



## Research Article

# The Impact of Listening Phonological Errors on Speaking : A Case Study on English Education

Syahfitri PURNAMA<sup>1</sup>, Farikah<sup>2</sup>, Burhan Eko PURWANTO<sup>3</sup>, Sri WARDHANI<sup>4</sup>, Idham KHOLID<sup>5</sup>, Syamsul HUDA<sup>6</sup>, Watcharin JOEMSITTIPRASERT<sup>7</sup>

**Received:** 19 September 2019 **Accepted:** 26 November 2019

### Abstract

Phonological errors in communicating will let the listener gain a different meaning and communication becomes impeded. The students' errors are due to their lack of understanding of the sound system of language, as their second-language acquisition. The problem in this research is what type of phonological errors are made by students when they are listening to the short story and will impact on their speaking. The data is conducted in the language laboratory of The National University in Jakarta by second-semester students in the subject of Spoken English. in the Faculty of Letters, English Department. The purpose of this research study is to learn the difficulties of students when learning Basic Spoken English. The method used is descriptive with content analysis techniques. The result showed the most the biggest of surface structure taxonomy of phonological errors created by the students when they are listening to the short story and has impacted on speaking is global errors in diphthong (61,29%). This is because in Indonesian there is no sound of a diphthong. These global errors will have an effect on good communication. The students should study the phonological system in the target language, especially diphthong sound, in addition to vowels and consonants. It is expected that the lecturer often guides students' pronunciation based on the point and the manner of articulation and improve if they are not able to.

### Keywords

phonology, error analysis, manner of articulation, diphthong, consonant, cluster consonant, vowel

### To cite this article:

Purnama, S., Farikah., Purwanto, B, K., Wardhani, S., Kholid, I., Huda, S., & Joemsittiprasert, W (2019). The Impact of Listening Phonological Errors on Speaking: A Case Study on English Education. *Journal for the Education of Gifted Young Scientists*, 7(4), 899-913. DOI: <http://dx.doi.org/10.17478/jegys.622005>

<sup>1</sup> Indraprasta PGRI University, Jakarta, Indonesia. [syahfitripurnama@gmail.com](mailto:syahfitripurnama@gmail.com)

<sup>2</sup> Department of English Education, Universitas Tidar, Magelang, Indonesia. [farikahfaradisa@untidar.ac.id](mailto:farikahfaradisa@untidar.ac.id)

<sup>3</sup> Universitas Pancasakti Tegal, Tegal, Indonesia. [burhan.ekopurwanto@gmail.com](mailto:burhan.ekopurwanto@gmail.com)

<sup>4</sup> Universitas Pancasakti Tegal, Tegal, Indonesia. [sriwardhani2010@gmail.com](mailto:sriwardhani2010@gmail.com)

<sup>5</sup> Universitas Islam Negeri Raden Intan Lampung, Indonesia. [jdhamkholid@radenintan.ac.id](mailto:jdhamkholid@radenintan.ac.id)

<sup>6</sup> Institut Agama Islam Negeri Kediri, Indonesia. [syamsul\\_huda63@yahoo.co.id](mailto:syamsul_huda63@yahoo.co.id)

<sup>7</sup> ASA College, New York, USA. [watioemsittiprasert1@asa.edu](mailto:watioemsittiprasert1@asa.edu)

## Introduction

Humans are social beings who always interact with other human beings through language; without human language, it is impossible to express their thoughts. Developing relationships through human communication can be achieved through spoken and written language (Abdurrahman, Saregar, & Umam, 2018). The function of language use is for communication, and listeners can understand what the speaker is saying. According to (Yalloop, 1995), the sounds of language are composed of two parts: sounds produced by speech and sounds possessed by a particular language. In addition, (Alwi, Lapoliwa, & Darmowidjojo, 2003) say that sound as an air vibration can be the result of human speech utensils, such as the vocal cords, tongue, and lips. The sounds of language are made by humans to express something and can be manifested in singing or in speech, whereas, according to Finch, a language speaker must have two speaking skills that govern grammar and use it (Finch, 1998). To be able to use language (performance), learners must learn the language well. Learning the target language has constraints; it is due to differences in sound system (phonology), sentence structure (morpho-synthesis), and meaning (semantics) (Corder, 1981). The differences in vowels and consonants in the target language cause the learner to make mistakes in speech.

This is common in the learning process; the learner makes his/her mistakes. Errors can occur due to lack of exercise, limited study time, or lack of interest (M. Syazali et al., 2019). Thus, it is expected that the teacher is able to detect faults and then determine the right way or method to minimize or avoid mistakes made by the learner (Diani, Irwandani, et al., 2019). Related to my teaching experience, I am particularly concerned about the phonological errors made by the students of the English Department, Faculty of Letters, National University, Jakarta Indonesia.

The teacher's error analysis was used to determine the student ability and difficulty in learning the target language (Corder, 1981). Richards and Schmidt refer it as language transfer, which is the effect of one language to another in learning process (Maskur, Syazali, & Utami, 2019). There two types of language transfer: the positive transfer is a transfer which makes learning easier, and may occur when both the native language and the target language have the same form (Hartinah, et al., 2019). Negative transfer, also known as interference, is the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language (Richards & Richard, 2010).

The students' difficulties in knowing the difference in English sounds can be overcome by learning the point of articulation and the place of articulations, vocal and diphthong maps that are utilized by teaching how to pronounce the English phonemic sounds (Diani, Herliantari, Irwandani, Saregar, & Umam, 2019). In addition, lecturers should ask the students to repeat and drill it several times so

they know the difference between vowels, consonants, and diphthongs (Habibi et al., 2019).

Chomsky (Noam, 1965) stated that the process of listening to speaking is the process of competence and performance (Hartinah, et al., 2019). The problem of this research is determining what is the biggest surface structure taxonomy of phonological errors created by the students when they are listening to the short story and how this has impacted on speaking (Lestari et al., 2019).

The result of the students' pronunciation will be made in phonetic symbols and the errors of sound that they make can then be known (Syahrir et al., 2018). When a person conveys his or her minds, it takes several components of the language, for example, vocabulary, grammar, and sound. To know the meaning of their pronunciation, the students should pronounce well. These speech skills require not only the characteristics of language knowledge but also the ability to process information and process the language during a conversation.

### **Theoretical Background**

According to (Harmer, 2001), there is two characteristics of language 2: (i) Communication: Communication not only produces English phonemes but also requires the speed of speech, for example, modifying the sound (assimilation), eliminating some phonemes when speaking (elision), and eliminating r (r), or also weakening the sound through contraction and emphasis pattern (through contractions and stress patterning) (Huda, Tsani, Syazali, Umam, & Jermisittiparsert, 2020); (ii) Communication device: Communication requires paralinguistic when using velocity and pressure on certain parts of speech; varying volume and velocity also use signals that can be supportive when one is at the forefront of intuition (Balsa, 2019). The use of communication tools contributes or helps in conveying the speaker's intent (Ramadhani, Umam, Abdurrahman, & Syazali, 2019). Harmer thinks that the speaker can use the tools when they are communicating, besides the use of structures (Zhang, 2014).

He also says some social processes play an active role in communication, which is: (i) Language processing: Effective speakers require a set of language competencies for meaning to the listener. The language process includes words, phrases (Umam & Sommanawat, 2019), and sentences; and sentences to be said to be coherent in order to be understood; (ii) Interacting with others: Speaking interactions can be done with one, two, or more people, which means that speakers and listeners must respond to each other in effective speech; and (iii) Information processing on the spot: Listeners should respond directly to the information conveyed by the speaker, which is also related to the cultural knowledge of the listener (Strömbergsson, Tännander, & Edlund, 2014).

In addition, speech skills can be interpreted as a person's ability to use the language orally. To achieve that goal, one must not only possess a set of linguistic

knowledge but also cultural rules (Sagala, Umam, Thahir, Saregar, & Wardani, 2019).

### **Cause/Source of Error**

The cause of the error that the learner has made in achieving the target language is ignorance. According to (James, 1998), this ignorance is due to a lack of declarative knowledge (Setyawan, 2019). This error is related to uncertainty when someone will use it and the learner borrows the source language instead if he does not know the word to be used, (L1 transfer error). If the learner knows the target language's usage but fails to use it and still uses the source language (interference) (Sagala et al., 2019). According to James, the main source of error based on the error category is; interlingual, intralingual, communication strategy, and induced. It can be seen from the explanation below:

### **Interlingual Error**

Influenced by mother tongue: error between languages (interlingual errors). Learners will easily learn the target language if there is a resemblance to the mother tongue, but it will be difficult if there is a difference.

### **Intralingual Error**

Learners in using target languages always make mistakes, which is due to an intralingual error. An intralingual error is a mistake in the development of language acquisition (Novoa, Johann, Morillo, & Inciarte, 2019). For example, learners use language strategies according to their needs and language strategies, which are needed in communicating; whereas, communication strategies are used to send ideas (encode) and receive ideas (decode) (Roaini & Ansar, 2019).

### **Morphophonology**

Morphophonology is a branch of linguistics which analyzes the phonological or grammatical factors that determine the form of phonemes: also called morphonology morphophonemics. The basic unit recognized in such an analysis is the morphophoneme, for example: the notion of "plural" in English nouns includes /s/ (as in cats), /z/ (as in dogs), /iz/ (as in horses), zero (as in sheep), and the several other forms (Destaria & Rini, 2019).

### **Phonological Error**

According to James, a phonological error will result in mistakes in words and grammar (phonological in the cause but grammatical in effect), for example, in the use of third persons \* make  $\sqrt{\text{makes}}$ . In a loud reading, one will clearly make a phoneme sound; for example, the mistake made by a Thai learner is to replace the consonant sound of the target language with a consonant sound similar to the mother tongue's consonant sound, the error in the interdental fricatives (Sagala et al., 2019). This pronunciation error is one of those due to frequent interference caused by differences in the phonological system contained in the mother tongue in a foreign language (Habibi et al., 2019). Making improvements in interference

not only requires the development of mastery of word counts, but continuous practice, system understanding, and habituation (Irwan D & Indrasari, 2019).

James also said that the error of the utterance consists of three kinds, namely, segmental error, combination error, and supra segmental error. Segmental errors include consonants and vowels; combination errors include cluster consonant, linkage, and weak form, and supra segmental errors include rhythm, stress, and intonation (Huda et al., 2020). The tendency to drop final consonants results in omissions or incorrect pronunciation of -s at the end of the words. This will make people difficult to understand and confuse their listeners (Hasanah, 2019).

### **Segmental Element**

Segmental elements of the unit in phonology show the difference in each sound. For example, in the interdental sound of fricative [ð] and [θ], the learner pronounces becomes [t], while the word with [θ] becomes [s], in the word [ð] sounded [d] as in there, they, and either. Speech failure also occurs in the segmental vowel [ʌ] spoken [ɔ] in the word once as in the words trouble and up.

### **Combinatorial Elements**

Learners get into trouble in pronouncing cluster consonants, especially on word end position; for example, [wɒns] “once” is pronounced [wɒn] and [neɪmɪd] named pronounced [neɪm], as in the words mind and fresh. The learner mispronounces the word in the last syllable / l /, for example in actual trouble [trʌb\*ʌ] [trʌb]. The learner actually has no difficulty in pronouncing [l] sounds, as in like, only, and learn (Lestari et al., 2019). The difficulty faced by the learner is the position of sounds / l / adjacent to [b]. She/he also has difficulty in pronouncing the combination of the linkage form; for example, the Thai learner cannot say 'linking [r]' to the word whenever his /r/, she/he says [wenevə hiz]. In addition, linking also occurs when speech is quickly spoken, such as “do it and see it.” In this sentence, there will be a linkage when reading it [dʉɪtsɪjɪt] (Hasanah, 2019).

The English learner will say [du: n dsi: It]. In the words go out, it will be sounded [gouwaut], no either [nouwai}, and would only [wu (d) ounli] In addition, there is also a weak form; this form is a non-standard form of speech, for example, to [tu], and [ænd] or [n]. Indonesian speakers who learn English should train themselves to hide / r / in the final position, so the car should be pronounced / ka: \* / not / kar /, bars with / ba: \* / not / bar /. British pronunciation has a large number of diphthongs (sounds which consist of a movement or glide from one vowel to another). According to Roach, the important thing to remember about all diphthongs is the first part is much longer and stronger than the second part, for example, the word eye [ai] (Roach, 2002).

Students should more practice well to pronounce the third person -s and plural -s, as well as the past tensed, for example: “He cooked it”; and “He has cooked it”;

Passive: “It was cooked by Fred.” Some students have great difficulty hearing pronunciation features that we want them to produce. Frequently, speakers of different first languages have problems with different sounds, especially sounds that they do not have in their first language (Irwan D & Indrasari, 2019).

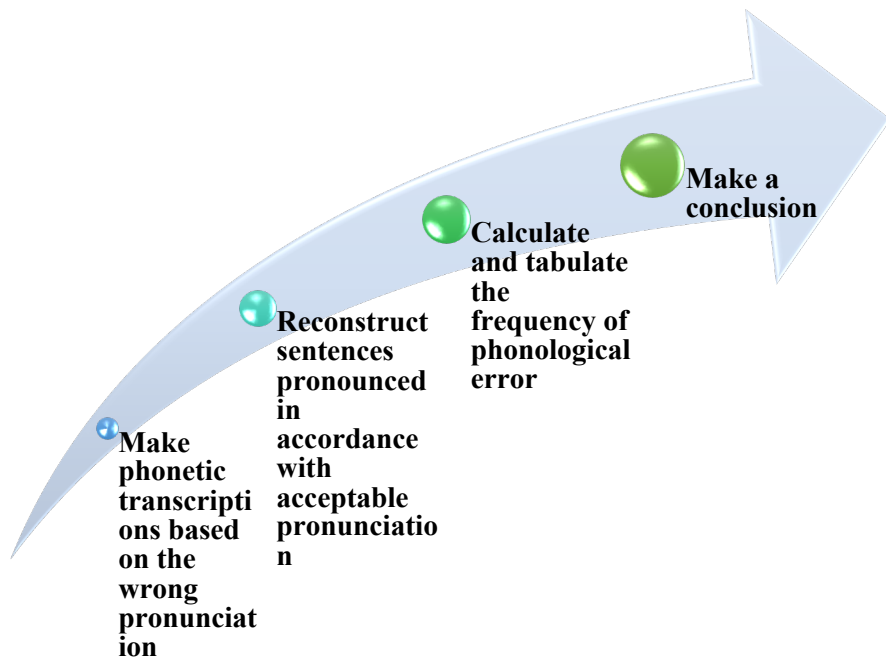
### **Problems of Research**

According to (Harmer, 2001) in his Writing Model of Learning to Speak Japanese with a communicative, speaking is one aspect of language skills, which speaks as a process of communication, the process of changing the form of a thought or feeling into a form of speech or meaningful language sound delivered to others (Hartinah et al., 2020). Speaking is an event of conveying one's ideas (ideas, thoughts, feelings) to others. Speaking is not just the words of the utterance, but the main idea is to convey the points of thought regularly, in various languages, in accordance with the function of communication (Look, Participation, & Happiness, 2019). Speaking skills as a productive language skill are the process of conveying, generating, and informing (Setyawan, 2019). The purpose of this research is to know the phonological difficulties of students when learning Basic Spoken English I and also hope it can be used as an input in the development of teaching materials by lecturers.

## **Method**

### **Research Design**

The data is collected from students in the second semester of English Department, National University, Jakarta Indonesia. The method used in this research is the descriptive qualitative method with the content analysis technique, that is, analysis of phoneme error in listening and its impact when speaking (Rahmawati et al., 2019). Identifying this phonemic error in speaking is done through the process of identification, categorization, description, classification and tabulation, interpretation and conclusion of research results.



**Figure 1**

*The Steps in This Research*

### **Data Collection and Participants**

This method is used to provide an explanation of the errors encountered in the speech that begins with data collection, processing, and analysis in order to obtain conclusions. The instrument used to collect the data was the researcher herself with assisted tapes to record the recounted results of 20 students as respondents in the language laboratory. The recorded data is then phonetically transcribed and reviewed.

### **Data Analysis**

The process of data analysis uses phonological theory, especially related to pronunciation. After learning of phonemic error in speaking, then the process of identification, categorization, description, classification and tabulation, and also the interpretation, as well as the conclusion of the research, will be done.

### **Results and Discussion**

The data in this study would be grouped and analyzed based on phonological errors of consonants, vowels, and diphthongs. The phonological errors are described in the following table. The first table contains the phonological error level of the error type based on the taxonomy of the surface structure (addition, omission, and substitution), the second table contains the frequency based on the phonological error, and the cause of the error (interlingual and intralingual), while the third table contains the phonological error level of the error effect (local and

global error). Creation of error frequency table followed by exposure percentage of error frequency (Muhamad Syazali et al., 2019). Having known the number of errors, then made the discussion at the phonological level in general. The discussion explains the number of errors that often occur. Here are the reasons why mistakes were based on theory, what caused them, and what the impact of the error was (Ramadhani et al., 2019).

### Findings of Phonological Error Based on the Taxonomy of Surface Structure

Based on the analysis that has been done, the phonological error could be grouped based on the form taxonomy of surface structure, the cause of the error, and the impact of errors as in the following tabulation.

#### Tabulation of Phonological Error used on the Form of Error (Taxonomy of Birth Structure)

**Table 1.**

*Frequency of Phonological Error*

Phonem	Substitution	Addition	Omission
Diphthong	20		
Consonant	6		
Cluster Consonant	2		2
Vowel	9	1	17
$\Sigma$	37	1	19

**Table 2.**

*Percentage of Phonological*

Phonem	Substitution	Addition	Omission
Diphthong	54,05		
Consonant	16,22		
Cluster Consonant	5,41		10,53
Vowel	24,32	100	89,47
$\Sigma$	100	100	100

The table above shows that phonological errors based on the most common form of error occurred in diphthongs, vowels, and consonants. Based on the surface taxonomy, the most common errors were substitution and omission.

#### Tabulation of Phonological Errors Based on the Cause of the Error

**Table 3.**

*Frequency of Phonological*

Phonem	Intralingual	Interlingual
Diphthong	18	2
Consonant	6	3
Cluster Consonant	7	9
Vowel	6	3
$\Sigma$	37	17



**Table 4.**

*Percentage of Phonological*

Phonem	Intralingual	Interlingual
Diphthong	48,65	11,76
Consonant	16,22	17,65
Cluster Consonant	18,91	52,94
Vowel	16,22	17,65
$\Sigma$	<b>100</b>	<b>100</b>

Based on the cause of the error, the target influence language (intralingual) was more common than the error because of the influence of the first language (interlingual). Most errors occur in diphthongs and cluster consonants.

**Tabulation of Phonological Error Based on Error Impact**

**Table 5.**

*Frequency of Phonological*

Phonem	Local	Global
Diphthong	1	19
Consonant	4	5
ClacterKonsonan	18	3
Vowel	4	4
$\Sigma$	<b>27</b>	<b>31</b>

**Table 6.**

*Percentage of Phonological*

Phoneme	Local	Global
Diphthong	3,71	61,29
Consonant	14,81	16,13
Cluster Consonant	66,67	9,68
Vowel	14,81	12,90
$\Sigma$	<b>100</b>	<b>100</b>

The impact of global errors was more common than local errors due to phonological errors. Mistakes were common in diphthongs and consonants. Overall, the phonological error that occurred in the speech of the students who were studying. Listening comprehension can be described as follows:

**Table 7.**

*Overall Phonological Error*

Error Catagories						
	Form	$\Sigma$ (%)	Cause	$\Sigma$ (%)	Effect	$\Sigma$ (%)
1	Subst	37/65	Intraling	37/69	Local	27/47
2	Add	1/ 2	Interling	17/31	Global	31/53
3	Omiss	19/33				

## Discussion and Conclusion

Based on the findings of errors described earlier, the conclusion of phonological error made by students based on the form, cause, and impact will be described (Phonological Error).

### Diphthong

**The Omission** is performed by the respondent. The diphthong sound ending in [i] ie [ei] is pronounced as front vowel [e]. Example: R1 K1 in waiter word [waitə\*], R3 K2 on steak word [steik], R4 K1 in table [teib]. **Substitution error** of ending diphthong [i] ie [ei] becomes front vowel [æ]. Example: R6 K2 in waiter word [waitə\*].

### Consonant

**Substitution Error:** Replacement of alveolar plosive voiceless [t] sounds into dental fricative voiced [ð], eg R2 K1 in waiter [waitə\*]. Replacement of alveolar fricative voiceless [s] is sounds into alveolar fricative voiceless palato [ʃ], for example, R4 K3 in soup [su:p]. **Omission Error** : The omission of R5 K4 was the disappearance of [s] in the cluster [ks] consonant of the asks], and also in the gets gets, R7 K1 the sound disappearance [t] in the cluster [nt] cluster on the word restaurant, R14 K5 the sound disappearance [t] in the clonal consonant sound [st] at suggest [sedʒest], R15 K2 disappearance of consonant [s] in clonic clone sound [ls] in call [kzz]. Alveolar stop voiced consonance abnormalities [d] in the cluster [ld] consonant of the word [kəuld]. **Incremental Error** : The error of adding the voiceless plosive velar consonant sound [k] at the beginning of nasal consonant sound [n] to the word knife [naive], for example in R8 K3.

### Cluster Consonant

**Omission Error** : The disappearance error in R6 K3 was the loss of consonant sound [s] in the cluster consonant [ks] in the word asks [a:sk], and the disappearance of consonant [s] in the cluster [ts] consonant on the gets word [get], on R4 K4 the loss of the sound of alveolar stop voiced consonant [d] in the cluster consonant [ld] in cold [k:uld], on R5 K3 ie loss of stop al voiceless alveolar consonant [t] in the cluster [ts] consonant of the word restaurant [rest ɔ rənt] at R13 K2 the disappearance of alveolar voiceless [t] sounds in the cluster [kt] consonant in the word checked [tʃekt]. **Adding Error** : Errors in addition of back vowel sound [ɔ] in the cluster consonant [sn] to the name Johnson [dʒɔ nsn], for example on R3 K1.

### Vowels

**Additional error:** The high front vowel [i] addition to the middle front vowel sound [e] in pen [pen], for example, on R4 K1. **Replacement error:** Replacement of the vowel sound [u:] into diphthong sound [əu], in the word soup [su:p], for example on R12 K1.

### **The Cause of Phonological Error**

From the data obtained, the cause of the error was students have difficulty pronouncing English phonemes because they did not have the sound in their first language. From the errors cause, the target language influence (intralingual) was more common than the error due to the first language influence (interlingual).

This error occurred in the diphthong, consonant, and clustered consonants. a. Diphthong on R2 \* [e] √ [ei] in the word stake, R3 \* [e] √ [ei] in the word table and \* [ei] √ [e] to pen word, R1 K1 to waiter [weitə \*], b. Consonant on R2 K1 \* [t] √ [ð], in the word waiter [weitə \*]. R4 K3 \* [ʃ] √ [s] to the word soup [su: p] c. Cluster Consonants on R6 K3 \* [s] √ [ks] on asks [a: sks], [s] √ [ts] in gets gets [gets].

### **Impact of Phonological Errors**

From the results of phonological error analysis, the global error was the most common error, which could affect the success of communication where the speaker or author's intention could be misinterpreted by the listener or reader. a. Diphthong on R3 K2 \* [e] √ [ei] on steak word, R5 K1 \* [i] √ [ei] on word steak [stek] ' b. Vocals on R13 K 4 \* [u] √ [ə] on suggest [sədʒest]. c. Consonant On R5 K1 \* [g] √ [dʒ] on suggest [sədʒest].

Based on the analysis results obtained, the most common errors created by students in connection with a surface structure taxonomy are substitutions in diphthong (54,05%), intralingual errors in diphthong (48,65%), and global errors in diphthong (61,29%). The biggest phonological errors of diphthong are caused by listening errors. If the students pronounce errors in speaking, the listeners cannot understand the meaning of the sentences. In this case, the lecturers should check and teach their capabilities in phonology, such as vowels, consonants, and diphthongs, well and the result can help students to improve their speaking abilities.

In the target language learning process, it is normal to make mistakes as the learners are lacking knowledge of the language system. They still find it difficult to pronounce English phonemes because their first language sound is different from the sound of a second language. Ignorance about the learner target language system is the cause of the mistake.

### **Recommendations**

The students should study English sound system well and are expected to practice English with their friends or lecturers for smooth communication. The lecturers can assist the students while they are studying spoken English and determine the way or the right method to minimize or avoid the mistakes.

### **Acknowledgments**

We would like to thank National University, Jakarta Indonesia and the students of English Language and Literature for their support in this research. The authors

declares that there is no conflict of interest regarding the publication of this article. Authors confirmed that the data and the paper are free of plagiarism.

### Biodata of the Authors



**Dr. Syahfitri Purnama.** Her research focuses on teacher behavior in language as the implementation of character-based education in English education.

**Affiliation:** Language of Education, Indraprasta PGRI University, Jakarta, Indonesia.

**E-mail:** [syahfitripurnama@gmail.com](mailto:syahfitripurnama@gmail.com)

**Phone:** (+62)



**Dr. Farikah.** Her research focuses on teacher behavior in language as the implementation of character-based education in English education.

**Affiliation:** Department of English Education, Universitas Tidar, Magelang, Indonesia.

**E-mail:** [farikahfaradisa@untidar.ac.id](mailto:farikahfaradisa@untidar.ac.id)

**Phone:** -

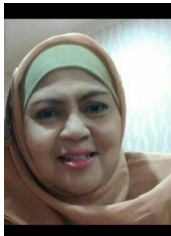


**Dr. Burhan Eko Purwanto, M.Hum.** His research focuses on teacher behavior in language as the implementation of character-based education in Universitas Pancasakti Tegal, Tegal, Indonesia.

**Affiliation:** Indonesian language and humanities education, Universitas Pancasakti Tegal, Tegal, Indonesia.

**E-mail:** [burhan.ekopurwanto@gmail.com](mailto:burhan.ekopurwanto@gmail.com)

**Phone:** -



**Dra. Sri Wardhani, M.Pd.** Her research focuses on teacher behavior in language as the implementation of character-based education in English education.

**Affiliation:** Department of English Education, Universitas Pancasakti Tegal, Tegal, Indonesia.

**E-mail:** [sriwardhani2010@gmail.com](mailto:sriwardhani2010@gmail.com)

**Phone:** -



**Prof. Dr. Idham Kholid.** He is a Professor at Department of English Education in Universitas Islam Negeri Raden Intan Lampung. His research focus on Social Science especially in English Education.

**Affiliation:** Universitas Islam Negeri Raden Intan Lampung, Indonesia

**Email:** [idhamkholid@radenintan.ac.id](mailto:idhamkholid@radenintan.ac.id)



**Assoc. Prof. Dr. H. Syamsul Huda, M.Ag.** He was born at Jombang City. His research is focused on Education especially in Religion education. **Affiliation:** Institut Agama Islam Negeri Kediri, Indonesia. **Email:** [syamsul\\_huda63@yahoo.co.id](mailto:syamsul_huda63@yahoo.co.id) **Phone:** (+62)818515539 ; **Orcid Number:** 0000-0002-6830-9720



**Watcharin Joemsittiprasert.** He was born in Thailand. His research is focused on Social Science and Business. **Affiliation:** ASA College, New York, USA.

**Email:** [watjoemsittiprasert1@asa.edu](mailto:watjoemsittiprasert1@asa.edu)

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