

## APPENDICES

### Appendix I. Translation of Al-Qur'an

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ  
 اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ  
 أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝ ۱۱

“O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.” (Al-Mujadila 58 : 11)

“Wahai orang-orang yang beriman, apabila dikatakan kepadamu “Berilah kelapangan di dalam majelis-majelis,” lapangkanlah, niscaya Allah akan memberi kelapangan untukmu. Apabila dikatakan, “Berdirilah,” (kamu) berdirilah. Allah niscaya akan mengangkat orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu beberapa derajat. Allah Mahateliti terhadap apa yang kamu kerjakan.” (Al-Mujadila 58 : 11)

## Appendix II. Research Instrument

### Interview Sheet for Research Instrument

No	Interview Questions	Participant's Response
<b>1</b>	<b>Background Information</b>	
	1. How long have you been studying English, and what made you choose the English Education program? <ul style="list-style-type: none"> <li>a. What aspects of language learning do you enjoy or find challenging?</li> <li>b. Have your studies helped you become more aware of how</li> </ul>	
	English sounds differ from your native language? <ul style="list-style-type: none"> <li>c. How has your motivation for learning English evolved over time?</li> </ul> 2. What kinds of experiences or courses have exposed you to English phonetics or phonemic awareness? <ul style="list-style-type: none"> <li>a. Have you taken any courses or training that focused on English sounds or pronunciation?</li> <li>b. Have you encountered any difficulties or obstacles in developing your phonemic awareness skills in English?</li> <li>c. How do you perceive the importance of phonemic awareness in relation to other aspects of language learning, such as vocabulary or grammar?</li> </ul>	
<b>2</b>	<b>Understanding of Phonemic Awareness</b>	

	<ol style="list-style-type: none"> <li>1. In your own words, what does “phonemic awareness” mean to you as a future English teacher?               <ol style="list-style-type: none"> <li>a. How is it different from general pronunciation practice?</li> <li>b. Why do you think it’s important (or not important) for English teachers to understand it?</li> </ol> </li> <li>2. How confident do you feel in your own phonemic awareness when it comes to English sounds?               <ol style="list-style-type: none"> <li>a. Are there specific English sounds you find easy or difficult to distinguish or produce?</li> <li>b. What do you usually do to improve your awareness of English phonemes?</li> </ol> </li> </ol>	
<b>3</b>	<b>Perception of Teaching and Readiness</b>	
	<ol style="list-style-type: none"> <li>1. How do you think your phonemic awareness affects your readiness to teach pronunciation and listening comprehension?               <ol style="list-style-type: none"> <li>a. Can you give examples of how phonemic awareness could help in teaching?</li> <li>b. Do you feel that having strong phonemic awareness makes you a</li> </ol> </li> </ol>	

	<p>better pronunciation teacher?</p> <p>2. Do you feel motivated or discouraged when it comes to improving your pronunciation through learning phonemics awareness?</p> <p>a. What factors contribute to your motivation or lack thereof in improving your pronunciation through phonemic awareness?</p> <p>b. How do you maintain your motivation when faced with challenges or setbacks in developing phonemic awareness skills?</p>	
<b>4</b>	<b>Attitude and Reflections</b>	
	<p>1. What is your attitude toward teaching pronunciation and listening based on phonemic awareness?</p> <p>a. Do you see it as an important skill to teach, or as something secondary?</p> <p>b. How comfortable are you teaching students about English sounds?</p> <p>2. What challenges do you think teachers face in applying phonemic awareness in pronunciation or listening classes?</p> <p>a. What might make it hard for teachers to focus on phonemes when teaching?</p> <p>b. How could teacher training improve to make this easier?</p>	

No	Interview Questions	Participant's Response
<b>1</b>	<b>Perception of Phonemic Awareness Impact</b>	

	<ol style="list-style-type: none"> <li>1. How familiar are you with the concept of phonemic awareness?               <ol style="list-style-type: none"> <li>a. What sources or experiences have contributed to your understanding of phonemic awareness?</li> <li>b. Can you provide examples of how phonemic awareness differs from other aspects of language learning, such as phonetics or phonology?</li> <li>c. How do you think phonemic awareness contributes to overall language proficiency?</li> </ol> </li> <li>2. How do you believe phonemic awareness influences language proficiency?               <ol style="list-style-type: none"> <li>a. Can you describe any specific ways in which phonemic awareness may impact different language skills, such as listening,</li> </ol> </li> </ol>	
	<ol style="list-style-type: none"> <li>speaking, reading, or writing?</li> <li>b. Have you noticed any differences in language proficiency between individuals with varying levels of phonemic awareness?</li> <li>c. In your opinion, how important is phonemic awareness compared to other factors, such as vocabulary or grammar, in language learning?</li> </ol>	
<b>2</b>	<b>Attitude towards Phonemic Awareness Activities</b>	

	<ol style="list-style-type: none"> <li>1. Have you ever engaged in activities related to phonemic awareness?               <ol style="list-style-type: none"> <li>a. What types of activities have you participated in, and where did you encounter them (e.g., classroom, self-study materials)?</li> <li>b. How frequently do you engage in phonemic awareness activities, and what motivates you to participate in them?</li> <li>c. Do you find phonemic awareness activities enjoyable or beneficial? Why or why not?</li> </ol> </li> <li>2. If so, how did you feel about participating in these activities?               <ol style="list-style-type: none"> <li>a. Did you encounter any challenges or difficulties while engaging in phonemic awareness activities?</li> <li>b. How did you feel about your progress or performance during these activities?</li> <li>c. Did participating in phonemic awareness activities influence your attitudes towards phonemic awareness or language learning in general?</li> </ol> </li> </ol>	
<b>3</b>	<b>Personal Experience with Phonemic Awareness Instruction</b>	
	<ol style="list-style-type: none"> <li>1. Can you describe any instances where you felt phonemic awareness impacted your language skills?               <ol style="list-style-type: none"> <li>a. How did you become aware of the influence of phonemic awareness on your language skills?</li> <li>b. Can you provide specific examples of how improving</li> </ol> </li> </ol>	

	<p>phonemic awareness has affected your listening, speaking, reading, or writing abilities?</p> <p>c. Have you noticed any changes in your overall language proficiency as a result of focusing on phonemic awareness?</p> <p>2. Were any challenges you encountered during the activities, and how did you overcome them?</p> <p>a. What specific difficulties did you face while engaging in phonemic awareness activities?</p> <p>b. What strategies or approaches did you use to address these challenges and improve your phonemic awareness skills?</p> <p>c. Did overcoming these challenges have any impact on your attitudes towards phonemic awareness or language learning?</p>	
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### **Appendix III. Interview Transcripts**

#### **Interview Transcript, Isna Khairunnisa**

Interviewee: Isna Khairunnisa

Interviewer: Anandya Bilal Muttaqin

Date of Interview: 19 November 2025

Location of Interview: English Education Department cafeteria

List of Acronyms: IN = Interviewer IW= Interviewee

**IN:** Okay, thank you for coming today for my-- thank you for participaty-- participating in my, uh, interview for my research . So, Isna, how are you feeling today?

**IW:** I'm feeling so-so.

**IN:** Uh-huh. So, let's just jump to our business today. So, Isna, how long have you been studying English and why did you choose this major?

**IW:** I've been studying English since in elementary school and I [clears throat] in elementary school, junior high school, senior high school. And why I choose this major? Because I interested in English. I love English because I [clears throat], because I since I since, since I was kid, I really like, uh, English song. That's songs that's why I choose this major. I want to learn more, more, more and more about English.

**IN:** Mm, that is very commendable. So, what aspects of language learning do you find it enjoyable or maybe find it challenging?



**IW:** Um, [clears throat] I love listening because I love listening music and watching movies and I love reading too. And that's, uh, the challenges one is speaking. I'm not really confident with my, the way I speak English because I, because I think the, this is because my English speaking is not good. And that's, but you know [laughs].

**IN:** Mm. So, do you think your current studies right now in this college already improve your English skills since you were in elementary school?

**IW:** Mm, I think, I don't think so because I think in since I learn in this college, I'm not really get the, the pelajaran barunya Inggris itu loh, Kak. Jadi sejak kuliah di sini menurut ulun di pelajaran bahasa Inggris di perkuliahan itu masih belum cukup untuk meningkatkan skill bahasa Inggris. Yeah.

**IN:** Do you think your English skills right now, uh, with your, with your English skills right now, do you think do you feel yourself confident in actually teaching English?

**IW:** Mm, no.

**IN:** And why is that?

**IW:** The-- Mm, because my, yeah, my English skills not mm, masih belum cukup untuk mengajar, ya khususnya ya speak e-- yang skill speaking tadi, Kak. So, because you're, you, you don't actually mastered your materials right now- Yes Do you feel yourself you're not- Yes Confident to teach English? Yes. Yeah.

### Interview Transcript, Muhammad Hasbily

Interviewee: Muhammad Hasbily

Interviewer: Anandya Bilal Muttaqin

Date of Interview: 8 December 2025

Location of Interview: English Education Department cafeteria

List of Acronyms: IN = Interviewer IW= Interviewee

**IN:** Are there any specific English, eh, are there any specific challenges you face as when you are teaching?

**IW:** Mm, salah satunya ya, [clears throat] the way I speak. Saya tidak banyak, belum kita memiliki percaya diri ketika mengajarkan khususnya skill speaking dan skill, [clears throat] skill writing. Karena saya takutnya ketika saya bicara itu tuh the material is, hmm, the student is not get it why I speak. So, after all of the challenges that you find, do you actually have a plan, uh, to improve your English skills for teaching? Uh, maybe I need to take a course and take a workshop, seminar, gitu-gitu and with ??? speaker maybe I think that's important, important, very important to improve my English skills.

**IN:** Have you ever engaged in activities outside, outside the classes in this college that somehow improve, to improve your English skills?

**IW:** Mm... Maybe a private course or maybe other activities such as listening to audiobooks or maybe, maybe you, maybe you read English media like a novel for example? Untuk saat ini atau dari dulu, Kak?

**IN:** Anything.

**IW:** Oh, kalau, since I was kid, I dulu ni itu ngikutin kelas, kelas Bahasa Inggris dari SD, SMP, SMA. Terus untuk sekarang itu ulun, I learn English with use Duolingo and Stimular and watching i-English movies, listening movies and sometimes reading a novel too in English.

**IN:** And so, how do you feel when participating in these activities?

**IW:** Pardon me?

**IN:** How do you feel when you are doing these activities to improve your English skills outside the classes? Did you think, did you find it actually improve more than the, that you learn in a class or maybe do you feel something else?

**IW:** Uh, since I was, uh, since I learned outside maybe college is really important, is really improve my English, English s-- English skills. Bahkan English skill ulung menurut ulung bertingkat ketika ulung belajar dari kuliah per kuliah yang tadi.

**IN:** Mm. Okay, I think that's all for today. Thank you, Isna, for coming, for coming today. I hope we will, we will see you again. Thank you.

**IN:** Okay, Billy, thank you for coming with me this afternoon. How are you feeling today?

**IW:** I feel calm. Hmm.

**IN:** So I'm sorry for dragging you to this campus, although you have no business, but-- and today, its weather is actually rainy, so for very-- I'm sorry for-- very sorry for that.

**IW:** Mm-hmm.

**IN:** So let's start with our conversation today, shall we? Yeah. So Billy, I want to ask you the first question. So how long have you been studying English and why did you choose this major?

**IW:** I studied about seven years, I think. And uh, the reason I chose this major, uh, because I am tired with Arabic course, so I (laughs) guess which is my [unintelligible] about my interest from Arabic to English.

**IN:** Oh. So you said you-- so you said you are more interested in English than Arabic. Yes?

**IW:** Yeah. Mm-hmm.

**IN:** So can you tell me what-what exactly interests you in English more than in Arabic?

**IW:** Because most eng-- mostly English is, uh, universal language in the entire world, mostly every country use English rather than Arabic. Hmm. That's why I chose that.

**IN:** Hmm. Uh, do you have any experience in learning English outside in schools or maybe have you ever attended in a private lessons before?

**IW:** I never attend in private lesson. Just, hmm, reading, because I like reading. For example, I read Wikipedia, but in English, so I can-

**IN:** Oh, Wikipedia?

**IW:** Yeah. Oh. Wikipedia for playing game. Mm-hmm. Mostly, uh, I search, uh, how to play this game. Yeah. Like if it's more complex, that's why I [unintelligible] and something into-- I wanna know how to pronounce it too. Mm-hmm. Yeah. I'm interested now.

**IN:** So Billy, compared to the English skills you have before you attended college and the English skills you currently have after attending college, do you think-- uh, do you think your English skills actually improve over the years?

**IW:** Yes, mostly my skill, my English skill, mostly is improved. For example, receptive and produc-productive skill like reading, reading, listening, speaking, writing. The entire of skill were improved, have been improved. Hmm. Hmm.

**IN:** So Billy, since you are attending an English education major, so I wanna ask how do you feel when teaching in-- teaching English in a classroom?

**IW:** How I feel? Yeah, at the start, first semester, I feel uncon-unconfident, anxious, nervous, and afraid when I can convey it, hmm, briefly. Mm-hmm. Yeah. But time may time pass every time until today, I got new experience and that make me grow.

**IN:** So you now became more confident than you started?

**IW:** More confident, yes.

**IN:** So another questions. Uh, do you think your English skills somehow have any effect in your confidence in teaching English?

**IW:** I mean, for example, when my skill is very advanced, I will be more confident because of that? Hmm, I think no. Hmm. Even though my English is a beginner level, but I still want to improve it. But I still have confident even though it is a lack of vocabulary thing or mispronunciation. (laughs) I still try to, um, try to improve it while I teaching it.

**IN:** So when after attending this college and after all these years, does your motivation in improving your language changes or it still remains the same

**IW:** Um, about the motivation, it just from-- for starting... just for start my, uh, my movement, my learning movement. At the end the key is still consistent and discipline. Even though I have motivation, but I don't have any consistent, like consistent activity I do, but I don't, I don't need motivation. Motivation just, uh, like a trigger the-- in the start. (coughing) Hmm.

**IN:** So after everything that you mentioned, do you actually find any challenges when learning English?

**IW:** Hmm, a lot of challenge, I found. For example, I got, uh, sometime I afraid. Uh, I made a lot of mistakes just because of my grammar's not very good, but the key is, hmm, building my fluency first so I can speak clearly without worrying the grammar because the key is fluency first. For example, I am speak-- I speak like this. This is from miss recommendation, "You don't have to worry about the grammar." She said like that. But you, you will, you might speak freely without worrying because you need build your fluency and then you can fix your grammar slowly. Rush, don't rush. Mm-hmm. Patient. (laughs) Patience. Because it is process, process. (laughs) So what about in the context of teaching?

**IN:** Do you find any challenges in teaching English?

**IW:** In teaching English, uh, I got a challenge. For example, my preparation is not good enough, so my teaching lesson is not, yeah, lesson plan is kinda about chaos. (laughs) Mm-hmm. But even though I just prepare my PowerPoint, but I know what should I want to teach. Yeah, I can do it, even though I didn't, uh, draft our lesson plan. (laughs) So the final question is ma- and this is maybe perhaps I can add it to my paper later.

**IN:** Okay. That a- that concludes our interview this afternoon. Uh, thank you so much, Billy, for coming with me.

### **Interview Transcript, Syifa Surya Khairina**

Interviewee: Syifa Surya Kharina

Interviewer: Anandya Bilal Muttaqin

Date of Interview: 8 December 2025

Location of Interview: English Education Department cafeteria

List of Acronyms: IN = Interviewer IW= Interviewee

**IN:** Testing, testing. Okay, uh, thank you for coming this afternoon, Syifa Surya Khairina. So, so how are you feeling today?

**IW:**Um, it's good, but I was kinda nervous for this interview. Uh, there is nothing to nervous about.

**IN:** This is just a basic interview. Nothing, not a, an actual test or exam. So, please do not feel alarmed. Okay, let's go into our business. So, Syifa, I want to ask you, how long have you been studying English and what made you choose this major?

**IW:** Um, actually, um, first I learn English when I was seven or eight, and that was my first time learning using Aussie accents. So, I was kinda not, uh, kurang paham dulu tuh kalau orang ngomong pakai aksen American atau British. Terus akhirnya itu-

**IN:** Uh, please use, uh, please speak English.

**IW:** Um, and then I started to have, um, private English lesson when I was in the high school. And then, uh, what was the second question about it?



**IN:** So, uh, eh, you entered this mai- you entered this major because you want to understand English more, correct?

**IW:** Yes.

**IN:** So the next question is, does your studies in this college actually improve your English before you attended college?

**IW:** Yes, actually. Because before, I'm not c- I'm not having any confidence about speaking English and actual conversations. I usually use English for daily texts to someone and not saying it in front of them. So when I joined this college, I learned how to speak pr-properly with people. Mm.

**IN:** Uh, since you feel, you said yourself you, that you feel confident after you learn more about English in this college, uh, but because you choose an English education major, that means you will eventually, uh, teach English in an active classroom. Yes?

**IW:** Yes.

**IN:** So I wanna ask you, do you think, uh, do you feel you are, how confident do you feel when, when you think you are about to teach English in a real classroom in schools?

**IW:** Uh, for that, um, I think if I can rate from one to ten, it's just, um, eight or nine because I'm not feeling confident to, uh, to teach English to people because I think my English isn't that good.

**IN:** But do you think being more, being more expert in, in English actually helps you to be more confident?

**IW:** Yes, because, um, sometimes we need to understand if the students are in the lower levels or something like that. So, we need to, um, to adjust our English teaching. If they are in the lower levels, we need to slower our English to make them understand what we speak about. So, you said before that you want to understand English more because you, you find difficulties in understanding various English accents. Yes? Yes. Mm-hmm. So, when atten- when entering this college, do you feel, do you f- do you think you have a new motivation to learn English after you attended college? Um, actually I think there is none (laughs) because I'm just, uh, choose this major 'cause I want to know another accents that everyone already know 'cause, you know, many people know Aussie accents. So, I also learn about, uh, what is it? American accent and now, um, also practicing it.

**IN:** So, Syifa, uh, other than, other than English classes in formal teaching environments such as schools, uh, you said before that you attended private lessons. Yes?

**IW:** Yes. Mm-hmm.

**IN:** So I'm gonna ask you, do you, do you have any other kinds of activities that, that includes any forms of English other than in schools or in private lessons?

**IW:** I think it's yes. Um, I will-- I use Duolingo. Sometimes I watch some movies that has American accents or British accents. And also watch some interview in YouTube. Hmm, watch interview.

**IN:** Perhaps do you also listen to maybe English songs?

**IW:** Um, yes. Hmm.

**IN:** So, uh, after mentioning all of that, do you think in doing these activities somehow helps to improve your English?

**IW:** Um, yes, it's really are because, um, like when we hear a new songs, there is sometimes, um, a slang that I didn't learn. So when I just find out one sentences or one words, I will searches and I try to use it when I speak with people here.

**IN:** So another question. Uh, how do you think that these activities, uh, somehow improves you to pronounce some words?

**IW:** Yes, it's really are because sometimes when I just read the sentence without knowing how to s-- to say it or how to pronounce it, I don't really know like when you say better it should-- you should say better, but I used to say it bettR. Like that. Hmm. Yeah. Okay.

**IN:** So final questions. This-- after mentioning all of that, do you think you have any, uh, challenges or difficulties when learning English, be it formal or informal?

**IW:** Um, I don't really think so but... 'Cause I only enjoy it because I like it. So I don't think it will have any challenges on me other than I decides about how to pronounce something because when it is about accent, how we say it in accent A and accent B, it's different. So right now I try to learn about American accent. So when I hear the first time about how they say sentences or how they have conversations, it's kinda hard to-- for me to know what are they say.

**IN:** So, Syifa, uh, you attended PPL, right?

**IW:** Yes.

**IN:** Uh, uh, I know it's-- it's still a simulation because it's-- you are doing it in college, but do you think your-- do you think you have any challenges in teaching English?

**IW:** Um, not really are 'cause our, uh, apa, dosen pembimbingnya itu, um, give us so many suggestions about how to deliver our lessons properly and she also, um, sometimes correct me about my accent because they-- she sh- said that the accent was so... Um, not every students know the accent, so I need to change it to American and sometimes about how I say things, like, um, it's kinda too fast and students cannot understand that if I deliver it like that. So yeah, I think that's is th- this challenge.

**IN:** Okay, this has been-- this has been a very valuable interview. So thank you so much Syifa for joining me this afternoon. I hope you are doing well. So this concludes our interview this afternoon.

### **Interview Transcript, Ahmad Zani Syauqilhaq**

Interviewee: Ahmad Zani Syauqilhaq

Interviewer: Anandya Bilal Muttaqin

Date of Interview: 25 November 2025

Location of Interview: English Education Department cafeteria

List of Acronyms: IN = Interviewer IW= Interviewee

**IN:** Testing, testing. Okay, so this recording is for my research thesis titled Exploring English Phonemic Awareness Among College Students: A Case Study of Teaching Preparation. So right now it is a inter-- a recording of an interview with one of the English faculty students. Thank you for participating with me today. How are you this afternoon?

**IW:** In English?

**IN:** In English.

**IW:** I come to learn very good. Mm-hmm. Okay, so let's start with our business, shall we? So Syauqi, I wanna ask, how long have you been studying English and what made you choose this particular major?

**IW:** I've been studying English since I play Persona 4 on PS2 at third grade elementary school. So I choose this major because originally I plan to pick something related to technology or business but sadly, uh, there is nothing that relates to my interest and the only -- the second-best option that is ava- available is English and teaching because those two are one of my specialty.

**IN:** Mm-hmm. Interesting, interesting. So, Syauqi, next. Uh, what part of learning a language that, that you find enjoyable or maybe you find challenging?

**IW:** For the enjoyable one, I like speaking. Mm-hmm. Speaking is very enjoyable for me because, uh, it makes us, uh, it trains us to be a socie- sociable person. Mm-hmm. So we also learn how to, uh, speak better. We learn how to make people understand. And what challenging for me is probably, uh, writing- Hmm. ... because in writing there are certain rules because unlike speaking, you can ask for clarity when you don't understand the other per- the other pe- person who speak. But in writing, you cannot really ask for clarity because you only face a couple of texts, not a human. So if you're confused, you're stuck. You have to find the answer manually.

**IN:** Does your motivation for learning English has already changed over time? Uh, not really. First of, uh, maybe a bit. First of all, when I was kid, I learned English simply because I just want to understand what is the game is about, because it's a game base of dialogs. Yeah? So many dialogs. But later on, I somehow find it useful because I can use the internet and somehow I made a lot of foreigner friends. Like I made hundreds and hundreds of friends from a lot of countries like America and stuff. And I find it very useful that I can communicate and read information from, uh, bis- uh, from other country beside Indonesia. And I find myself to be, uh, this much knowledgeable because of, uh, I able to understand English. So yeah, it's more like access of information for me now.

**IN:** So what kinds of experience, or maybe a personal training, that expose you to English phonetics?

**IW:** What? Come again?

**IN:** So what kind of experiences that expose you to the concept of English phonetics?

**IW:** Phonetics?

**IN:** Phonetics. It's the learning of sounds.

**IW:** Con- concept?

**IN:** Yes.

**IW:** Oh. Yeah. Have I known phonetics before? Yeah, yeah, yeah. I only know, uh, the name of phonetics. I don't know what it is about. But, uh, I never realized that I actually learn about phonetics without knowing if it is a phon- it is phonetics. Mm-hmm. So I've been unconscious, unconsciously practicing it without even knowing what is a phonetic is, yeah. So when I enter this university and the lecturer teach us about phonetics and I understand, oh, so that is phonetics. Yeah, that's it.

**IN:** Mm-hmm. In your own understanding, do you think being, being more, uh, being more knowledgeable in phonetics makes you better in teaching English in a active classroom?

**IW:** Knowing more means you can explain better sometimes. Mm-hmm. Maybe it also depends on your speaking skill but aside, beside of that, let's assume that we, we know how to speak. If we get more phonetic, uh, knowledge, then we can teach about phonetics easily. We can even link any other skills to phonetics skills. So yeah, in my opinion, if you know more about phonetics or any other thing related to English, it's gonna be easier for you to explain or even you can mix up contexts to explain, uh, a complicated thing s- to be a very simple explanation.

**IN:** Mm-hmm. On the topics of phonetics, are there any parts that, that you found very challenging in particularly learning an English phonetics?

**IW:** Uh, in phonetics, I think the challenging part is, uh...To, to knows about some exceptions in English because there's a lot of similar words and anything but sometimes you don't even know how to read it correctly. For example, normally common mistake is studden. So when you say student, it's actually student is the right one. But why do I say studden? Why do people say studden so many times? Because they assume it was sta-den from based on what they hear, uh, from the other word like stall, stand or whatever it is and then when they say student, when, when they student, studen, maybe word stun it used u right? Yes. Student also use U, but why they say studen not student? Maybe because the word of in game stun when you make enemy incapacitated. Yes, yes. So when you stun an enemy you say the word stun with A not with U. Not stun but stun. And there's many more, uh, example of word that is more, uh, likely for us to hear, more common for us to hear than the word student itself. So yeah, that's... I think that's one of the challenges to identify each phonemes because sometimes there is an exception to everything.

**IN:** Despite all the challenges you described previously, do you have any some sort of plans or advice to overcome these challenges that you mentioned before?

**IW:** The simplest way to learn in my opinion is just to try because when you just try to speak or just, just speak it because pho-phonetic is about speaking yeah? Yes. Just speak it. Just say it. So uh, maybe in any by any chance you meet someone who knows the correct answer they will correct it for you. By any chance maybe you uh play a game or you open a YouTube video or Instagram reels and you find people who speak it in a correct way then you can realize it by yourself oh so this is the correct way, I was, I was wrong all this time. So yeah, it's



the key, the simplest way to learn is just to try and not be afraid of mistake because mistake will actually give us a clue on what to fix, what to be better.

**IN:** Practice makes perfect.

**IW:** Practic-- Practice makes perfect.

**IN:** Okay thank you Syauqi. This has been a very invaluable interview so I'm very thankful for coming with me this afternoon. So that is... This concludes our interview for today, thus end our session.

### Interview Transcript, Melrica Griseldis

Interviewee: Melrica Griseldis

Interviewer: Anandya Bilal Muttaqin

Date of Interview: 19 November 2025

Location of Interview: English Education Department cafeteria

List of Acronyms: IN = Interviewer IW= Interviewee

**IN:** Okay. Assalamualaikum warahmatullahi wabarakatuh. This is Ananda M Ittakiq and this is my recording to collect some, uh, to conduct some interview for my thesis, Exploring Phonemic Awareness For E-English Language Teaching. So, with me today is Melrica Griseldis. Thank you for coming with me, Melrica.

**IW:** Yes.

**IN:** How are you feeling today?

**IW:** I'm feeling great today.

**IN:** Oh, you're feeling great. Ca-can you tell me why? (coughs)

**IW:** Um, great but not great because I'm having a hard time. Yesterday I'm doing my tasks but today I finally, uh, find the things out here, so- Mm-hmm. ... I'm great now. (laughs)

**IN:** Yeah. Glad to hear that. Yes. So let's just jump into our business today, shall we? So, Melrica, I wanna ask you, how long have you been studying English and what made you choose the English language program?

**IW:** Okay. So I've been studying English since I was in elementary school, especially in second grade. And why? It's because on my first grade, i- I'm really like, uh, the [inaudible], dumb in English. And my mom is, like, tired of teaching me by, by, by herself so she decided to put me on a private, uh, private lesson for

English when I was in second grade. So my teacher is also my tutor, is also my teacher in my school. And since that I like English. So since I was in second grade I im-- I joined the tutor for like five years. So I joined since I'm in second grade until I'm in my sixth grade. Mm-hmm. And then after that in my middle school I also still really like English so it's improving. And when I was in high school I choose a language major and when I was in university I also choose English 'cause I already know what my passion is. Mm-hmm. Yeah. [unintelligible]. (laughs) Yeah.

**IN:** So what, what aspects in language learning do you find enjoy or challenging for you?

**IW:** Aspect. Uh, is it like we're talking about the skill?

**IN:** Yes, I'm talking about the skills or maybe at what part of English language learning, in learning English to be specific, that you find you enjoy the most or maybe there is something that you find it very hard for you to learn?

**IW:** Okay. So actually I... The one skill I quite enjoy to learn is actually listening- Mm-hmm. ... 'cause I really like to watching a movie, I like to listening to a music. So I find it easy but sometimes it's kinda hard especially when, uh, we talk about a British, a British accent in listening but still that's one of my favorite skill to learn. I enjoy it. And for the hard part I think it's more in writing for me.

**IN:** Writing? Why is that?

**IW:** Um, sometimes I know how to pronounce word but if I de-- I didn't learn about how you, like, write it. Like when you watching a movie and you not really focus on the subtitle 'cause I use Indonesian subtitle, right? I don't use English subtitle. So when they talk I know what they're talking about but sometimes I

kinda, uh, find it hard to write what they actually talk. Mm-hmm. Like that. And I never... I love writing but like writing a short story but it's in Indonesian, so I never really try to write something in English because, um, my writing maybe [inaudible]. Mm-hmm. [inaudible] English, so yeah. You see, I'm a bit speaking a little bit. Mm-hmm. Yeah.

**IN:** So what kind of experiences or courses have exposed you to English phonetics?

**IW:** Phonetics?

**IN:** It's the same. So in our third semester- Mm-hmm. ... is, uh, phonology. English and phonology.

**IW:** Yeah, English and phonology. So that's where I discover about phonemics words.

**IN:** Have you taken any courses or training that focuses exactly on phonemics after that?

**IW:** A- after that, uh-huh. After, after knowing the concept of English phonetics. Oh. Uh, I mean I don't really like studying deeper after that. I just like study when, uh, [inaudible] then learn. Then when given homework, yeah, enough only, not in depth. Mm-hmm.

**IN:** In your understanding do you think English phonemics is connected to, uh, to learning... Uh, I'm sorry let me repeat myself. Yes. In your understanding do you think English phonetics it is somehow related to teaching readiness in English?

**IW:** Yeah, of course. And why is that? Tell me. Uh, because phonemics is related a lot with speaking 'cause that's how we pronounce something, right? That we've- we learn how to pronounce a cat is not like ch- chat, not like that but it's c- c,

something like that. So it's really, uh, give a big impact to English learning or English teaching for me because when we teach something or when we learn something we just don't...Like read and then ya udah gitu kita ucapin tapi kita tahu without we knowing what's the sound it's actually sounds like gitu how we pronounce jadi itu berpengaruh karena kita jadi tahu gitu.

**IN:** In your current English level, in your current English level, how confident do you feel when it comes to actually teaching English in a classroom?

**IW:** Can I give like a scale from one to ten?

**IN:** Yeah, anything. Anything for me to, how do you, you describe it?

**IW:** I think it's like eight point five.

**IN:** Eight point five? That's very high. I'm very surprised. Why do you feel that?

**IW:** Um, 'cause right now, uh, I have, uh, my own English private. So, I'm-- I'm a tutor. So, I teach other people, uh, from elementary until high school. So, I feel quite confident the way I teach and in my-- also in my PPL. Uh, it's also going well and my supervisor also, uh, give a good comment about my performance, so that's why I feel quite confident because I know-- I-I already know basic, uh, basic, apa ya, basic knowledge to teach someone. Yeah, yeah, that's why.

**IN:** So, after everything you said, how-- is there a way that you think that can improve your current English phonemics even further?

**IW:** Oh yeah, uh, in phonemics maybe in my pronunciation, um, when I-- 'cause I teach someone else, so before I do like practicing I always-- sometimes I practice before I teach someone like in the pronunciation karena kadang even though I feel confident to convey my material to them, sometimes I also can make a mistake, of course. Kadang, apa ya, kadang, apa sih, suka slip lah gitu pronunciaton-nya tuh

kayak salah, but tapi setelah itu langsung, apa ya, langsung diperbaiki lagi gitu, langsung spontan aja diperbaiki kayak gitu. Do you think having a higher awareness in phonemics makes you better at teaching English? Yeah, yeah, of course 'cause if I don't even know basic, basic knowledge to pronounce something, I cannot teach someone because if me, myself is not fluent in something, why would I teach someone else gitu? Nanti kan malah, ilmunya malah ini nggak, nggak berguna loh buat mereka jadinya malah sama-sama salah gurunya muridnya kayak gitu.

**IN:** Have you ever engaged in activities related to make you aware about English phonemics?

**IW:** Activities?

**IN:** Yes, activities, anything, maybe, uh, from, from current college classes or maybe outside classes like maybe other English medias like songs or maybe novels or maybe audiobooks, anything?

**IW:** Um, actually I'm aware about phonemics itu, ya di saat kita ada markul phonemics because before I don't really-- I don't really know that in English itu ada yang namanya phonemics, ada apa sih abjad-abjad yang kami itu tuh I never know karena I never learn that before in high school apalagi in elementary kan gak ada yang kayak gitu jadi I'm aware itu aku baru sadar, saya baru sadar itu saat markul itu dan ternyata when we learn English itu ada namanya huruf-huruf, apa itu, phonemics ya, phonemics, phonemics alphabets ya kayak gitu. Uh, sadarnya saat ada markul itu dan saat diberikan tugas activitiesnya itu which is the tasks that the our lecture give us when the course is happen in third semester.

**IN:** After everything that you just said about phonemics, are there, um, are there any plans that you think so you can understand them even better because, because you said before that you believe being more aware in phonemics it will improve your teaching capabilities as a teacher. So, I ask you is there a way for you to further, to further understand English phonemics?

**IW:** Um, so when we are in third semester ada middle test, there was a middle test and we asked to pronounce phonemics alphabet like /k/, /dʒ/, /tʃ/ gitu and our lecture give us an YouTube account so there is a woman that teach about phonemics in that YouTube account and I find it really easy to understand which is it could be a way to improve my phonemics skill I guess. So, I could watch the video again, but the-- like now sebenarnya setelah after that-- after that course karena as I said before I'm not really deep into that anymore. Tapi if you ask me if I want what would-- what will I do if I want to, apa ya, improving more my phonemics I will watch that through the YouTube video.

**IN:** Oke, thank you Melrica Griseldis.

### **Interview Transcript, Eva Devia**

Interviewee: Eva Devia

Interviewer: Anandya Bilal Muttaqin

Date of Interview: 19 November 2025

Location of Interview: English Education Department cafeteria

List of Acronyms: IN = Interviewer IW= Interviewee

**IN:** Okay, thank you for coming with me today, Eva, in this afternoon. Uh, how are you feeling today?

**IW:**Um, feeling good.

**IN:** Okay, so let's just jump to the business, aren't we? Uh, so, Eva, how long have you been studying English and what made you choose this major?

**IW:** I've learned English since, um, in this university. I before not really learn <coughing , but I am choose English, too, because I'm just interest. I love reading and there's a lot of, uh, novel in English that I can read if I'm not understand English. So, that's the reason.

**IN:** Mm. So, what aspects of language learning do you fi- do you find that you enjoy or maybe do you find it challenging?

**IW:** I enjoy reading. I enjoy listening. But I'm not really... I find it really challenging to speaking.

**IN:** So, you find it difficult to speak in actual English, and why is that?

**IW:** Yeah. Um, because I think my English is not really good. I can't speak and in English and sometimes it makes me feel like, "What are we talking about?" Mm. Yeah.



**IN:** Have your studies after all this time helped improve your English skills level? In this university? In this university or maybe before, your prior English skills level?

**IW:** I think before in this college, my English is really bad. I can't even understand a lot of vocabulary. But after in- in this university, I love, um, I've learned a lot and that's really helped me to speak, to reading, to listening, and that's really good. I- I've learned in this university only.

**IN:** Does your motivation for English learning evolve over the time?

**IW:** Maybe because the environment. Mm-hmm. I'm, uh, [inaudible] in class, in this class can't, um, you know, speak and understand English really well and that makes me, you know, engage my- eng- not engage, increase my motivate to just learn more so I can understand what they're talking about so I'm not like the dumb in the class. Yeah. So maybe that's the reason and what's the reason why I'm motivate to learn more about English. Mm-hmm.

**IN:** So, Eva, in your own words, what does the word phonemic awareness mean to you as a future English teacher?

**IW:** Phonemic awareness?

**IN:** It means how aware are you to English phonemes? You know phonological-phonological English? Have you learned that?

**IW:** Yes, I've learned.

**IN:** Now, how do you... How aware are you to the concept of phonemics in English?

**IW:** What is the aware means?

**IN:** Uh, aware means... Let me give you an example, just- Yeah. Let's take the word example cat. There's a word, a cat. In the word cat, there is a three- three different phonetics. There is /k/, there is /e/, there is /t/. This is the phonemics if we separate all three of them, but if we combine all three of them, it will form the word cat. Yes. Now, that is what I mean to English phonetic- uh, phonemic awareness. So, how aware- how aware are you to this- to this concept that I just explained?

**IW:** Uh, as a future teacher. As a teacher. Maybe that's really important because we learn a lot. I mean, like- like you said before, like, there's a lot of- I mean, in one words you need to understand [inaudible] , gitu, and that's really help you to speak. Yeah. There's not just only speak. Maybe reading, like, there's a lot of like [inaudible]. And yeah, as a future teacher- as a future teacher, you need to understand that. So, [inaudible]. Uh-huh [inaudible]. Uh-huh. Sangat bagus.

**IN:** In your current English levels, how confident are you to teach an actual English in a classroom?

**IW:** I'm not really confident. Why is that? Because, mm, yeah, maybe because I'm speak not clearly and sometimes I'm just repeat the same words. Um, I think I need to continue learn about, uh, English and my, uh, what is this? My pronunciation maybe, how the- the way I'm speak in front of many people. If you gonna be a teacher for the future, that's really important and I'm not feeling confident until now. Maybe the future. Mm-hmm.

**IN:** So, currently, what kind of challenges do you think you face in teaching an English language?

**IW:** Um, maybe the way I'm deliver-If this about how aku meningkatkan skillku mungkin um lebih ke malasnya gitu ya.

**IN:** So you are actually lazy for lack of better word.

**IW:** Yeah I'm kinda lazy and not really like to learn something new if not really important but in the context of teaching English how what kind of challenges do you think did you face when I'm teaching? yes yeah maybe the way I'm delivering my materials if I need to just um apa sih mengajar gitu kan perlu yang seperti itu ya menyampaikan itu harus clear gitu ke siswa mungkin challengenya itu adalah dari diriku sendiri ya tadi seperti saya sampaikan malas belajar dan menyampaikannya itu ya masih gak kelola gitu jadi mereka bingung sendiri dan itu challengenya malah membuat si siswanya sendiri itu aja gitu nggak tertarik dengan bagaimana aku mengajar mungkin pronunciationnya bagaimana public speakingnya it's really important.

**IN:** So after all of that do you have any some kind of plans that you think so you can improve your English phonemic skill?

**IW:** Yeah maybe I need to learn more or is there any specific kind of activities that you have in mind?

**IN:** Maybe attending a private course or maybe try to listen some audiobooks or songs and then learn maybe learn and learn new words and phonemics from them. Or maybe mungkin learn sendiri aja di rumah ya, meningkatkan sendiri listening to music maybe because music kan patternsnya beda bagaimana menyampaikannya, terus banyak-banyak reading juga bagus, terus kalau mungkin dari fonetik ya lebih diingat-ingat aja gitu yang dari kelas-kelas sebelum







nggak cuman berlalu, jadi kita inget-inget aja itu penting juga sih sampai sekarang  
sampai kapanpun pasti maybe itu aja sih



**IN:** Okay I think that's all for Eva thank you for coming today.

### Appendix IV. Consultation Schedules and Notes

#### CONSULTATION NOTES

NAME OF ADVISOR: Dra. Andi Irlina M.Hum

No	DAY/DATE	NOTES	SIGNATURE
1	Tuesday, 7 October 2025	Consultation on Chapter I. Revision focused on improving the research background to be more contextual, and sharpening the research focus.	
2	Wednesday, 8 October 2025	Consultation on Chapter III. Revision focused more on explaining the criteria to choose participants, and the reason for choosing the location for the research setting	
3	Tuesday, 14 October 2025	Consultation for revision on Chapter II Theoretical Review by adding more theories relevant to the topic, and rewrite the paper to qualify the faculty's standards.	
4	Wednesday, 15 October 2025	Consultation on previous discussion about Chapter II theories. Expand the previous study more to solidify the theories of this research.	
5	Wednesday, 26 November 2025	Consultation on Chapter I. Explain some of the key terms more, specifically based on the research topic. Mention the numbers of participants will be taken for this research. Write the similarities and differences between this research and the previous studies.	
6	Wednesday, 3 December 2025	Consultation on Chapter I. Revision on Chapter I's Research Questions to better correlates with the research's title and key terms.	

7	Wednesday, 10 December 2025	Consultation of Chapter IV. Revise the findings section to better match this research's key term definitions and the research questions. Focusing more on phoneme structure.	
8	Wednesday, 17 December 2025	Consultation on Chapter IV. Refine the findings section to answer the 2 <sup>nd</sup> Research Question for this research, and the writing style to qualify the faculty's standards.	

**CURRICULUM VITAE**

- |                                    |                                  |
|------------------------------------|----------------------------------|
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| 10. Non-Academic Achievement       | :                                |
| 11. List of Scientific Works       | :                                |

Banjarmasin, 24 December 2025

Anandya Bilal Muttaqin