born in every single of them. McMahon (2002:93) claims that it is “an idealised system which speakers of that variety share”. Moreover, Roach (1983:4) defines an accent when the speakers pronounce the words differently from distinct geographical places, different social classes, dissimilar ages and educational backgrounds. In any case, the fact that everyone speaks with an accent and even though some speakers may be slightly unnoticed as the accented-language users while speaking is true (Yule, 2006:195).

Moreover, there is no exception of English speakers in which they also speak with an accent. The English accent that we use as a model of learning is British accent (Received Pronunciation) or American Accent (General American). Both accents have been privileged as the reference accents.

In the first place, Received Pronunciation (RP) is defined by Professor Jones (cited in Kusuma, 1990:4) as “the way an educated Englishman” or the British English speakers, who are from Scotland, Northern Ireland and some areas of the West Country excepted (McMahon, 2002:7-8), pronounce the language. Moreover, Roach (1983:5) argues that the reason why RP is always recommended simply because it is chosen to teach to foreign learners and most completely described and used in any kind of textbooks and pronouncing dictionaries, not because it is superior or “pleasant-sounding”.

Furthermore, American English (General American) is another reference of English accents. This accent is noticeably different from RP. The rhotic accent of American is the obvious example that makes GA's pattern is different from RP. The word "particular", for instance, is pronounced as /pɑːtɪkjələr/ by most Americans, while RP speaker utters /pətɪkjələ/ (Roach, 1983:81).

McMahon (2002:69) states that General American (GA) is a variety of English that the most widely spoken in the United States excluding the southern states and the eastern seaboard, especially Boston, New England and New York City. This accent is favorably expected to hear in broadcasting, for example in reading the television or radio news. It also applies to Received Pronunciation that is highly likely concerned in broadcasting.

After all, beyond the reasons of both accents are privileged as the reference accents, it is actually the power which both British Empire and America struggle for the spread of English internationally.

For further consideration, the writer tends to call them as a reference instead of "standard" since in the context of foreign language learner, the notion of "standard" in spoken is difficult to define consistently (Milroy and Milroy, 1999:18).

Furthermore, a consideration that English is used by non-native speakers in which particularly plays as a foreign language, it should be remembered that the interference of the speakers' first language mainly in term of pronunciation interference influences on their vocal performance.

However, as we see from the description of both reference accents, it is even there is a difference or a variety of English between the so-called native speakers. Considering the fact about the emergence of English variation among the native speakers themselves particularly in accent, it is certainly an attention-grabbing case to see how the non-native speakers verbalize English.

Regarding to the variability of English accent, the emergence of identity grows to be attention which then it causes the acceptability of English. Since identity

is a part of constructing a community, which happens early in the domain of society and is influenced by its mother tongue, it must “share a linguistic repertoire of ways of using English” (Young, 2008). In relation to this variability that impacts the using of English, it is Korean English or Korean-accented English (KorE) which emerges as one of variety of English accents that has its own features. It is phonetically, semantically, grammatically, culturally shaped by the mother tongue and cultures of the speakers (Takeshita, in Kirkpatrick, Ed., 2010:276).

Therefore, the diversity of English emerges particularly in term of pronunciation because every country has its own first language or mother tongue. The other reason for this diversity is because English is not used as the main or official language in every countries of the world by mostly language users of wider communication although it has spread.

On the other hand, some cases of English variation in term of pronunciation or accent are problematic if it is unintelligible. Such a case of a Korean speaker mentioned earlier that causes a problem since the Korean-accented English’ pattern is unrecognizable.

Concerning to the variety of English in spoken, it is important to recognize the patterns of other accents excluding the reference accents in order to familiarize them and for the sake of intelligibility process. If it is left behind, one’s accent could evoke people’s biases (Canagarajah, Ed., 2005). Therefore, Baugh and Cable (2002:13) note that the noticeable of the English’ diversity particularly in pronunciation emerges because English users in different parts of their countries use the local pronunciations which indicate “more phonetic notation” and “reflect the phonological structure” (Gussenhoven and Jacobs, 2011:14).

a. The Patterns of Sound Replacement

Accent and its variation, however, have their own patterns since a particular language has the typical sounds both vowels and consonants, which further these typical sounds, become the pattern of that language. As Blevins (2004:8) says that

“sound patterns constitute learned language-specific information.” Therefore, if a particular language only has limited sounds, the speakers of that language will automatically replace the sounds which are closer to their language when they speak another language. KorE is one of the examples of the sound replacement.

Similar to the KorE as an accent variation of English, it must have its own patterns. If it is compared to English, the sounds of Korean only consist of 19 consonants, 10 vowels, 2 semivowels, and 11 diphthongs (Lee and Ramsey, 2000; Sohn, 1999; cited in Ha, Johnson, Kuehn, 2009). Regarding to the place of the speakers’ (Korean) live that influence the way of Korean produce sounds and the rule of Korean sound patterns, the variation of sounds emerge when they speak English. Even though they may learn English formally, but they cannot deny forming several phonemes since their environment also constructs their linguistic behavior.

b. Perceptual Judgment

In relation to the KorE as a variation of English accent, this study would like to know how the viewers’ perceptual judgment towards KorE as mentioned earlier. Perceptual judgment in this study deals with intelligibility of KorE, which are described in sub-subchapter 2.2.3, and the viewers’ assessment through 15 variables that are explained in Chapter 3.

Then, the definition of perceptual judgment is cited in Kent (1996) who claims that it is typically the authority of decision making by the listeners or viewers and often provide the standards against which instrumental (so-called “objective”) measures are evaluated. Furthermore, the listener’s strategies that support retrieval of a linguistic message include the following:

1. listen to stress and intonation patterns,
2. derive a phrase structure,
3. try to recognize words,
4. pay special attention to stressed vowels.

However, this study focuses only in term of recognizing words since it deals with the realization of phoneme, as described earlier. Also, recognizing words relates to the description of intelligibility, which is explained in the following sub-subchapter that suits this study.

c. Attitude towards Accent

After working with the viewers' perceptual judgment towards KorE, this study employs the viewers' attitude towards KorE. The consideration to bring an attitude as a part of this study is to find out the viewers' assessment towards KorE, whether they see KorE as a positive or negative variation of accent. To comprehend what an attitude is, several definitions of attitude are given below.

Attitude is one of the several components of affective variables of language learning (Skehan, 1989; Gardner and MacIntyre, 1993, cited in Ardeo, 2003). In addition, Richards *et al.* (1992:199, cited in Ardeo, 2003) states that it expresses positive or negative feeling towards a language which reflects the interlocutors' impression of linguistic difficulty or simplicity, and also what they feel about the speakers of that language.

Moyer (2007a, cited in Episcopo, 2009) adds that attitude studies of accent are revealing because of the important of pronunciation as an indicator of foreign versus familiar speech and the probability that listeners will make attitude judgments based upon accent. In other words, the interlocutors' attitude towards particular accent is different in which it depends on their perceptual judgment following their experience in language learning. For example, RP may be regarded as the most prestige accent in Britain, but it may be not perceived similarly in other places.

RP speakers are always held to rate more highly in terms of "status" and "competence" features like intelligence, leadership, self confidence, wealth, and ambition; while nonstandard speakers often scored higher than RP on the "solidarity" qualities such as friendliness, kindheartedness, integrity, and humor, but many also attributed trustworthiness to RP speakers, as well as improbable features such as cleanliness and tallness (Honey, in Coulmas, Ed., 1998).

2.2.3 Intelligibility

Intelligibility has already become the topic that is chiefly important in communication for about 30 years. It is perceived and suggested as the most significant factor to achieve the pronunciation of the language users (Field, 2005). Furthermore, it has been remarkable topic to be discussed, throughout the 20th, not only among the teachers, but also among “the researchers and practitioners” in communication skill (Munro, 2011).

In communication affairs, the case of intelligibility deals with the language users’ pronunciation. It is noted by Jenkins (2000, cited in Seidlhofer, 2004) that “pronunciation was by far the most frequent cause of intelligibility problems in ELF interactions.” The description of ELF (English as A Lingua Franca) is given in sub-subchapter 2.2.4.

There are several definitions of intelligibility that are explained by experts. Smith and Nelson (in Kachru, *et al.*, Eds., 2006:429) describe intelligibility as the way of the listener to acknowledge particular words or utterances of the speaker. In addition, it is defined as “being understood by a listener at a given time in a given situation” (Kenworthy, 1987:13).

Moreover, intelligibility covers the case of varieties of English which offer the acceptability in its concept (Nelson and Smith, in Kachru *et al.*, Eds., 2006:441). It fits well if the case of world Englishes that brings the new norm of each Englishes purposefully or aimlessly shaped by people or the countries.

In addition, there are several factors of intelligibility that needs to consider; it is the realization of the speaker and the listener’s factors.

Based on the speaker’s factors, there are three factors affecting intelligibility. Kenworthy (1987:14) clarifies that the first speaker factor concerning intelligibility is the speaker’s lack of confidence about pronunciation with pauses and hesitations. Secondly, while the speaker speaks too quickly, it also affects intelligibility. It is because the listener cannot seem to pick out the word without getting “the important

bits of a message” which draws the stress, rhythm, and intonation. Thirdly, idiosyncratic speech habits, such as using a kind of tag word at the end of each phrase will also affect intelligibility. However, these factors do not become the focus of this study because the production of the speakers’ phoneme is more concentrated, as mentioned earlier.

Moreover, Bansal (1969:15, cited in Nelson, 2011:71) argues to focus on the pronunciation of segments that is produced by the speaker. He states that to achieve intelligibility, the speaker must pronounce his or her sounds clearly (e.g., the vowels should be articulated with the right quality and the consonants should be pronounced sharply and clearly), so the listener knows what word was meant by the speaker.

Furthermore, the listener’s factors are also important to take into account. Kenworthy (1987:14-15) confirms that these factors are the listener’s familiarity with the foreign accent and the listener’s ability to use contextual clues when listening. The intelligibility will successfully work if the listener knows the speaker’s accent. For instance, when the word “tea” that is pronounced as “chea”, the communication will be successful if the hearer has the same accent as the speaker or the hearer probably has already known the accent of the speaker (Nelson, 2011:22). Additionally, the topic of conversation which clues the meaning may help the listener to understand what the speaker’s aim to say.

More importantly, when we communicate, it is not native speakers who become the “sole judges” to be intelligible because they are not always more intelligible than the non-native speakers. Since intelligibility deals with the interaction between the speakers and the listeners, the expectation of the listener – whom supposes intelligibility – is extremely important (Smith and Nelson, 1985, cited in Nelson, 2011:42).

Moreover, what to underline here is as long as the communication between or among the speakers and the interlocutors is understandable and the speakers feel comfortable (Abercrombie, 1949, cited in Field, 2005), it has to be appreciated by

accepting their Englishes along with the features that differ from the reference English.

After all, the notion of intelligibility will be described in this study in order to test whether the viewers will understand the way of Korean speakers (*Running Man*'s players) pronounce English words.

2.2.4 English as A Lingua Franca

a. English as An International Language

English becomes so popular among other languages in the world is simply because of its history and people who have struggled to develop its existence. Crystal (1997:29 - 30) says that the reason why English has achieved its status is because of “geographical-historical (which proves its superiority) and socio-cultural (which shows its constant existence)”. The geo-historical report deals with the story of the movement and the expansion around the world beginning from America, Asia, and Antipodes up to appearing in three major oceans – Atlantic, Indian, and Pacific. Meanwhile, the socio-cultural relates to the way people depend on English for the need of “economy and social well-being”. Moreover, it is used in majority domains internationally such as in “politic, business, communication, entertainment, education, the media, and safety”.

Furthermore, the term of English as an International Language is meant by McKay (2002, cited in Seidlhofer, 2003) when English is used internationally by both “the native and the bilingual speakers of English for cross-cultural communications”. In short, it could be called as English as an International Language (EIL) if English is preferred for the need of communication in wherever places around the world. Moreover, Burt (2005) defines EIL as “all varieties of English which function well in cross-cultural communication and does not include L1 (First Language) English”.

Seidlhofer (2003) supposes that the thing which needs to be considered is what the function of EIL regarding its status is. What can English does, in term of its function, as having the status as an International Language towards the other languages. If the condition of EIL is really applied, it indicates that “the unique function” of EIL is “to leave other languages intact” and not to threaten them.

Regarding to its function in cross-cultural communication context, EIL becomes the best spot for the existence of English variation as mentioned earlier or specifically defined by the paradigm of World Englishes mainly in accent’s variation.

Furthermore, the negotiation of the English variation in international context should be applied whatever the speakers pronounce English words differently from the so-called native speaker, but it should pertain to the notion of intelligibility. The negotiation is needed since English is widely spoken among the non-native speakers rather than the native speakers.

Figure 2.1 shows the number of English speakers which is dominated by the non-native speakers and defines the English speakers’ grouping of native and non-native speakers according to the zone where English is spoken. This grouping is conceptualized by Kachru (1990) according to its dispersal: the Inner Circle, the Outer Circle, and the Expanding Circle, which “bring to the English language a unique cultural pluralism and a variety speech fellowship”. The Inner Circle is defined as English is spoken natively such as in UK, US, Canada, and Australia. The Outer Circle is termed when English is used as official language particularly in administration and education, and relates to the countries with earlier colonial phase, such as Ghana, Zambia, Pakistan, Sri Lanka, and the Philippines. The third circle is the Expanding Circle in which English is treated as the Foreign Language and it does not deal with colonial history, such as in Egypt, Indonesia, Thailand, Korea, China, Japan, and Saudi Arabia (see Kirkpatrick, Ed., 2010:379; Kachru *et al.*, Eds., 2006:292).

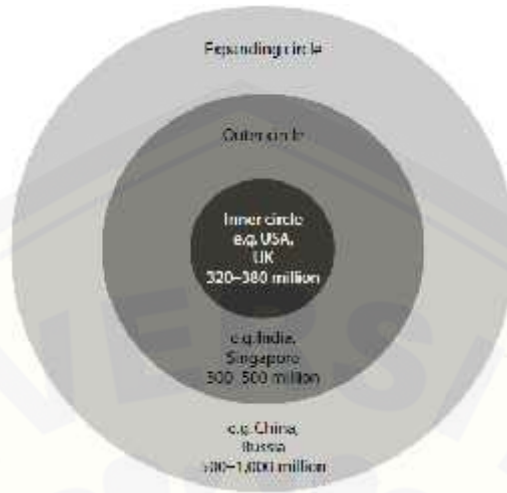


Figure 2.1 The three ‘Circles’ of Englishes (Kachru, 1988:5, cited in Crystal, 1997:61)

In relation to the non-native speakers in Expanding Circle, Korea and Indonesia use English as a Foreign Language. English is perceived as a Foreign Language when the intensity of its use both in spoken and in written is certainly less than its use in the Inner Circle and the Outer Circle countries. Additionally, its role is mostly for business and education purposes (Samida and Takahashi, 2005). The role of English in Korea is frequently used for “international business, information technology, and tourism” (Young, 2008), while in Indonesia it is used for education in order to improve especially the reading skill of Indonesian learners (Bautista and Gonzales, in Kachru *et al.*, Eds., 2006:138).

b. Lingua Franca Core

Lingua Franca Core is a core approach that is suggested by Jenkins (2002) for the basis of pronunciation syllabus “to promote intelligibility and regional appropriateness among EIL (English as International Language) interlocutors”. This core approach is important because the interlocutors need to concentrate on intelligibility than “to attend every detail in which an NNS’s (Non-native Speaker) pronunciation differs from an NS’s (Native Speaker)”.

Since the interaction of English users is not only with native speakers but mainly with non-native speakers often from different L1's background, it needs to apply the norm of English as a Lingua Franca (ELF) – which is regarded as an English variant (Jenkins, 2006a) – and the Lingua Franca Core (LFC) that is an attempt to define the new norms. This core approach is to constitute the phonological and grammatical features of multilingual speakers and to facilitate intelligibility, even though their norms or features may be different from the inner circle's norms (which claimed ownership and the establishment of norms) communities and local varieties (Canagarajah, 2006).

Furthermore, Jenkins (2000, cited in Coşkun and Arslan, 2011) lists two lists of features that are connected with intelligibility. Firstly, all consonants except for “th” sounds and the contrast between long and short vowel (e.g., “sit” and “seat”) is included into LFC list which is necessary for intelligibility. On the contrary, the non-core (not necessary for intelligibility) list involves word stress, pitch movement, and weak forms such as “to”, “of”, “from”.

However, the case that LFC researchers focus on is the negotiation strategies of multilingual speakers not the construction another cultural-free variety of English (Jenkins, 2006b, cited in Canagarajah, 2006). Thus, the point of LFC's concept is to accept the new variety of English since ‘tolerance’ is one of the attitudinal resources to negotiate differences that can help the speakers to interpret the unique features of the interlocutors in a communication science (Canagarajah, 2006). Since tolerance relates to the socio-cultural aspect, thus Khubchandani (1997, cited in Canagarajah, 2006) claims that to negotiate the multilingual speakers we need to grasp the language boundaries and identity by balancing the needs for communication and “managing intra-group solidarity with inter-group harmony”.

After all, this approach is used in the context of non-native speakers of English in which the speaker is from Korea, while the listener is from Indonesia. Thus, this context suits Jenkins' stress (2005:200, cited in Sewell, 2010:25) on LFC

that is designed for ELF interactions which characteristically occur between non-native speakers of English. Additionally, the features of KorE will be analysed using LFC approach as Jenkins (2000, cited in Coşkun and Arslan, 2011) described earlier. Afterwards, the use of this core approach in this study is to prove whether the *Running Man*'s viewers will accept and tolerate the way of Korean pronouncing English words with their strong accent or they will deny the Korean-accented English. In addition, the mutual intelligibility between the judges and the actors in case of bilingual or multilingual speakers would be applied or not.

CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY

3.1 The Type of Research

This research uses mix method research, an approach that combines both qualitative and quantitative forms of research. It involves the interpretation of the data and some sort of numerical analysis (Mackey and Gass, 2005:2). First of all, it starts out with a qualitative phase, such as identifying and defining problems in project implementation through the selected *Running Man*'s videos. Afterward, it is followed by quantitative phase by doing a survey to gather information from large group to test the participants' awareness of the *Running Man* players' pronunciation and their attitudes towards KorE using questionnaires. Then, it returns to the qualitative phase to analyse the data and to interpret the survey findings of the quantitative phase.

3.2 Research Strategy

The research strategy in this study is using survey. A subset of survey research to obtain the data is questionnaire which Brown (2001, cited in Mackey and Gass, 2005:92) describes as the written instruments that present a series of questions or statements to which the respondents react by either writing or selecting the answers. Then, the questionnaires in this research is used to ask the participants to fill a series of questions to elicit the participants' judgments and attitudes towards the *Running Man* players' pronunciation of some English words in the selected *Running Man*'s videos. In addition, the questionnaire is an open-ended which allows the participants to express their own thought (Mackey and Gass, 2005:93). The first task

of the questionnaire used is adapted from Chen (2011) which contains “the competence, social attractiveness, and personal integrity’s aspects” as inspired by Bradford, Farrar, and Bradford (1974); also Lambert (1967) (cited in Chen, 2011). These attitude categories are chosen as a measurement for the viewers’ attitude towards KorE is because these categories have been studied by several studies on accents that are conducted by Bradford *et al.*, (1974); also Lambert (1967) as mentioned earlier.

Through the selected *Running Man*’s videos as the primary data, KorE, will be judged by the chosen English Department students who act as the interlocutors. Then, the results of the questionnaires which are done by the participants can reflect their perceptual judgments and their attitudes towards KorE, and these are collected as the second data in this research.

3.3 Data Collection

To present the detailed information, in this part the writer divides three subparts of the data collection. It includes “The Participants” (3.3.1) which explains their criteria and as the interlocutors or the judges upon the materials, “The Materials” (3.3.2) that describes the primary data which are presented to and judged by the participants, and “The Procedures” (3.3.3) that gives detailed stages on how to collect the data from the beginning up to processing.

3.3.1 The Participants

The first part of the data collection is to select the sample of participants to provide some information. Afterwards, it is followed by deciding on the population and defining it carefully. In addition, there are certain characteristics of the population as the sample requirements.

Firstly, the participants are the students of English Department of Faculty of Letters, Jember University in Academic Year of 2010 who have done the course of Phonetics and Pronunciation in the first try in 2011. In addition, they are concerned to be at least having the understanding of RP since in this course RP becomes a reference of English pronunciation. After all, as many as 29 students become the sample in this study.

Secondly, they have to get A in order to alleviate the participants in eliciting the judgments through the questionnaires. This consideration is decided because the students who get A means, based on the academic guidance book, get the best score around 80-100. Thus, they are hoped to at least have more understanding than the students who get B, C, D, and E. The record of the names of the qualified students is obtained from the academic division of Faculty of Letters.

Next, the participants will be divided into two groups, Korean lovers (K-lovers) and non Korean lovers (non K-lovers), in order to know whether there is a different result on answering the questionnaires and to see how they display their attitudes towards KorE by watching the selected *Running Man*'s videos. To differentiate K-lovers and non K-lovers, the identity's paradigm which is reflected in the questionnaire is used. McKinney and Norton (2007) claim that their focus on students' identity is to consider what the students' investments are, socially and historically, and how they position themselves "to acquire a wide range of symbolic and material resources." Norton and Toohey (2011) add that identity works "when learners imagine who they might be, who their communities might be, and when they learn a language".

3.3.2 The Materials

The first material which is used in this study is the selected *Running Man*'s videos. *Running Man* began in 2010 and is still airing today. There are 7 persistent

members who play in this variety show. Despite of the persistent members, there is one or some guest stars who play in each episode. The selected videos are obtained from the episodes which were shot outside Korea until June 2014 because of consideration that suits the paradigm of EIL which covers English when it is spoken for the need of cross-cultural communication anywhere around the world as mentioned earlier (McKay, 2002, cited in Seidlhofer, 2003).

Secondly, a reliable instrument named Total Video Converter version 3.61 is used to edit the part of *Running Man*'s videos. It is free software that is developed by EffectMatrix (www.effectmatrix.com/total-video-converter/) and whose main function is to convert any types of file, e.g. audiotape, video and image. Moreover, this software can edit the audio or video file based on its timing. It is also useful to merge two or more audio files into one. Additionally, it can also combine audio and video files. In conclusion, this software is used to edit the parts of *Running Man*'s videos when the *Running Man*'s players pronounce the English words.

Information sheet of the questionnaire is provided to give information of the research and to confirm that the participation in this research is voluntary. There are three questionnaires which are going to be applied in this research. The first questionnaire is to prove the awareness of the participants towards the pronunciation of the *Running Man*'s players, while the second questionnaire is to prove the participants' perceptual judgments and attitude towards the pronunciation of *Running Man*'s players through the videos. The third questionnaire is to identify whether the participant is included into K-lovers or non K-lovers.

3.3.3 The Procedures

There are 2 major phases and some steps to do in this research.

1. Working with the selected *Running Man*'s videos. There are 5 steps in this phase as follows.

- a. Transcribing all of the English words of the *Running Man*'s videos using IPA that were filmed outside Korea up to June 2014.
 - b. Selecting the words that are included into consonants substitution. Since English has 24 consonants (Smit, 2004, cited in McLeod, 2012) while Korean has only 19 consonants as mentioned earlier in Chapter 2, it becomes the foremost consideration to select the words with the substitution. In this step, IPA is applied to know the consonants substitution. The IPA's documentation is obtained from the transcription of RP which uses Oxford Dictionary and the GA's transcription is retrieved from <http://merriam-webster.com/>. Merriam Webster is an American's dictionary online.
 - c. Classifying the phonemes according to initial, middle, and final positions to prevent the broad existence of English words in the selected videos, for example phonemes /f/, /r/, /v/, /l/.
 - d. Eliminating the words that have similar replacement in consonants. For example, there are 3 words of phoneme /f/ that substitutes into /p/ in an initial position and the writer chooses one of these words since the replacement is similar.
 - e. Editing the selected *Running Man*'s videos using a reliable instrument, Total Video Converter, to isolate the English words qualified after b, c, d steps above to yield final data.
2. Working with the participants. In this phase, the participants are asked to come in a room to watch the selected *Running Man*'s videos and answer the questionnaires. There are 4 steps to do in this phase.
 - a. Asking the participants to read the information sheet of the questionnaire before they participate in this research. The detail of the information sheet form is given in appendix A.
 - b. Asking the participants to watch the selected *Running Man*'s videos that have been edited without subtitle 3 times of each short video.

- c. Asking the participants to answer the first task of the questionnaire sheets in order to prove their awareness of the participants towards the pronunciation of the *Running Man*'s players. In this step, the participants should write down the English words that are pronounced by the *Running Man*'s players after each edited *Running Man*'s videos are played. The detail of the first task of the questionnaire is shown in appendix B.
- d. Asking the participants to answer the second questionnaires with the aim of showing how the participants' perceptual judgments and attitude towards KorE. The participants should circle a number on 7-point Likert scale and to describe the *Running Man*'s players as speakers of (see appendix B).
- e. Asking the participants to answer the third task of the questionnaires in order to identify whether they are categorized into K-lovers and non K-lovers (see appendix C). The results of the third task are also to prove whether K-lovers and non K-lovers will have different judgment towards KorE. Thus, the writer gives this task in the last step in order to prevent the interference of the participants' perception to answer the previous questionnaires.

3.4 Data Processing

There are several steps to do in data processing. In this research, data processing conducts three steps: editing, coding, and classifying data.

To ensure the completion and accuracy of the data, the collected questionnaires are edited or checked to confirm the existence of the errors or wrong responses, if any, for instance the participant circles more than 1 number in each question.

Then, the next step is coding which is to assign the collected data in codes. It is to measure the variables, such as to classify the categorical data, e.g, gender and dichotomy variable with several values (such the case on 7-point Likert scale)

(Mackey and Gass, 2005:226). In this research, coding is used to assign the characteristics of the participants, like group belonging – whether Korean or non-Korean lovers – by replacing Korean lovers = K and non-Korean lovers = NK as shown in appendix D. Furthermore, it will show the participants' responses to the questionnaires. For instance, participant 1 circles number 3, while participant 2 circles number 7 for the first question, etc. Coding also serves to classify the respondents using the specific label (e.g. participant 1, participant 2, etc) and to code the transcription of the data as presented in appendix E.

The following step is the process of classification in which the data is classified into groups. The collected questionnaires are categorized into intelligible or unintelligible towards KorE in the matter of pronunciation of *Running Man*'s players.

3.5 Data Analysis

There are two major steps to analyse the data in this research. By analyzing both data (the selected *Running Man*'s videos and the questionnaires), this study uncovers what patterns of sound replacement of KorE, what kind of pattern(s) that is denied and accepted by the viewers, and how the viewers' attitude towards KorE.

In the first place, data analysis works with the transcription of the *Running Man* players' pronunciation in order to uncover the patterns of sound replacement KorE.

Secondly, the results of the questionnaires are analysed. The results of the first task of the questionnaire are valued in order to know whether the viewers' perceptual judgment towards KorE is intelligible or unintelligible. Further analysis goes to which words are intelligible and unintelligible and also what the pattern(s) of sound replacement that is denied and accepted by the viewers. For instance, the word "pink" that is pronounced as /pɪŋkə/ will be categorized as the features of KorE that is unintelligible if the participants do not catch the word exactly and may be this feature

of KorE is denied because the pronunciation is too different from RP. In addition, the results are presented in table following the description.

Thirdly, the attitude towards the KorE is revealed by analyzing the second task of the questionnaire. The results of the participants' assessment using 7-point Likert scale with 15 variables of feelings towards the KorE are analysed and further categorized into three views (positive, negative, and neutral). This categorization is inspired by Radomski and Szpyra-Kozłowska (2014), while these views are obtained from the viewers' most feelings of each variable. Before generalizing these views, the explanation of 15 variables are given since these variables have the different value of statement which means that not all variables mean positive or negative statement.

CHAPTER 4. RESULTS AND DISCUSSION

4.1 The Patterns of Sound Replacement of the KorE

4.1.1 The Results of the *Running Man* Players’ Pronunciation

The results of the primary data, the selected and edited *Running Man*’s videos, show that the pronunciation of 7 persistent players of *Running Man* differs from the referent accents, Southern British and American accents. The Korean-accented English is compared to the referent accents in order to uncover the differences between the accents. Before comparing the accents, the selected words on the edited *Running Man*’s videos are transcribed. Table 4.1 shows the transcription of the selected English words which exist on the edited *Running Man*’s videos.

Table 4.1 The transcription of the data

No.	Words	KorE	RP	GA
1.	birthday	/bəs.dei/	/'bɜ:θ.dei/	/'bərth-, dā/
2.	race	/reis.ə/	/reis/	/'rās/
3.	blouse	/brou.s.ə/	/blaʊz/	/'blaüs/ also /'blaüz/
4.	father	/pa.ðə/	/'fɑ:.ðə ^r /	/'fä-thər/
5.	coffee	/kop.i/	/'kɒf.i/	/'kò-fē, 'kä-/
6.	thank	/teŋk/	/θæŋk/	/'thaŋk/
7.	video	/pidi.o/	/'vid.i.əʊ/	/'vi-dē-, ō/
8.	hurry	/hʌl.i/	/'hʌr.i/	/'hər-ē, 'hə-rē/
9.	wharf	/wɑ:p.ə/	/wɔ:f/	/'hwɔrf, 'wɔrf/
10.	bag	/peg/	/bæg/	/'bag/ also /'bāg/

The results prove different pronunciation both in vowel and consonant. Firstly, phoneme /θ/ which is represented by the grapheme <th> in the words “birthday” and “thank” replaces with phonemes /s/ and /t/. Then, phoneme /r/ which

refers to the grapheme <r> in the word “race” is replaced by /r/. However, phoneme /r/ which refers to the grapheme <rr> in the word “hurry” is substituted into /l/. On the other hand, phoneme /l/ which is represented by the grapheme <l> in the word “blouse” alters to /r/. Next is phoneme /f/ which refers to the grapheme <f> or <ff> in the words “father”, “coffee”, and “wharf” replaces with phoneme /p/. Another replacement of phoneme /p/ occurs in the word “video” which is represented by the grapheme <v>. Furthermore, phoneme /b/ which refers to the grapheme replaces with phoneme /p/.

Secondly, the changing of vowel also confirms the different pronunciation by the *Running Man*'s players. There are three words which are added by vowel [ə] in the words-final position: “race”, “blouse”, and “wharf”. Then, the vowels' substitution also occurs in ten words above, such as [ɜ:] to [ə], [æ] to [e]. Further analysis and discussion of these results are given in sub-subchapter 4.1.2.

4.1.2 The Particular Patterns of Sound Replacement of KorE

Perceiving the results of the data from the selected *Running Man*'s videos that display the different pronunciation of KorE and the referent accents, RP and GA, the patterns of KorE are given. These patterns are given in order to ease the intelligibility process between the listeners and the speakers. The aforementioned listeners' factors need to be remembered in which intelligibility will be easily successful if the listeners are familiar with the speaker's accent (Nelson, 2011:22). Hence, the patterns of Englishes, one of them is KorE which becomes the main discussion in this study, is important to know.

The primary data show that, compared to the referent accents, there are different pronunciations of KorE in both consonants and vowels. However, to describe a consonant in articulatory terms, we need to know the airstream mechanism involved; the state of the glottis, distinguishing whether the sound is voiced or

voiceless; the position of the velum, which either allows or stops airflow through the nose, determining the consonant nasal or oral; the manner of articulation, namely stop, affricative, fricative or approximant; whether airflow is central or lateral; and finally, the place of articulation, and consequently identifying the position of the active and passive articulators (McMahon, 2002: 67-68). Meanwhile, to describe vowels, we need to consider three different parameters: height, frontness and rounding. Additionally, we need to think about whether vowels are long or short, and monophthongs or diphthongs (McMahon, 2002:69).

Based on the data provided above, all words which have been tested display consonants substitution and 7 words present vowels' replacement. The first assumption about the substitution in KorE is caused by the limited consonants and vowels which Korean language has, but further discussion is also given. If it is compared to English, Korean has only 19 consonants and 7 vowels as explained in Chapter 2. The comparisons between Korean and English consonants are shown in Figure 4.1.

	Bilabial		Labio-dental		Lingua-dental		Lingua-alveolar		Lingua-palatal		Velar		Glottal	
	K	E	K	E	K	E	K	E	K	E	K	E	K	E
Stop (Plosive)														
Tense	/p ^h /						/t ^h /					/k ^h /		
Lax ²	/p/						/t/					/k/		
Aspirate	/p ^h /						/t ^h /					/k ^h /		
Voiceless		/p/					/t/						/k/	
Voiced		/b/					/d/						/g/	
Affricate														
Tense									/tʃ ^h /					
Lax									/tʃ/					
Aspirate									/tʃ ^h /					
Voiceless										/tʃ/				
Voiced										/dʒ/				
Fricative														
Tense							/s ^h /							
Lax							/s/							
Aspirate							/s ^h /							
Voiceless			/f/		/θ/		/s/		/ʃ/					/h/
Voiced			/v/		/ð/		/z/		/ʒ/					/ɦ/
Nasal	/m/	/m/					/n/	/n/			/ŋ/	/ŋ/		
Liquid							/l/	/l/						
Glide		/w/												

Note: K = Korean, E = English; ^h – traditionally described as having a "tense" quality in Korean, ^l – traditionally described as having an "aspirated" quality in Korean.
² Korean symbols /p, t, k, c, ʃ/ without the diacritics ^h and ^l are traditionally described as have a "lax" quality.

Figure 4.1 Korean and English consonants (Lee and Ramsey, 2000; Sohn, 1999, cited in Ha *et al.*, 2009).

After all, the findings of the patterns of KorE’s sound replacement in the selected *Running Man*’s videos are summarized and shown in Table 4.2.

Table 4.2 The patterns of sound replacement of KorE

The patterns of sound replacement of KorE	Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5	Speaker 6	Speaker 7
the addition of vowel [ə]	/wɔ:f/→ /warp.ə/	/reis/→ /reis.ə/	/blaʊz/→ /brou.s.ə/				
voicing replacement	/'bɜ:θ.deɪ/ → /bəs.deɪ/	/θæŋk/→ /teŋk/	/blaʊz/→ /brou.s.ə/				/θæŋk/ → /teŋk/
stopping	/wɔ:f/→ /warp.ə/		/'vɪd.i.əʊ/ → /pɪdɪ.o/		/'fɑ:.ðəʔ/ → /pa.ðə/	/'kɒf.i/ → /kɒp.i/	
liquids consonant adaptation		/reis/→ /reis.ə/	/blaʊz/→ /brou.s.ə/		/'hʌr.i/ → /'hʌl.i/		
vowel deviation	/'bɜ:θ.deɪ/ → /bəs.deɪ/	/θæŋk/→ /teŋk/	/'vɪd.i.əʊ/ → /pɪdɪ.o/	/blaʊz/ → /brou.s.ə/	/'fɑ:.ðəʔ/ → /pa.ðə/	/'kɒf.i/ → /kɒp.i/	/θæŋk/ → /teŋk/
	/bæg/→ /peg/	/reis/→ /reis.ə/	/blaʊz/→ /brou.s.ə/				
	/wɔ:f/→ /warp.ə/						

a. Voicing Replacement

Voicing replacement occurs when Korean speakers replace the voicing sounds in English to the close sounds that Korean has since they cannot differentiate between voiced and voiceless consonants. Ha *et al.* (2009) state that Korean consonants are not distinguished by the feature of voicing, i.e., are not considered to have both

voiced and voiceless sounds since in Korean system there is only three-way contrast (lax, tense, and aspirate) based on its articulatory features as shown in Figure 4.1.

Firstly, phoneme /θ/ which refers to the grapheme <th> in English replaces with /s/ in the word “birthday” and is replaced by /t/ in the word “thank” (see V1 and V6 in appendix E). Consonant [θ] is a voiceless dental fricative. Consonant [θ] is categorized into voiceless since it is produced without vibration of the vocal cords and is called as dental since it is articulated by the tip of the tongue against the upper teeth (Kusuma, 1990:21). Then, it is classified into fricative consonant since it is produced when the air escapes through a small passage and makes a hissing sound, like “z” or “s” (Roach, 1983:47). In addition, this consonant is included into oral where “the velum is raised and pushed against the back wall of the pharynx, cutting off access to the nose” (McMahon, 2002:27).

Meanwhile, consonant [s] that is pronounced by Korean speaker is lax alveolar fricative. Ha *et al.* (2009) describe that the consonants are classified into lax or “plain” when they are slightly aspirated in word-initial position and produced with a longer voicing delay of about 30–50 ms. However, English voiceless consonants are generally produced with about 70–85 ms of voicing delay and aspiration (Lee and Ramsey, 2000, cited in Ha *et al.*, 2009). Hence, the Korean speakers substitute phoneme /θ/ to /s/ since the production of /s/ sound in Korean is different from /s/ sound in English although phoneme /θ/ is produced by making hissing sound, like “z” or “s”. In addition, in the place of articulation, consonant [s] belongs to alveolar sound since it is articulated by the tip of the tongue against the teeth-ridge (Kusuma, 1990:21). Moreover, it is also included into fricative and oral like consonant [θ].

Then, another variation in the grapheme <th> of the word “birthday” is represented by /th/ that signs the variation of GA. However, Kusuma (1990:56) confirms that phoneme /θ/ is always spelt th, for instance in the word “worthless” whose grapheme <th> is in medial position. Therefore, [th] is also called as [θ] and it

is classified into voiceless dental fricative. In short, it is phonetically (based on the transcription) different, but phonemically (based on the sound's production) similar.

On the other hand, phoneme /θ/ is also pronounced differently in the word “thank” which refers to the grapheme <th>. Korean speaker pronounces “thank” as /teŋk/. It proves that phoneme/θ/, which refers to the grapheme <th>, is replaced by phoneme /t/. Consonant [t] is lax alveolar plosive. Regarding to the articulatory feature (lax) and the place of articulation (alveolar), consonant [t] is similar to [s]. However, it belongs to plosive in the manner of articulation as Kusuma (1990:22) claims that it is produced by a complete closure of air-passage, followed by the release of the air and suddenly make an explosive sound where the upper lip against the lower lip. Additionally, consonant [t] is also categorized as oral like [θ] and [s].

Finally, the finding on the grapheme <th> both in medial (“birth**th**day”) and initial (“**th**ank”) positions shows that there is phoneme substitution in both words. Phoneme /θ/ in Southern British English is substituted into phonemes /s/ and /t/ in Korean. The main reason for this replacement is because the limited consonants of Korean. Ha *et al.* (2009) confirm that fricatives and affricates [v], [f], [θ], [ð], [dʒ], [tʃ], [z], and [ʃ] in English do not exist in Korean. Alternatively, they replace the English phonemes to Korean phonemes whose feature is closer to their feature.

Secondly, since Korean does not have the distinction between voiced and voiceless consonants, except the three-way contrast (lax, tense, and aspirate), the assumption makes about the Korean speakers alter the voicing sound in English to their closer sound of the three-way contrast.

Moreover, the sound pattern of KorE becomes the third issue of the replacement. Igno (2014) notes that /t/ sound pattern of Korean is pronounced in the initial and final position of syllable/word, such as in the word “**t**ari” means “leg” and “**k**ot” means “directly”. Meanwhile, /s/ sound is pronounced in the initial position of syllable/ word or in between vowels and other voiced sounds, like the word “**s**agwa” means “apple” and “**k**amsahada” means “to thank”. Therefore, this pattern fits to the

data that phoneme /t/ is pronounced in initial position of the word “thank” and phoneme /s/ which refers to the grapheme <th> in the word “birthday” is uttered in between vowel [ə] and other voiced sound /d/.

In addition, consonant cluster becomes the feature which makes the KorE and English different. Korean does not have consonant clusters either in word-initial or final-word position (Ha *et al.*, 2009). However, the syllable in Korean is CVC which stands for Consonant-Vowel-Consonant (Kim and Pae, 2007, cited in McLeod, 2012), while in English the largest syllable is CCCVCCCC (Smit, 2004; McLeod, 2007, cited in McLeod, 2012). As a result, the word “birth” (a cut of the word “birthday”) is pronounced with the formation CVC /bəs/.

Other case of phoneme /s/ also occurs in the word “blouse” in which English phoneme /z/ is pronounced /s/ by Korean speaker (see V3 in appendix E). In English, [z] is voiced alveolar fricative, but [s] is voiceless alveolar fricative. However, in Korean [s] is lax and there is not phonemic /z/ in Korean as Ha *et al.* (2009) described earlier. Moreover, they add that Korean consonant [s] has only slight air escape, which sounds unlike the /s/ of English. Thus, the substitution of phoneme /z/ to /s/ occurs because Korean language is lack of consonants compared to English and the distinction of articulatory voicing in English aforementioned.

b. Stopping

The following case of the patterns of sound replacement of KorE is stopping in which Ha *et al.* (2009) state that the fricative consonants are replaced by stop consonants or simply occur when the consonants are replaced by stop consonant in Korean. The stopping consonants, such as [p], [t], [k], [b], [d], [g], are produced when the upper and the lower lip touch, so the airflow through the oral cavity completely stops (McMahon, 2002:28).

The data show that phoneme /f/ replaces with phoneme /p/ in the words “father”, “coffee”, and “wharf” (see V4, V5, and V6 in appendix E). Even though the grapheme <f> in these three words are in different position (initial, medial, and final

positions), the substitution occurs consistently from phoneme /f/ to /p/. Consonant [f] is voiceless labio-dental fricative which is articulated by the lower lip against the upper teeth. Meanwhile, Kusuma (1990:49) states that consonant [p] is voiceless bilabial plosive which is articulated by the two lips and produced without vibration of the vocal cords. Additionally, phoneme /v/ in the word “video” that refers to the grapheme <v> is uttered /p/ (see V7 in appendix E). Consonant [v] is voiced labio-dental fricative which in the feature of voicing differs from consonant [f].

Similar to fricatives [θ] and [z], fricatives [f] and [v] also do not exist in Korean. As a result, Korean speakers replace fricatives [f] and [v] with stopping [p]. Another assumption of this replacement is because consonants [f], [v], and [p] are close in the place of articulation, particularly in the same place of labial sound that deals with the partaking of the lips.

Moreover, the case of the word “bag” also deals with stopping of the sound pattern of KorE. Phoneme /b/ of the grapheme in the word “bag” is pronounced /p/ by Korean speaker (see V10 in appendix E). Consonant [b] is voiced bilabial plosive which contrasts to consonant [p] especially in the production of the vocal cords with vibration.

The reason of phoneme /b/ turns to /p/ is because there is not phoneme /b/ in Korean, as illustrated in Figure 4.1. The sound pattern of stopping consonant nevertheless emerges and is described by Igno (2014). He explains that /b/ in Korean is pronounced in between vowels and other voiced sounds (/d/, /g/), e.g. “**a**beoji” means “father” and “**tamb**ae” means “cigarette”. On the other hand, /p/ is pronounced in the initial and final position of a syllable or word, e.g. “**p**ada” means “sea” and “**i**p” means “mouth”. Perceiving these grounds, the *Running Man*’s player substitutes the phoneme /p/ for /b/ in the word “bag”, since /b/ is never pronounced in initial position.

c. The Addition of Vowel [ə]

The addition of vowel is also found in this research, namely vowel [ə] or schwa. *Running Man*'s players tends to add schwa [ə] at the end of the words “race”, “blouse”, and “wharf” (see V2, V3, and V6 in appendix E).

Vowel [ə] is labeled as mid, central, unrounded, and short vowel. Kusuma (1990:37) describes that it occurs when the lips are spread or in neutral position and the opening between jaws is narrow. He adds that there are three varieties of this vowel: [ə1], [ə2], [ə3], and the relation between these vowels is shown in Figure 4.2. He differentiates that [ə1] occurs in unstressed syllable and is always very short, e.g. /ə'ləŋ/, /'fə:wəd/, /'kɒn.sət/, while [ə2] has a higher and more retracted tongue-position than [ə1] and is frequently heard when the adjoining consonant is [k] or [g], e.g. /tə'gəʊ/, /bækə'gem/. [ə3] is more ʌ-like sound than [ə1], is pronounced less short, and used in final position, e.g. /'kɒl.əʃ/, /'fɑ:.ðəʃ/, /'sen.təʃ/.

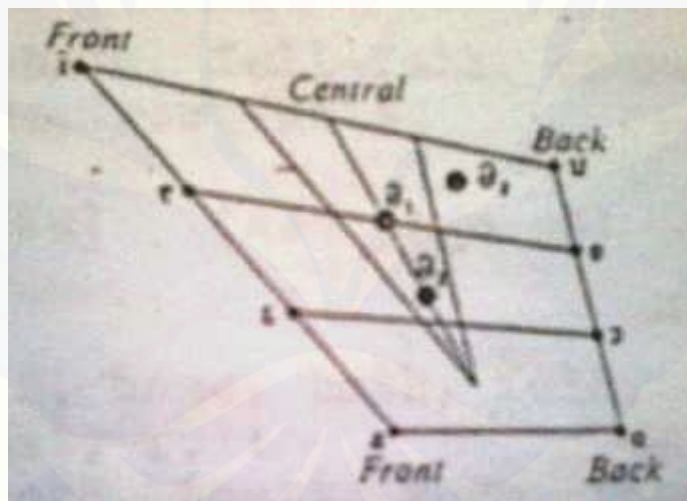


Figure 4.2 Relation between English sounds ə1, ə2, ə3 (Jones, 1983, cited in Kusuma, 1990:38)

Further insight into the vowel [ə] is described by Sewell (2010:31) in which it is named schwa paragoge. He explains that the output of the word “fit” is /fitə/ which is pronounced by Mandarin learners. It denotes that there is the addition of a vowel in

the word “fit” as a result of L1 (Mandarin)-derived markedness constraints against both consonant clusters and obstruents in final position.

Relating to the data that there is an additional vowel [ə] in words-final position of “race”, “blouse”, and “wharf”, the production of this vowel by *Running Man*’s players is similar to the variety of vowel [ə3], as described before. Moreover, vowel [ə] in Korean is considered as a result of vowel harmony process which is further divided into three: neutral, dark, and light vowels as shown in Figure 4.3. Lee (1993:216) describes vowel harmony as follows.

Vowel harmony (henceforth VH) was once a very productive phonological phenomenon in the history of Korean (N-S.Lee, 1947; C-W.Kim, 1978; Ahn and K-H.Lee, 1990:64-65). However Modern Korean does not have general harmonic process like that found in many other Altaic languages. VH is merely kept in ideophonic alternations and in /ə/ suffixation of verbs and adjectives.

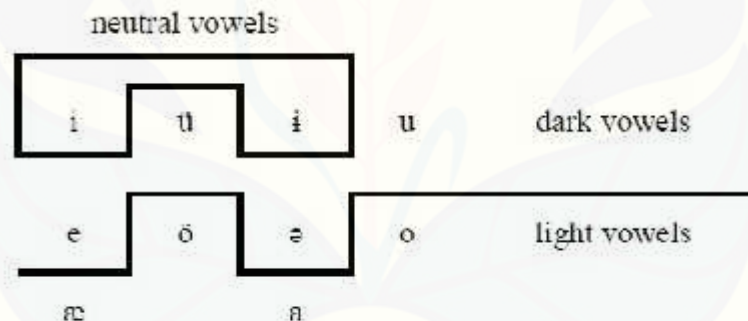


Figure 4. 3 Korean vowel division (Lee, 1993:215)

Furthermore, Lee (1993:218) additionally gives the example of vowel [ə] in verb suffixation, such as /mak/ + /ə/ → /maka/, /makə/ means “block”, and it is noted that for the irregular verb Korean adds the vowel [ə]. This case is similar to the data of *Running Man* players’ pronunciation, particularly the word “race” that is included into irregular verb in English. As a result, Korean speaker adds vowel [ə] in the coda of the word “race”.

In addition, the rule in Korean pattern which is not allowed for word-final consonant becomes other reason for the additional of vowel [ə] in coda. This pattern relates to what Kim and Pae (2007, cited in McLeod, 2012) say earlier about the syllable in Korean that is CVC which stands for Consonant-Vowel-Consonant. Therefore, Korean speakers tend to add a vowel after the consonant.

Not only in Korean, but also in certain Asian languages like Chinese and Japan where the speakers tend to drop, glottalize, or add a vowel to the English words endings [t], [d], [s], [l], [p], [b], [k], [f], [g], [r], and [v] (see California State Board of Education, 1973; Johnson, 1975; Labov, 1972; Tucker, 1969). Park (2005) states that in Korean system, the fricative [s] occurs only before a vowel or glide. He adds that native speakers of Korean assume that a vowel follows the English final [s]. Ha *et al.*, (2009) also summarizes the Korean phonetic syllable structure, (C)(G)V(C), which consists of only one optional consonant (C) and one optional glide or semivowel (G) in the initial position, and one optional consonant in word-final position.

Perceiving the explained reasons for the addition of vowel [ə] in coda, it is clear that Korean speakers add a vowel to the English words-final [s] as in the word “race” which is transcribed /reis.ə/ and “blouse” that is transcribed /broʊs.ə/. Also, vowel [ə] is added in the word “wharf” after final consonant [p] as in /wɑ:p.ə/.

d. Liquids Consonant Adaptation

The fourth KorE’s pattern of sound replacement is the liquid consonant adaptation in which the retroflex [ɹ] in English in the word “race” which refers to the grapheme <r> is replaced by flapping [ɾ] in Korean. Moreover, phoneme /r/ which refers to the grapheme <rr> in the word “hurry” is replaced by phoneme /l/ (see V8 in appendix E). Meanwhile phoneme /l/ in the word “blouse” which refers to the grapheme <l> becomes /ɾ/.

McMahon (2002:32) differentiates between consonants [r] and [ɹ] in which [r] is voiced alveolar central approximant, while [ɹ] is voiced alveolar lateral approximant. Both consonants are similar in the state of glottis (voiced), the place of

articulation (alveolar), and the manner of articulation (approximant). McMahon (2002:29) claims that there are four approximant phonemes in English: /j/, /w/, /l/, and /r/. She adds that approximant occurs when the upper and the lower lips do not close to create audible friction. Moreover, consonant [r] and [l] are categorized into voiced that the vocal cords vibrate while producing these consonants (Kusuma, 1990:21). Also, these consonants are similar to consonants [s] and [t] according to the place of articulation, that is, alveolar. Considering the position of the velum, consonant [r] and [l] are oral-like consonant [s], [t], and [θ] as has been explained before. However, both consonants differ in the matter of the airflow where consonant [r] is central since it occurs when the air moves along the centre of the mouth, while consonant [l] is lateral because it is produced by the air that moves down the side of the mouth (McMahon, 2002:30).

On the other hand, there are only flapping [ɾ] and lateral approximant [l] in Korean sounds. Thus, Heo and Lee (2004) confirm that there is no distinction between these consonants in Korean sounds since there is only what so-called one liquid phoneme, the cover term of consonants [l] and [ɾ] (see McMahon, 2002:42), that is /l/. They add that [ɾ] is the allophone of the liquid phoneme in Korean which replaces phonetically according to its position in syllable structure: lateral [l] when filling the coda position, but central flapping [ɾ] when occupying the onset. Therefore, flapping [ɾ] in English word “race” becomes /reis.ə/ and the word “blouse” turns to be /brɒʊs.ə/ as these occur in onset position. Meanwhile, the lateral [l] in the word “hurry” becomes /'hʌl.i/ as it occurs in coda position.

e. Vowel Deviation

Vowel deviation is the fifth case of the pattern of KorE which mostly occurs. Vowel deviation is described when one vowel is replaced by other vowel because of the limited vowels that a particular language has.

Firstly, vowel [ɜ:] is substituted with vowel [ə] which refers to the grapheme <i> and [eɪ] that refers to the grapheme <ay> is replaced by /ei/ in the word

“birthday”. Regarding to the height, frontness and rounding, vowel [ɜ:] is middle, central, and unrounded vowel. McMahon (2002:70-71) describes that central vowel occurs when the body of the tongue lifts towards the area where the hard and soft palate join. Moreover, the illustration of middle vowel happens when the position of the tongue is between low and high vowel, while unrounded vowel occurs when the position of the lip is in neutral position. Similar to vowel [ɜ:], vowel [ə] is also middle, central, and unrounded vowel. Additionally, both vowels are monophthong since the production of the vowel stays consistent from the beginning to the end (McMahon, 2002:73). However, vowel [ə] only appears in unstressed syllable, while vowel [ɜ:] does not. Then perceiving the length, McMahon (2002:73) states that vowel [ɜ:] is in long vowel membership as it is articulated in a more extreme and definite way, than their short counterparts. However, vowels in Korean are not distinguished between short and long vowel as in English (Ha *et al.*, 2009).

Another vowel deviation which occurs in the word “birthday” is [eɪ] that deviates for [e] and [i]. McMahon (2002:73) declares that [eɪ] is categorized as diphthong since it “changes in quality during its production, is characteristically long vowel, and is typically transcribed with one starting point and a quite different end point”. In addition, it is mid and front vowel like vowel [e]. On the other hand, /ei/ is included into vowel [e] and [i] in Korean. /ei/ is not regarded as a diphthong because Korean has 11 particular diphthongs combining with other vowels which indicate Korean features: /ja/, /je/, /jo/, /ju/, /jaj/, /jej/, /wa/, /we/, /waj/, /wej/, /uj/ (Ha *et al.*, 2009).

Secondly, there are there vowel variations that emerge in the word “thank” which refers to the grapheme <a>; [æ] in RP, [a] in GA, and [e] in KorE. Moreover, the vowel deviation from [æ] for vowel [e] also occurs in the word “bag”. Vowel [æ] is low, front, and unrounded vowel. McMahon (2002:71) states that it is called as low since the tongue is not raised at all, that is, when the mouth opens and the jaw drops. In addition, vowel [æ] belongs to front vowel since it is produced with the front of the

tongue raises towards the hard palate and is categorized into unrounded and monophthong as vowel [ɜ:] and [ə]. However, vowel [æ] belongs to short vowel since it is articulated with the smaller degree than long vowel.

Then, vowel [a] is also low, front, and unrounded vowel, similar to vowel [æ]. Since the production of vowel [a] as a result of GA accent is similar to vowel [æ], this vowel variation of GA does not need serious attention in the feature of English. In other words, it accrues with the emerging of vowel [a] variation in the word “thank” on account of GA’s accent.

Next is vowel [e] which refers to the grapheme <a> in the word “thank” that is uttered by the *Running Man*’s player. Vowel [e] is middle, front, and unrounded vowel. Therefore, it denotes that the production of the vowel [æ] or [a] and [e] is different. Figure 4.4 shows the Korean vowels which become one of the reasons of vowel deviation in the patterns of KorE’s sound replacement.



Figure 4.4 Korean vowels (Ha *et al.*, 2009)

The third is replacement of /eɪ/ to /ei/ in the word “race”. Based on the transcription in Table 4.1, the grapheme <a> of the word “race” is pronounced as diphthong [eɪ] of RP, vowel [ā] of GA, and vowels [e] and [i] of KorE. [eɪ] is categorized as diphthong and included into mid and front vowel like vowel [e], as described by McMahon (2002:73). [ā] is also labeled as mid and front vowel, so taking account on the parameters of the height and frontness, it is similar to [eɪ] and [e] although it differs in the matter of the syllable and the length in which it is

categorized as monophthong and short vowel. Then, the description of the vowel deviation from [eɪ] for [ei] is similar to the case of the word “birthday”.

The fourth vowel deviation is vowel [əʊ] which refers to grapheme <eo> and is substituted for vowel [o] in the word “video”. Vowel [əʊ] is close diphthong. Roach (1983:22) describes that vowel [əʊ] is produced when the vowel position for the beginning is similar to schwa vowel [ə] and then the lip may be slightly rounded in anticipation of the glide towards [ʊ]. Meanwhile, vowel [o] is high, mid, back, and rounded vowel. This vowel also generally exists in a Scottish English in words like “go”, “close” (Adj), “boat”, “foal”, and “ode” (McMahon, 2002:76-77; 85-86). Similar to the case of pronunciation in the word “race” by *Running Man*’s player, the deviation from diphthong [əʊ] for vowel [o] is because Korean language has its own diphthongs as mentioned before.

Next is English vowel [aʊ] which refers to grapheme <ou> and deviates for vowel /ou/ in the word “blouse” by the *Running Man*’s player. Similar to vowel [əʊ], vowel [aʊ] is also categorized as close diphthong. It is produced with a vowel similar to [ɑ:] but a little more front, the glide to [ʊ] would necessitate a large movement, and slightly lip-rounding (Roach, 1983:22). However, /ou/ is regarded as two vowels in Korean, not a diphthong. Vowel [o] which is produced by *Running Man*’s player has the similarity with Scottish English, as described before. Moreover, vowel [u] is high, back, and rounded vowel. McMahon (2002:76) explains that vowel [u] is like English [u:] in “goose”, but again it is higher and backer. A vowel is categorized into back vowel when the back of the tongue raises towards the soft palate or velum (McMahon, 2002:70).

Then, a vowel deviation also occurs in the word “father”. Vowel [ɑ:], which refers to the grapheme <a>, is replaced by vowel [a]. Vowel [ɑ:] is categorized as low, back, unrounded and long vowel. In contrast, vowel [a] is front based on its frontness. However, these vowels are similar in the height and rounding. Furthermore, the production of vowel [a] as a result of *Running Man*’s pronunciation

in the word “father” is similar to SSBE (Southern Standard British English), like the word “trap” (see McMahon, 2002:72).

The following vowel deviation is vowel [ɒ] which refers to the grapheme <o> in the word “coffee” that replaces with vowel [o]. Vowel [ɒ] is short vowel and it only occurs in SSBE but not in GA, like words “lot”, “pot”, “sock”, “possible” (McMahon, 2002:75; 81). Meanwhile, GA produces vowel [ɒ] for the word “coffee” which refers to the grapheme of <o>. Without considering the suprasegmental factor [ˈ], it is similar to Korean speaker who utters [o].

Additionally, there are three vowel variations which emerge in the word “wharf” which refers to the grapheme <a>; [ɔ:] in RP, [ɒ] in GA, and [a] in KorE. Vowel [ɔ:] is categorized into back vowel similar to vowels [u] and [ɑ:], middle vowel similar to vowels [ɜ:], [ə], [e], and [o], rounded vowel similar to vowels [u] and [o], and long vowel similar to vowel [ɜ:], [ɑ:], as explained earlier. On the contrary, the description of vowel [ɒ] in the word “wharf” is similar to the word “coffee” as explained before. On the other hand, vowel [a] is front, low, unrounded, and short vowel as described in the vowel deviation of the word “father”.

After all, the vowel deviation of KorE’s patterns of sound replacement becomes the evidence of Korean’s lack of vowels. Thus, the *Running Man*’s players replace the English vowels with the closest Korean vowels.

To sum up, there are five patterns of sound replacement of KorE as a result of the *Running Man* players’ pronunciation: addition of the vowel [ə], voicing replacement, stopping, liquids consonant adaptation, and vowel deviation.

4.2 The Viewers’ Perceptual Judgment towards the Intelligibility of the KorE

4.2.1 The Results of the Viewers’ Intelligibility Test

By using the first task of the questionnaire that seeks to know the viewers’ intelligibility towards KorE, 10 words of the selected *Running Man*’s videos are

tested in order to discern how many words the participants can recognize. 23 out of 29 selected participants agree to participate in this research. Afterward, each word is counted based on its percentage of intelligibility as displayed in Table 4.4.

Table 4.3 The words recognition of KorE (%)

Words	The number of the viewers ²	Words recognition (%)
birthday	17	73.9
race	2	8.6
blouse	2	8.6
father	5	21.7
coffee	4	17.3
thank	23	100
video	3	13
hurry	3	13
wharf	0	0
bag	1	4.3

Note: total participants: 23.

The results of the first task of the questionnaire show that the viewers generally do not recognize the words of the selected *Running Man*'s videos. However, there are several words which are understood by the viewers.

Firstly, the word "birthday" in *Running Man*'s video is well recognized by 17 out of 23 participants and achieves 73.9%, as shown in Table 4.4. However, 4 participants hear it as "first day" and 2 others perceive it as "pirst day".

The second word is the word "race" which is poorly recognized by the participants and achieves a smaller degree at 8.6%. Only 2 participants recognize the word "race" precisely. Meanwhile, 17 out of 23 participants do not write this word and this is the greatest quantity of this word to be claimed as unintelligible. In addition, there are 4 participants who answer the different words: "nice", "leisure", "put the leise", "le sue".

The following word "blouse" is also unsuccessfully recognized by the participants and reaches 8.6% similar to the word "race". 15 out of 23 participants do

not fill their answers for this word. Additionally, 2 participants hear it as “dress” or “dresse” and 4 participants have different answer: “approve it well”, “wait from there”, “what’s going on”, and “trousers”. However, 2 participants accurately perceive it as “blouse”.

Then, the word “father” is slightly recognizable since the degree of its recognition reaches 21.7%. 11 out of 23 participants do not answer, 5 participants write “part”, 5 others recognize well as “father”, a participant perceives it as “pather”, and another writes “dig up”.

The fifth word is “coffee” which is unrecognizable as well as the word “blouse”. However, the degree of its recognition is bigger than the word “blouse”, that is 17.3%. 15 out of 23 participants do not answer and 3 participants answer three different words, “how”, “you know”, and “this place”, that are not even close to the tested word. However, there are 4 participants who recognize the word “coffee” well. Moreover, there is a participant who perceives it as “kopi” as this word is pronounced by *Running Man*’s player.

The sixth word is the word “thank” which is successfully recognized by all of the participants. They precisely write the English word that they heard on the sixth video as “thank”.

Next is the word “video”, similar to the word “birthday”, which is unsuccessfully recognized by the viewers. Only 13% or 3 participants who recognize it as “video” and a participant writes “pideo” as the speaker-like pronunciation. In addition, the other participants abstain since their answers are irrelevant to the word “video”.

The subsequent word is “hurry” which is also poorly known by the participants. This word is only recognized well by 3 participants or achieves 13% of intelligibility, similar to the word “video”. 7 out of 23 participants only recognize the following word of “hurry”, that is “please”. Additionally, 7 participants do not give their answers and 8 others have irrelevant answers for the word “hurry”. It is called

as irrelevant answers because the participants do not give related answer to what is being considered based on the data, e.g. the participants answer “free” and “how much” instead of the word “hurry”.

Furthermore, the word “wharf” is totally unrecognized by the participants. There are 13 participants who do not give the answer, 6 participants perceive it as “show”, a participant write “road”, and another one recognize “fisherman” as it is the previous word before the word “wharf”. On the other hand, a participant carelessly writes “hurry up”. Therefore, there is an assumption that he inconsiderably writes “hurry” in number nine because the previous video displays the word “hurry”.

The last word is “bag” which is also recognized in vain and only reaches 4.3%. There is only one participant who successfully recognizes the word “bag” in this video. However, several words which are close to the word “bag” are variously perceived, such as “tag” or “nametag”, “flag”, and “take”. Additionally, there is only one participant who does not give her answer for this video.

To sum up, there are two words (“thank” and “birthday”) which are successfully recognized by English Department students of academic year 2010 and these words are categorized as intelligible. On the other hand, 8 out of 10 words are unintelligible since the viewers generally fail to recognize them.

Table 4.4 The degree of patterns of KorE’s sound replacement

The patterns of sound replacement of KorE	The number of words	%
the addition of vowel [ə]	3	13%
voicing replacement	3	13%
Stopping	5	22%
liquids consonant adaptation	3	13%
vowel deviation	9	39%
Total	23	

After all, Table 4.4 shows the degree of patterns of KorE’s sound replacement which mostly occur as a result of the intelligibility over the *Running Man* players’

pronunciation. In relation to the patterns of KorE's sound replacement, the results prove that the vowel deviation leads by the biggest degree (39%). Furthermore, it is followed by the stopping which occurs in 5 words and reaches 22%. Then, the addition of vowel [ə], liquids consonant adaptation, and voicing replacement are the patterns of KorE which occur in a smaller degree (13%).

4.2.2 The Intelligibility of the KorE

The parameters of the KorE to be intelligible in this research are words recognition and the sound patterns. As long as the students can recognize the words which are pronounced by the *Running Man*'s players and the sound patterns of KorE do not cause the problem for the students as the viewers, the KorE is claimed to be intelligible. These parameters are adapted from Smith and Nelson (in Kachru *et al.*, Eds., 2006:429) who claim that the description of intelligibility is the way of the listener to acknowledge particular words or utterances of the speaker. Also, Jenkins (2000, cited in Seidlhofer, 2004) notes that intelligibility will cause the problem or not based on the speakers' pronunciation.

The first task of the questionnaire proves that the pronunciation of KorE is, generally not completely, unintelligible. However, there are several words, such as "thank" and "birthday" as mentioned earlier, which are successfully recognized by the participants and these words are categorized as intelligible.

In the first place, the word "thank" proves to be intelligible KorE word. Although dental fricative [θ] which refers to the grapheme <th> has been substituted into alveolar plosive [t] by the *Running Man*'s players, the viewers still recognize this word. In addition, the replacement of low vowel [æ] into middle vowel [e] in Korean does not make the participants unfamiliar with the word "thank".

Moreover, the word "birthday" also confirms the intelligibility since the viewers, even though not all of them, recognize it. Most of the participants recognize

the word “birthday” although the *Running Man*’s player substitutes dental fricative [θ] which refers to the grapheme <th> with alveolar fricative [s] and replaces long vowel [ɜ:] which refers to the grapheme <i> with short vowel [ə]. It proves that the *Running Man* player pronounces the word “birthday” intelligibly.

Therefore, two words mentioned earlier emphasize the intelligibility of KorE since both words do not cause the problem for the viewers to recognize. Then, it fits to the description of intelligibility by Smith and Nelson (in Kachru *et al.*, Eds., 2006:429) as described earlier in which the viewers acknowledge the speaker’s utterance. In addition, what makes the words “birthday” and “thank” intelligible to the viewers, although there is substitution process, is that the *Running Man*’s accent particularly in these two words does not cause the problem for the viewers. It suits Jenkins’ (2000, cited in Seidlhofer, 2004) claim that intelligibility is based on the features of the speakers’ pronunciation as noted earlier. In other words, the viewers still tolerate the patterns of KorE since they recognize and write down the words.

In addition, the /th/ sounds in the words “birthday” and “thank” are not necessary for intelligibility and not listed into LFC category as Jenkins (2000, cited in Coşkun and Arslan, 2011) argued in Chapter 2. In other words, the case of the /th/ sounds, which is not too crucial for intelligibility, is also proven in this study which displays that the words “birthday” and “thank” are still well-recognized by the viewers.

On the other hand, the results show that generally the KorE proves unintelligible. There are 8 words, such as “race”, “blouse”, “father”, “coffee”, “video”, “hurry”, “wharf”, and “bag”, which are unintelligible for the viewers.

Firstly, the word “wharf” is poorly unintelligible to the viewers since all of the participants do not recognize it as pronounced by the *Running Man*’s player. Presumably, the pattern of KorE, namely stopping [f] to [p] makes the participants do not recognize this word. Moreover, there is preceding English word before the word “wharf” that is “fisherman” which probably confuses the viewers. The stopping

process of patterns of KorE also occurs in the words, such as “father” which refers to the grapheme <f> and “coffee” that refers to the grapheme <ff>. This pattern causes the problem for the viewers because of the limited consonants in Korean and the sound pattern of stopping consonants as explained earlier and makes the viewers unfamiliar with this word. The other stopping which causes unintelligibility is the word “video” in which fricative [v] is replaced by plosive [p].

Secondly, liquids consonant adaptation of KorE’s patterns additionally proves unintelligibility. The words, such as, “race”, “hurry”, and “blouse” are the examples. The substitution from central consonant [r], which refers to the grapheme <r> in the word “race” and which refers to the grapheme <rr> in the word “hurry”, for lateral consonant [l] causes unintelligibility to the viewers. In addition, liquid consonant adaptation from lateral [l] which refers to the grapheme <l> in the word “blouse” for central [r], proves another unintelligibility of the KorE.

The following patterns of KorE, namely addition of vowel [ə] in the word-final position in such words “race”, “blouse”, and “wharf”, becomes another reason for the *Running Man* players’ pronunciation to be unintelligible for the viewers. They might not be familiar with the patterns of KorE which are not allowed for word-final consonants, as described before, so the additional vowel [ə] in coda becomes an alternative to pronounce these words.

Then, vowel deviation in patterns of KorE which mostly occurs in the *Running Man* players’ pronunciation is the evidence of unintelligibility. It appears in the word “race” that refers to the grapheme <a> in which English diphthong [eɪ] deviates for vowel [e] and [i] in Korean’s pronunciation. Also, the vowel deviation from close diphthong [əʊ] for vowel [o] and [u] in the word “blouse” and from close diphthong [əʊ] which refers to the grapheme <eo> for vowels [o] and [u] in the word “video” make these words unnoticed clearly by the viewers. Then, the deviation from short vowel [ɒ] for vowel [o] in the word “coffee” which refers to the grapheme <o>, vowel deviation from back vowel [ɑ:] for front vowel [a] in the word “father” which

refers to the grapheme <a>, from middle vowel [æ] for low vowel [e] which refers to the grapheme <a> in the word “bag” are the other results of KorE’s unintelligibility.

To sum up the patterns of KorE’s sound replacement which prove to be unintelligible are stopping, liquids consonant adaptation, the addition of vowel [ə], and vowel deviation. It suits Jenkins’ (2000, cited in Coşkun and Arslan, 2011) description of LFC list, as mentioned earlier, in which all consonants except for /th/ sounds and the contrast between short and long vowels in patterns are necessary for intelligibility. It means that the patterns mentioned before do not display the mutual intelligibility between non-native speakers, the *Running Man*’s players and the selected English Department students of academic year 2010. Therefore, these patterns should be more concerned as these patterns reduce intelligibility and fail to reach the goal of LFC which is seen as indispensable for the maintenance of international intelligibility as claimed by Sewell (2010:22).

However, there is a pattern of KorE which is intelligible for most of the viewers: the voicing replacement. The replacement in the grapheme <th> from voiceless consonant [θ] for lax consonant [t] in the word “thank” and from voiceless consonant [θ] for lax consonant [s] in the word “birthday” become the evidence that these words are intelligible to the viewers.

4.2.3 The Viewers’ Perceptual Judgment towards the KorE

The viewers’ perceptual judgment towards the KorE through the selected *Running Man*’s videos is obtained by working on a 7-point Likert scale questionnaire survey. Table 4.5 shows these results.

Table 4.5 The viewers’ perceptual judgment towards the KorE

No.	Feelings towards the KorE	The viewers’ most feeling	The number of the listeners	%
1.	easiness	disagree	8	35%
2.	likability	somewhat	9	39%

No.	Feelings towards the KorE	The viewers' most feeling	The number of the listeners	%
		disagree		
3.	funny	agree	10	43%
4.	unfamiliarity	agree	9	39%
5.	anxiety	agree	10	43%
6.	speed	agree	8	35%
7.	honesty	agree	7	30%
8.	pleasantness	agree	7	30%
9.	sophistication	neither agree nor disagree	7	30%
10.	credibility	neither agree nor disagree	6	26%
11.	industriousness	neither agree nor disagree	9	39%
12.	determination	somewhat disagree	8	35%
13.	smartness	neither agree nor disagree	9	39%
14.	appearance	somewhat disagree	7	30%
15.	education	neither agree nor disagree	8	35%

Note: 15 feelings towards the KorE are adapted from Chen (2011).

In general, the viewers' judgment towards the KorE by English Department students 2010 of Faculty of Letters, Jember University emphasizes the lower degree of agreement in which it is even less than 50% per variable of feelings, as presented in Table 4.5. This suggests that KorE does not become a favourable accent for them. It is proven by the viewers' judgments of 15 variables that they encounter with difficulty of being familiar with a particular pattern of KorE, so it makes the KorE to be unintelligible for them.

Even the K-lovers, as a part of the participants, assess their feeling objectively towards the KorE. It is proven by as many as 5 participants who are identified as the K-lovers. The identity of K-lover and non K-lover are distinguished by the third task of the questionnaire which reflects who they might be socially and historically, how

they position themselves “to acquire a wide range of symbolic and material resources”, and when they learn a language (Korean) as suggested by McKinney and Norton (2007), and Norton and Toohey (2011). The question number 2 proves their “alias” name in their community of K-lovers (such as heeyong and pin.a), number 4 to 6 reveals the students’ identity historically, number 7 to 14 shows their identity socially, number 15 to 16 reflects their material belonging to their community, and the rest numbers show linguistic consequences when they learn Korean language and apply Korean language code mixing (see appendix C).

However, there are several feelings towards KorE which have been assessed by the K-lovers that show the different judgments from the general assessment of Table 4.5. Unfamiliarity towards KorE and appearance of the *Running Man*’s players are the result of the difference.

Most of the K-lovers assess “neither agree nor disagree” for the unfamiliarity towards the KorE. It proves that they are in neutral position to decide their familiarity towards KorE since they may have been already familiar with this accent, but not sure enough in what degree their familiarity is. Therefore, it needs further explanation for why the KorE is still unintelligible for the viewers, especially K-lovers, even though they are actually familiar with this accent but in undecided degree of familiarity. If this notion is true, the familiarity with the speaker’s accent from the listeners’ factors that is described by Nelson (2011:22) can succeed the communication, should be rethought.

On the other hand, the second assumption goes that there are particular patterns of KorE which the K-lovers are not familiar with. This makes them unable to recognize the words which deal with the patterns of KorE. It is proven by their answer on the first task of the questionnaire that K-lovers can only recognize 2 to 5 words out of 10 words on the selected *Running Man*’s videos. Therefore, the average of the K-lovers’ familiarity towards the KorE reaches 20%-50%.

4.3 The Viewers' Attitude towards the Intelligibility of the KorE

Not only proves the English Department students 2010's perceptual judgments, the second task of the questionnaire also confirms their attitude towards KorE. The contents of the attitude consist of three categories: competence, social attractiveness, and personal integrity (see Chen, 2011; Radomski and Szpyra-Kozłowska, 2014), while the feelings towards KorE are adapted from Chen (2011). Then, the views towards intelligibility of the KorE are obtained from the viewers' most feelings of each variable. Before generalizing the views towards intelligibility of the KorE, the explanation of 15 variables are given since these variables have the different value of statement which means that not all variables mean positive or negative.

Table 4.6 The students' attitude towards KorE

Attitude categories	Feelings towards KorE	The viewers' most feelings	Views
social attractiveness	appearance	somewhat disagree	negative
	Funny	agree	negative
	likability	somewhat disagree	negative
	pleasantness	agree	positive
competence	easiness	disagree	negative
	education	neither agree nor disagree	neutral
	sophistication	neither agree nor disagree	neutral
	smartness	neither agree nor disagree	neutral
	unfamiliarity	agree	negative
personal integrity	anxiety	agree	negative
	credibility	neither agree nor disagree	neutral
	determination	somewhat disagree	negative
	honesty	agree	negative
	industriousness	neither agree nor disagree	neutral
	speed	agree	negative

Note: the attitude categories are from Lambert (1967, see Chen, 2011; Radomski and Szpyra-Kozłowska, 2014) and the feelings towards KorE are adapted from Chen (2011).

In the first place, the appearance is included into social attractiveness of attitude categories which refer to the speakers or the *Running Man*'s players. Most of the viewers rate 3 or somewhat disagree on 7-point Likert scale for item 14 "I think the speaker is handsome". It means that they assess that the *Running Man*'s players are not handsome. In other words, the viewers do not consider the *Running Man* players' appearance as significant factor which makes the KorE to be intelligible. Thus, the viewers' attitude for appearance's item is negative.

However, most of the K-lovers rate 6 and 7 ("agree" and "strongly agree") on 7-point Likert scale suggesting that the *Running Man*'s players are handsome. The writer assumes that the appearance as a part of 15 variables is important for the K-lovers since they have an idol or several idols who admire. It is proven by their answer on the third task of the questionnaire.

Secondly, KorE is regarded as a funny accent by the viewers which further emphasize the negative view. The viewers predominantly rate 6 or agree on 7-point Likert scale for item 3 "I think English with this accent is a little funny". It means that they think that KorE is a little funny accent. In other words, they perceive negatively towards the KorE since several participants give their comments that KorE sounds funny, but it is strange and not clear, as shown in these statements: it sounds funny, but it is strange; the Korean-accented English is funny, but it is unclear.

Next is the viewers' likeability towards the KorE. The results show that most of the viewers rate 3 or somewhat disagree on 7-point Likert scale for item 2 "I like English with this accent". In other words, the viewers do not like KorE. In addition, it is clear that the viewers' likeability towards the KorE is negative as it is proven on several viewers' additional comment that "the accent of actor or actress in this video is very terrible".

The fourth is the easiness of the KorE which is included into competence category. Most of the viewers perceive that the KorE is difficult to understand as shown in their additional comments, such as the speakers' accent is pretty difficult to

understand; the listeners understand less on what the *Running Man*'s players say; the speakers' English is less understandable. Therefore, they view the easiness of the KorE negatively and rate 2 or disagree on 7-point Likert scale for item 1 "It is easy for me to understand English with this accent".

Furthermore, most of the viewers perceive unfamiliarity of the KorE negatively. The viewers rate 6 or agree on 7-point Likert scale for item 4 "I am not familiar with English with this accent" and it proves that they agree that KorE is not familiar to them. The viewers' unfamiliarity towards KorE is also proven by their recognition test which shows that most of them can only recognize 2 out of 10 words, as presented in Table 4.3.

The next feeling towards KorE is an anxiety. Most of the viewers rate 6 or agree on 7-point Likert scale for item 5 "English with this accent makes me anxious". Since the pronunciation of the *Running Man*'s players is difficult to understand by mostly viewers as mentioned earlier, they feel anxious when hearing the KorE. Unconsciously, they perceive that the KorE is a bad accent since it makes them anxious or worry. The thing that makes them worry over the KorE is the standardization of pronunciation which still becomes the guidance. It is proven by the viewer's statement that the *Running Man*'s pronunciation is different from its standard.

Then, the viewers rate 3 or somewhat disagree on 7-point Likert scale for item 12 "I think the speaker is determinate". It confirms that they tend not to believe that the *Running Man* players' pronunciation is determined. As a result, the viewers' determination towards the *Running Man* players' pronunciation is negative.

In addition, the speed also becomes one of the factors that makes the viewers do not understand what the *Running Man*'s players say although each of the videos has been played 3 times. Most of the viewers rate 6 or agree on 7-point Likert scale for item 6 "I think the speed of the recording is too fast". Several viewers also admit that the speed of the *Running Man* players' pronunciation is too fast.

Honesty also gets the negative view from most viewers. They rate 6 or agree on 7-point Likert scale for item 7 “I think the speaker is honest”. It confirms that the *Running Man*’s pronunciation is perceived as honest which means that their pronunciation shows their own accent (KorE). It is proven by the viewers’ comments, such as the accent is a mix of Korean-English and the speakers’ pronunciation is different from its standard because the limited of their organ of speech which habitually deals with Korean language. Therefore, the speakers’ honesty while pronouncing the English words using their own accent (KorE) is perceived as negative view since it makes the viewers difficult to understand the KorE, as mentioned earlier in the easiness feeling towards KorE.

The following feeling towards the KorE is pleasantness. This feeling gets a positive view from the general viewers. They rate 6 or agree on 7-point Likert scale for item 8 “I think the speaker is pleasant”. One of the viewer’s statements, which says that the way the speakers talk is impressive, confirms their pleasantness towards the *Running Man*’s vocal performance.

Not only proves negative and positive views, but the viewers’ attitude towards intelligibility of KorE is also neutral in several variables. Most of the viewers rate 4 (neither agree nor disagree) on the 7-point Likert scale for item 9 “I think the speakers are sophisticated”, item 10 “I think the speakers are credible”, item 11 “I think the speakers are industrious”, item 13 “I think the speaker are smart”, and item 15 “I think the speakers are well-educated”. In other words, most of the viewers do not emphasize clearly whether the *Running Man* players’ pronunciation is credible or not, sophisticated or not, industrious or indolent, shows the smartness or not, and well-educated or not.

However, the results would prove a strong rejection towards the KorE if most of the viewers rated 1-3 on 7-point Likert scale for those 5 items. A higher level of education and smartness, for example, confirms a link with better English. In other

words, the native accent becomes the model and its achievement is seen in a better education (Candler, 2001).

The overall attitude of English Department students towards the KorE is negative since the result shows that there are dominating variables which prove their negative attitude. This negative attitude is mostly in personal integrity (such as speed, anxiety, determination, and honesty) which displays the speakers' quality of pronouncing the English words. Moreover, KorE is seen negatively in terms of "status" and "competence" variables like appearance, funny, likability, easiness, and unfamiliarity. It suits Honey (in Coulmas, Ed., 1998) that only the so-called standard speakers or RP that are rated more highly in terms of "status" and "competence" as described in Chapter 2. Not only proven by the 15 variables, the students' negative view towards KorE is also supported by the additional comments on *Running Man*'s players (see appendix D). Most of the students say that the *Running Man* players' accent is strange, complicated, difficult to understand, unclear, terrible, different from standard, and funny as mentioned earlier. On the other hand, the students' neutral view towards the KorE is positioned on the second rating. Finally, the students' positive view towards KorE is in the lowest position.

It is obvious that the attitude of students towards KorE indicates that they deny the KorE since the result is mostly in negative view. Even, several students still ensue the so called "standard pronunciation" while giving their comments on the *Running Man* players' vocal performance, as mentioned earlier. It means that the "standard pronunciation" should be applicable from their perspective and "traditional exonormative" as said by Schneider (2003, 2007, cited in Kirkpatrick, Ed., 2010:167-168) earlier, which is usually oriented towards British English pronunciation, still leads.

Nonetheless, it needs to be remembered that not all the acoustic features of pronunciation can be accepted and become the new norm in World Englishes. If those features occur in many places around the world, it may be one day accepted as the

new norm. For instance, Deterding (in Kirkpatrick, Ed., 2010:393) summarizes the “th” sounds which display the different varieties of English, with [t] being used in Singapore, India and some speakers from Nigeria, the Caribbean (Gramley and Pätzold, 2004:270), Brunei (Mossop, 1996) and throughout South East Asia (Deterding and Kirkpatrick, 2006), [s] being used by speakers from places such as China (Deterding, 2006b), Taiwan (Chung 2005), Germany (Swan, 1987) and Russia (Monk and Burak, 1987), [f] occurring in Hong Kong (Hung, 2000; Deterding *et al.* 2008).

After all, voicing replacement in which [t] and [s] are used as replacement for “th” sounds also emerges in patterns of KorE. It proves that the various pronunciations of “th” sounds are not only found in Outer Circle as described in Chapter 2, but also in Expanding Circle. If this feature is well-established throughout the regions around the world, it is not surprising that someday this particular feature becomes the new norm in pronunciation.

However, the /th/ sound or voicing replacement is just a small part of patterns of KorE which proves intelligibility and indicates to be accepted feature. Other patterns of KorE except voicing replacement, as described earlier, as a matter of fact, emphasize unintelligibility and the students appraised to deny the KorE. These patterns of English variation are not allowed or tolerated since these patterns do not occur simultaneously in other regions around the world as the “th” sounds. However, some of the students appraise that KorE is funny and their pronunciation is not completely unclear.

CHAPTER 5. CONCLUSION

This study focuses on judgments of English Department students of academic year 2010 towards KorE. 10 short videos of *Running Man* become the primary data. Next, as much as 23 students judge intelligibility of KorE through the *Running Man* players' vocal performance by answering three tasks of the questionnaire as the second data. Concisely, the conclusion comes to answer three questions in this thesis, a critical problem of this research, and the possibility for further research.

In the first place, there are 5 patterns of sound replacement of KorE, namely addition of vowel [ə], liquids consonant adaptation, stopping, voicing replacement, and vowel deviation as the results of *Running Man* players' pronunciation. As much as 39%, vowel deviation is the pattern of sound replacement of KorE which mostly occurs. Furthermore, the replacement occurs because of the limited vowels and consonants, the absence of distinction between voiced and voiceless consonants, consonant cluster, the syllable patterns, and vowel harmony in Korean.

Secondly, the pronunciation of KorE is, generally not completely, unintelligible. The results show that only 2 out of 10 words are successfully intelligible for the students. Briefly, the students' judgment towards the KorE emphasizes the lower degree of agreement which is proven by their judgments of 15 variables that they encounter with difficulty of being familiar with the particular patterns of KorE.

Furthermore, the issue of the different answers from K-lovers does not suggest the significant results since they objectively assess their feelings towards KorE. However, the unfamiliarity towards KorE and the physical appearance of the *Running Man*'s players prove that K-lovers are somehow biased. Therefore, it needs

further explanation for why the KorE is still unintelligible for K-lovers, even though they are actually familiar with this accent but in undecided degree of familiarity.

Then, the students' attitude towards intelligibility of the KorE confirms a denial of the KorE since the results are mostly in negative view and mainly in personal integrity category which displays the speakers' quality of pronouncing the English words.

These findings suggest that not of all the acoustic features of pronunciation can be accepted and become the new norms in World Englishes. If those features occur in many places around the world, it may be one day accepted as the new norm, as the /th/ sound or voicing replacement in the words "thank" and "birthday" which can be successfully recognized by the students although this sound is replaced into different sounds. However, it should invite further research to find other features of KorE that may prove intelligibility by devising.

More appropriate way to collect the data especially in term of the similar treatment to make the same quality of sounds that would be assessed by the participants should be considered. It would be best if all of them are served by a sound system while watching the videos.

In addition, another issue needing further research regards the establishment on how the listeners' attitude towards the KorE. For instance, if the listeners state that KorE is far from the so-called standard English, then it would be best that he or she gives some reasons why she or he says so. Further explanation from the listeners is expected to make their judgments towards KorE to be more responsible in order to avoid doubt about judgments towards foreign accent of English.

Finally, after doing this research, it is expected that this research can contribute to the English Department students' better understanding of English accents' variation, particularly the patterns of KorE. Hopefully, this study is useful for others as a reference of doing more research in intelligibility of English accents' variation and can help further analysis in the same study.

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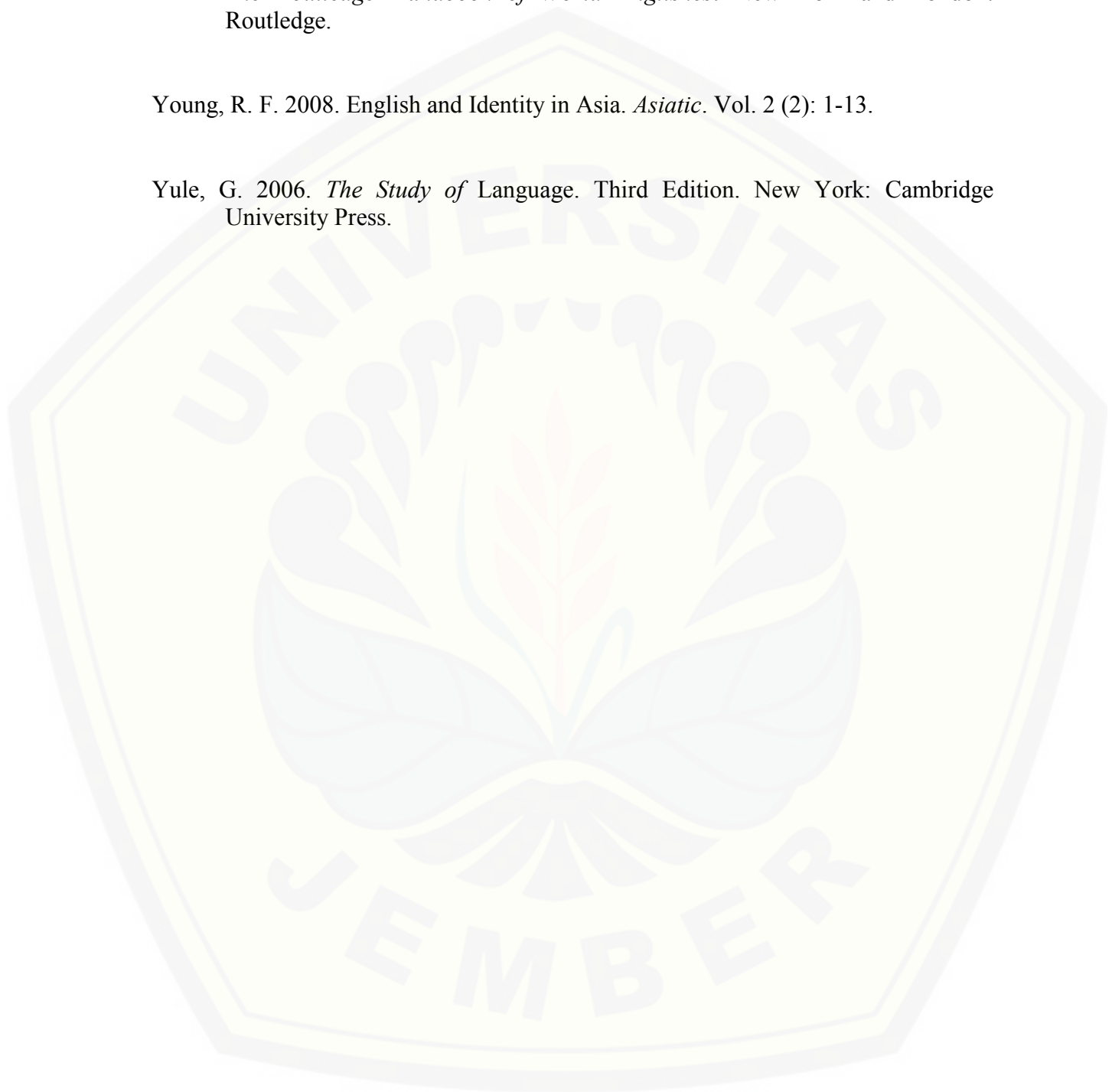
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APPENDIX A. INFORMATION SHEET OF THE QUESTIONNAIRE

Researcher : Desi Fajariyanti

Title of this project: Judgments on intelligibility towards Korean-accented English through the selected *Running Man*'s videos.

Supervisors : Drs. Wisasongko, M.A., Hari Supriono, S.S., M.EIL.

The aims of this project are:

1. to examine whether the Korean-accented English (KorE) through the selected *Running Man*'s videos, would be intelligible or unintelligible to the viewers.
2. to examine viewers' perceptual judgment of intelligibility and attitude towards the Korean-accented English in relation to the pronunciation of *Running Man*'s players – whether they tolerate or deny the KorE.

You will be asked to watch 10 short videos and answer 3 tasks with 25 questions. This should take about 20 minutes. In the first task, you will be asked to watch and to listen to English words in 10 short videos in which each video will be played 3 times, write down the English words that you hear, and circle the answer of each questions. This will take about 10 minutes. In the second task, circle a number that best describes your view to assess your feelings towards the pronunciation of *Running Man*'s players. This should take about 5 minutes. Finally, the third task is to answer 20 questions and it will take about 5 minutes.

All data you provide will be stored in a secure place and will only be accessible to my supervisors. You will not be identifiable in the reporting of the results of this research.

Participation in this research is purely voluntary, and you are at liberty to withdraw your participation at any time without negative consequences.

APPENDIX B. THE FIRST AND THE SECOND TASKS OF THE QUESTIONNAIRE

Instructions:

You will watch 10 short videos. After each video has been played, you will have some time to fill in the answers. The procedure is exactly the same for the following videos.

There are three kinds of task:

1. First, write down English words according to the videos you watch and circle the answer of each questions.
2. In the second task, on a scale from 1 to 7, circle a number that best describes your view. The number 1 means 'strongly disagree', and the number 7 means 'strongly agree'. There are 15 scales for each sample. You are also asked to describe the speaker in your own words, using the empty space provided.
3. In the third task, you are asked to answer 20 questions by circle your answer.

Task 1

Please write down English words according to the videos you watch and circle the answer of each questions.

1. _____
Do you think your friends will have the same answer? a. yes b. no
2. _____
Do you think your friends will have the same answer? a. yes b. no
3. _____
Do you think your friends will have the same answer? a. yes b. no
4. _____

- Do you think your friends will have the same answer? a. yes b. no
5. _____
- Do you think your friends will have the same answer? a. yes b. no
6. _____
- Do you think your friends will have the same answer? a. yes b. no
7. _____
- Do you think your friends will have the same answer? a. yes b. no
8. _____
- Do you think your friends will have the same answer? a. yes b. no
9. _____
- Do you think your friends will have the same answer? a. yes b. no
10. _____
- Do you think your friends will have the same answer? a. yes b. no

Task 2

Please assess your feeling toward the accent you have obtained. According to the degrees of agreement, check the most appropriate response.

1 (Strongly disagree) 2 3 4 5 6 7 (Strongly agree)

1. It is easy for me to understand English with this accent. 1 2 3 4 5 6 7
2. I like English with this accent. 1 2 3 4 5 6 7
3. I think English with this accent is a little funny. 1 2 3 4 5 6 7
4. I am not familiar with English with this accent 1 2 3 4 5 6 7
5. English with this accent makes me anxious. 1 2 3 4 5 6 7
6. I think the speed of the recording is too fast. 1 2 3 4 5 6 7
7. I think the speaker is honest. 1 2 3 4 5 6 7
8. I think the speaker is pleasant. 1 2 3 4 5 6 7
9. I think the speaker is sophisticated 1 2 3 4 5 6 7

10. I think the speaker is credible. 1 2 3 4 5 6 7

11. I think the speaker is industrious. 1 2 3 4 5 6 7

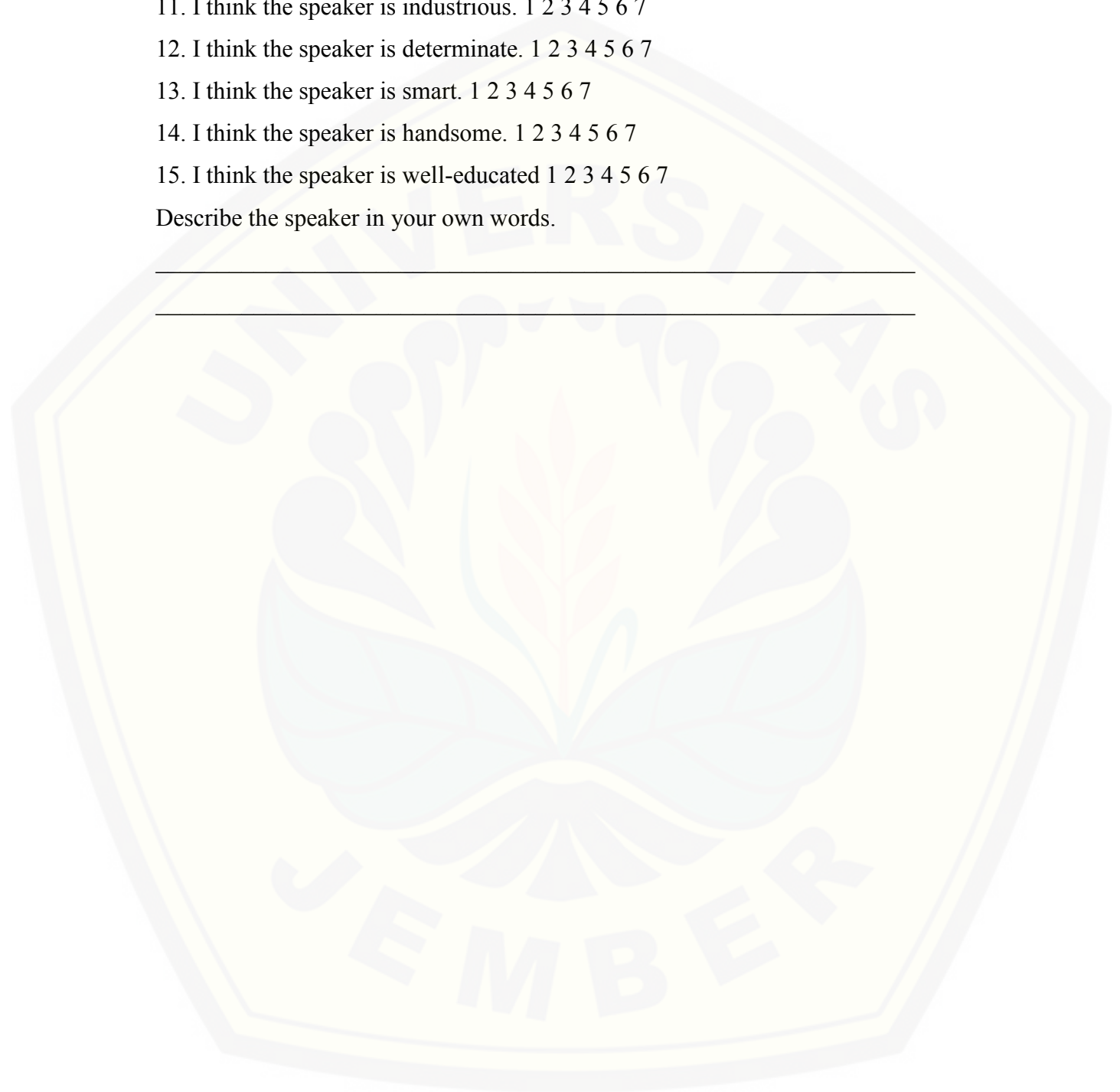
12. I think the speaker is determinate. 1 2 3 4 5 6 7

13. I think the speaker is smart. 1 2 3 4 5 6 7

14. I think the speaker is handsome. 1 2 3 4 5 6 7

15. I think the speaker is well-educated 1 2 3 4 5 6 7

Describe the speaker in your own words.



APPENDIX C. THE THIRD TASK OF THE QUESTIONNAIRE**Task 3/ Tugas 3**

Jawablah pertanyaan-pertanyaan di bawah ini sesuai dengan pilihan Anda dengan melingkari (O) jawaban dari setiap pertanyaan untuk nomor 3-20.

1. Nama lengkap:
2. Nama panggilan (di dalam dan di luar kampus):
3. Jenis kelamin:
 - a. Pria
 - b. Wanita
4. Apakah Anda mengetahui *Korean Wave* (budaya pop Korea) beserta produk produknya (K-drama, K-movie dan K-pop)?
 - a. Iya
 - b. Ragu-ragu
 - c. Tidak tahu
5. Sejak kapan Anda mengenal *Korean Wave* (budaya pop Korea) beserta produk produknya (K-drama, K-movie dan K-pop)?
 - a. Sejak SD
 - b. Sejak SMP
 - c. Sejak SMA
 - d. Sejak menjadi Mahasiswa
6. Darimana Anda mendapat informasi tentang *Korean Wave* (budaya pop Korea) beserta produk-produknya (K-drama, K-movie dan K-pop)?
 - a. TV / Radio
 - b. Internet
 - c. Teman

- d. Media sosial (Facebook, Twitter, Tumblr, etc)
7. Apakah Anda menyukai produk-produk budaya pop Korea (K-drama, K-movie dan K-pop) tersebut?
- Sangat suka
 - Suka
 - Biasa saja
8. Apakah Anda pernah menonton tayangan K-drama, K-movie dan K-pop?
- Pernah
 - Sering
 - Tidak pernah
9. Seberapa sering Anda menonton tayangan K-drama, K-movie dan K-pop di televisi dalam satu bulan?
- Setiap hari
 - Seminggu dua kali
 - Sebulan sekali
 - Tidak pernah
10. Bagian apa dari tayangan Korea tersebut yang paling Anda sukai?
- Aktor/ aktris
 - Konsep acara/ alur cerita
 - Bahasa/ budaya Korea
 - Semua jawaban a-c
11. Apakah Anda mengetahui nama – nama aktor dan aktris dari drama dan film Korea yang Anda lihat?
- Iya
 - Ragu-ragu
 - Tidak tahu
12. Apakah Anda mengetahui nama – nama anggota atau artis K-pop dari *music video* (MV) yang Anda lihat?

- a. Iya
 - b. Ragu-ragu
 - c. Tidak tahu
13. Apakah ada artis, aktor, atau aktris Korea yang Anda idolakan?
- a. Iya
 - b. Ragu-ragu
 - c. Tidak
14. Apakah yang Anda rasakan setelah menonton tayangan Korea (drama, film, variety show, music video) tersebut?
- a. Sangat senang sampai ketagihan
 - b. Kagum
 - c. Biasa saja
15. Apakah Anda mengoleksi drama, film, *variety show* dan *music video* Korea?
- a. Iya
 - b. Tidak
16. Seberapa banyak mengoleksi drama, film, *variety show* dan *music video* Korea?
- a. 0
 - b. 1-9
 - c. Puluhan
 - d. Ratusan
17. Apakah Anda menggunakan *code-mixing* bahasa Korea dalam percakapan Anda sehari-hari?
- a. Iya
 - b. Tidak
18. Seberapa sering Anda mengaplikasikan *code-mixing* bahasa Korea dalam percakapan sehari-hari?
- a. Setiap hari
 - b. Setiap bertemu teman sesama pecinta Korea

- c. Setiap bertemu teman pecinta Korea saja
 - d. Tidak pernah
19. Dimana Anda biasanya mengaplikasikan code-mixing bahasa Korea?
- a. Di kampus
 - b. Di media sosial (Facebook, Twitter, Tumblr, etc)
 - c. A dan B
 - d. Tidak di manapun
20. Apa yang Anda rasakan saat Anda melakukan code-mixing bahasa Korea ke dalam percakapan sehari-hari?
- a. Biasa saja
 - b. Bangga
 - c. Senang

APPENDIX D. THE VIEWERS' ADDITIONAL COMMENTS ON *RUNNING MAN*'S PLAYERS

Participants	Comments on <i>Running Man</i> 's players
1 (NK)	Tidak mudah dimengerti oleh non-korean speaker/ lover
2 (K)	Cara bicaranya “daebak” (keren), aksennya lucu
3 (K)	Aksen khas mix bahasa Korea – Inggris
4 (K)	(describing the characters of <i>Running Man</i> 's players)
5 (NK)	Pronunciation menjadi berbeda dari standarnya karena keterbatasan kemampuan organ of speech.nya yang sudah terbiasa dengan aksen bahasa Korea
6 (NK)	Sepertinya para pemain RM tidak secara menyeluruh menguasai bahasa Inggris
7 (NK)	Pembicara RM kurang bagus dalam mengucapkan kata berbahasa Inggris. Pronunciation.nya kurang jelas sehingga membuat para penonton bingung.
8 (NK)	Too fluent too understand
9 (NK)	Terdengar lucu namun asing
10 (NK)	Membingungkan kalau bicara Inggris
11 (NK)	Aksen bahasa Inggris pemain RM tidak terlalu jelas karena bahasanya cenderung dicampur dengan bahasa Korea
12 (NK)	<i>Running Man</i> is so complicated
13 (NK)	The speakers are so complicated to understand because their pronunciations are awkward for me
14 (NK)	They use strange pronunciation that make me interpret in different

	word
15 (K)	Bahasanya lucu dan tidak jelas
16 (K)	Pemain <i>Running Man</i> kurang menguasai bahasa Inggris secara standard meski background study mereka bagus
17 (NK)	Bahasa Inggris mereka kurang bisa dimengerti
18 (NK)	Mereka memakai bahasa yg aksennya lumayan sulit dimengerti
19 (NK)	Lucu
20 (NK)	The accent of actor or actress in this video is very terrible
21 (NK)	Aksen Koreanya lucu dalam berbicara bahasa Inggris, tapi kurang jelas, jadi pendengar kurang mengerti apa yang sedang dibicarakan pemain
22 (NK)	Pembicaraanya kurang jelas pengucapannya dan terlalu cepat
23 (NK)	Bahasa Inggrisnya sedikit kurang dipahami, bahkan beberapa tidak terdengar. Akan tetapi salah satu video memperlihatkan bahwa kata “thank you” sedikit lebih jelas dalam pengucapannya.

APPENDIX E. THE TRANSCRIPTION OF THE SELECTED *RUNNING*

MAN'S VIDEOS

(The data is also presented using phonetic transcription.)

Video 1 (episode 189 in Australia)

Kang Gary : achim-e daseot naega gyeoljeongdoeeogeoya (I was decided at 5 in the morning)

Ha Dong Hoon : wae?

Kang Gary : my **birthday** (/bəs.dei/-V1)

Video 2 (episode 61 in Beijing, China)

(Ji Young's team is the last team who arrives at Shi Chang Hai)

Ji Suk Jin : jeogida! (over there!)

Ji Young : jeogida! (over there!)

Ji Suk Jin : Beijing **race** (/reis.ə/-V2) (while pointing the banner with the writing "Beijing Race")

Ji Young : Beijing race

Lee Kwang Soo : woohoo

Video 3 (episode 191 in Australia)

Yoo Jae Suk : **blouse** (/brou.s.ə/-V3) mwohaeyo? (Is this blouse or what?)

Kim Jong Kook : joha (yes, like it)

Kim Jong Kook : (huge sleeves to cover the muscles)

Yoo Jae Suk : (laugh) yah. I blousende (This is blouse!)

Video 4 (episode 50 in Thailand)

(Ji Hyo's team arrives at Nickhun's house and Nickhun's family welcomes them)

Nickhun's father : annyeonghaseyo (hello)

Kang Gary and Ha Dong Hoon: annyeonghaseyo (hello)

Ha Dong Hoon : **father?** (/pa.ðə/-V4)

Nickhun's father : father

Ha Dong Hoon : Nickhun's father?

Video 5 (episode 189 in Australia)

(Ji Hyo is walking to the coffee shop to do her mission)

Ji Hyo: ah.. nan **coffee** (/kop.i/-V5) hagoshippeunde (I want to drink coffee)

Video 6 (episode 50 in Thailand)

(Lee Kwang Soo's team does the next mission to buy the foods at Tha Chang)

Ji Suk Jin : thank you (while receiving the change from the seller)

Lee Kwang Soo : **thank** (/teŋk/-V6) you

Video 7 (episode 50 in Thailand)

(Yoo Jae Suk's team is in the taxi and talking to the cameraman)

Yoo Jae Suk: mwohaneungeoya jigeum? Home **videoya** (/pidi.o/-V7) jigeum? (what are you doing? Is it home video?)

Video 8 (episode 50 in Thailand)

(Ji Hyo's team orders the food at Tha Chang)

Ha Dong Hoon: please **hurry** (/hal.i/-V8) up hurry up please (to the food seller)

Video 9 (episode 133 in Macau)

(Gary and his team run in a hurry as soon as they arrive at the airport and go straight away by taxi)

Kang Gary : eoddigasseo? (while running)

Kang Gary : unjeon-nim.. Fisherman **Wharf** (/warp.ə/-V9) (asking where Fisherman Wharf to the driver)

Video 10 (episode 133 in Macau)

(while doing the mission at the airport to search for a bag with a sticker R)

Ji suk Jin : kabang isseoyo kabang? (bag. do you have a bag?)

Stanger : (smile and shake her head)

Kang Gary : *Running... Running Man...* **bag?** (/peg/-V10) R sticker.. no? (to the stranger)