

Students' Attitude in Learning Pronunciation: A Study in UIN KH Abdurrahman Wahid

A THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Education



by:

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is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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RATIFICATION



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Assalamu'alaikum Wr. Wb

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Wassalamu'alaikum Wr. Wb

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MOTTO

..عِلْمًا زِدْنِي رَبِّ وَقُلْ ١١٤

”and say: ”O my Lord, add to me knowledge.” (QS. At Thaha:114)

Prophet Muhammad Said, “Whoever desires the world, let him master knowledge. Whoever desires the hereafter, let him master knowledge. And whoever desires both (the world and the hereafter), let him master knowledge.” (Muslim)

DEDICATION

Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My beloved father and mother (Casbani and Mukholifah) who always devote their affection and give advice till the writer finished arranging this thesis. Thank you for giving the writer spirit.
2. My beloved young brother and young sister (Imam Noer Fajar and Hafizah Nailla Putri)who always gives love, inspiration an motivation.
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Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

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All the goodness is from Allah SWT that has given me mercy and blessing to accomplish this thesis. My beloved prophet Muhammad SAW who has inspired me to be better. Thank you for giving me a chance to finish this project as the requirement for the Bachelor Degree of Education in English Language Education Department.

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- Dr. KH. Ahmad ismail, M. Ag., M. Hum as The Dean of Education and Teacher Training Faculty (FITK).
- Sayyidatul Fadhilah, S.Pd.I, M.Pd, as the head of English Language Education Department.
- Dra. Nuna Mustikawati Dewi, M.Pd. the Secretary of English Education Department.
- Nadiah Ma'mun, M. Pd. as the advisor, thank you for being patience in guiding this final project.
- All participants who want to take the time to fill in the data in the research.

The researcher realizes that this thesis is still far to be perfect, therefore constructive suggestion and criticism is needed to make it perfect. The researcher hopes this thesis can be useful for the improvement of English teaching learning.

Semarang, 13 Oktober 2022

The Writer,



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ABSTRACT

Title : Students' Attitude in Learning Pronunciation :
A Study in UIN KH Abdurrahman Wahid
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Learners' attitude is important to see their preferences toward a subject in class. When learners have a positive attitude, they will easily absorb the material given and also improve their performances in the class. This research is conducted to explore attitude of EFL learners' attitude toward English pronunciation. Qualitative approach is used in this research. This research studies the attitude of first semester English Department student of KH Abdurrahman Wahid. Forty nine participants agreed to participate in this research. They were asked to answer the questionnaire and involved informal interview to cross-validate the responses toward the questionnaire given. This research divided the attitude aspect into three theme; affective, cognitive, and behavioural. The result of each aspect indicates a positive attitude toward English pronunciation (76%). They enjoy to learn pronunciation. They also aware about the importance English pronunciation as it is used in the world communication. In conclusion, some students are antusias to learn English pronunciation, but they lack of opportunity to practice it.

Therefore, the students must much more practice it not only in the classroom about pronunciation skills.

Keywords; **attitude, EFL learner, pronunciation**

CHAPTER I INTRODUCTION

A. Background of the Research

Language attitude is believed to be the factor that makes differences between underachievement and accomplishment. Spolsky (2000) states that the attitudes towards the language hint at the learners' fears, feelings, or prejudice about the learning of English as a second language.¹ Many studies have been conducted to explore the nature of student's attitude toward pronunciation. For instance, William (2018) investigate the Australian student's attitudes towards learning pronunciation of Spanish which show the results of positive attitudes also reveal the need for strengthening awareness and a number of tensions where action is still needed in order to ensure adequate pedagogical procedure for pronunciation success. This result encourages the researcher to do the research of EFL learner attitudes toward learning pronunciation of English.

This study aims to explore the EFL student's attitude towards English pronunciation. The researcher hopes that this study can help the teacher to recognize more about student's attitude in learning English pronunciation. Moreover, it could identify deeply with student's preferences towards learning English pronunciation in school.

B. Research Question

This research was conducted to answer the main problem: What are the learners' attitudes toward learning English pronunciation in the English department first semester of UIN KH Abdurrahman Wahid?

C. Objective and Significance of the Research

According to the research question, the objective of this research can be stated as: to explore the learners' attitude toward learning English pronunciation in the English department of UIN KH Abdurrahman Wahid.

D. The Significance of the Research

¹ Bernard Spolsky, 'Anniversary Article. Language Motivation Revisited', *Applied Linguistics*, 21.2 (2000), 157–69 <<https://doi.org/10.1093/applin/21.2.157>>.Pg 159

The researcher hopes that this study can help the teacher to recognize more about learners' attitude in learning English pronunciation. Moreover, the researcher expects that this result of the study can be useful to make the learners reflect in their attitude and can help them to improve their Pronunciation. By doing this research, the researcher expects that this result can be a reference to other researchers to do the new research in the future.

E. Scope and Limitation of The Study

This study explores the attitude of EFL learners toward learning English pronunciation in three aspect; affective aspect, cognitive aspect, and behavioral aspect.

In the cognitive aspect, the description is limited on the description of the students' difficulties in pronouncing English sounds and words. Therefore, the researcher hopes that further research will conduct more depth description in the cognitive area including the segmental (learners' ability in pronouncing vowels, consonant, and diphthong) and supra-segmental aspect (learners' ability in pronouncing stress and intonation) in pronunciation.

F. Key Terms

To know further about this research and also to avoid any misunderstanding on the readers, the researcher would like to present the explanation of some important terms in this research:

1. Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language.

2. Attitude

The way that you think and feel about somebody/ something; the way that you behave towards somebody/ something that shows how you think and feel.

CHAPTER II LITERATURE REVIEW

This chapter discusses previous researches, review of related literature of this research.

A. Previous Research

Many people have conducted researches on learners' attitudes toward English. It shows that English learners' attitude is an interesting object to study. In this opportunity, the researcher would like to review five previous types of research related study as follow.

- 1) **The first previous** study is William Steed (2018). First things first: exploring Spanish students' attitudes towards learning pronunciation in Australia. *The Language Learning Journal* 46, no. 2 (2018): 103–13

This previous study was aimed to find out the attitude of Australian students towards learning Spanish language pronunciation. The results of this study show positive attitudes and loci of control towards the subject but also reveal the need for strengthening awareness and a number of tensions where action is still needed in order to ensure adequate pedagogical procedure for pronunciation success.

This previous research is similar to my research which discusses the students' attitudes toward certain language pronunciation learning. The difference is that this previous study researched the attitudes toward Spanish pronunciation, while the current study researched the attitudes toward English pronunciation. The method will be the same with my research namely quantitative. The data collection techniques also will be the same with my research namely using questionnaires.

- 2) **The second previous** study is Manit Wongsu (2020), Enhancing Thai secondary school students' English speaking skills, attitudes and motivation with drama based activities and Facebook. *Journal Innovation In Language Learning And Teaching*.

The study reported in this article explores Thai secondary school students' English as a foreign language (EFL) learning experiences and examines the effects of using drama based activities and Facebook on the students' English speaking skills, attitudes and motivation in learning EFL. The study employed a mixed methods approach to collect both quantitative and qualitative data. The study used Facebook together with drama-based activities to deliver English language lessons in EFL classrooms. A total of 40 students from two Grade 12 classes and two Thai EFL teachers at a high school in Thailand participated in the study. Data was collected through English speaking tests, Attitude and Motivation Test Battery (AMTB) questionnaires, classroom observations and interviews. The results of the study indicate that drama-based

activities and Facebook had positive effects on the students' speaking skills and increased their motivation and positive attitudes towards learning the English language; they also provided the students with an interactive and flexible learning environment where they could actively communicate and collaborate with their teachers and peers. Findings suggest that drama-based learning activities and Facebook can be creatively integrated to assist language learning in the EFL classroom.

- 3) **The third previous study** is Falita Jaliyya (2017). EFL Students' Attitudes and Perception Toward English Language Learning and Their English Language Proficiency: A Study From Assa'adah Islamic Boarding School, Indonesia. *Journal of Education and Learning*. Vol. 11 (3) pp. 219-228.

This study aimed to examine the attitudes and perceptions of selected Indonesian English language learners. It also aspired to find out how these attitudes and perceptions towards the English language affect their proficiency.

This previous research is similar to my research which discusses the students' attitudes toward learning the English language. The difference is that this previous study focused on the student attitudes and their perception toward English learning proficiency, while the current study researched specifically about the attitudes toward English pronunciation. The method will be the same with my research namely quantitative. The data collection techniques also will be the same with my research namely using questionnaires.

- 4) **The fourth previous study** is Kang Okim (2018). ESL Learners' Attitudes towards Pronunciation Instruction and Varieties of English. *Proceedings of the 1st Pronunciation in Second Language Learning and Teaching Conference*, Iowa State University, Sept. 2009. (pp. 105-118)

This study aimed to identify the adult learners' perspectives of pronunciation studies. It also aimed to identify the student expectations of their pronunciation lessons and their attitudes toward instructors' accent varieties in the environment of speaking English in New Zealand and North America.

This previous research is similar to my research which discusses the students' attitudes toward learning the English language. The difference is that this previous study investigate the instruction in pronunciation and varieties of English, while the current study researched specifically about the attitudes toward English pronunciation. The method will be the same with my research namely quantitative. However, the data collection techniques is slightly different as this previous study used Interview while the current research using questionnaires.

- 5) **The fifth previous study** is Lestari Setyowati (2016). EFL Indonesian Students' Attitude toward Writing in English. Arab World English Journal (AWEJ) Volume.7 Number.4 December, 2016 pp. 365-378.

This study aimed to find out the attitudes of Indonesian learners when they learn English Writing as it is a sophisticated language skill since it requires the ability not only to tailor ideas, but also to construct acceptable sentences to create a meaningful, logical, and comprehensible work.

This previous research is similar to my research which discusses the students' attitudes toward learning the English language. The difference is that this previous study investigate the attitudes of learners toward learning writing in English, while the current research is to investigate the students' attitudes toward learning pronunciation in English. The method will be the same with my research namely quantitative. However, the data collection technique is slightly different as this previous study used Interview and documentation while the current research using questionnaires.

B. Literature Review

1. Theories of Attitudes

The first thing that must be understood in studying attitudes is the concept of attitude. Several definitions of attitude from different perspectives are considered in the field of language learning. Kreitner and Kinicki define attitude as a tendency to learn to respond consistently well or not with respect to the object given.²

The topic of language attitudes was widely discussed in sociolinguistics. Sociolinguistics refers to the study of the relationship between language and society. This is related to several social sciences such as anthropology, sociology, or social psychology. Here sociolinguistics and social psychology combine to analyze how attitude and perceptions are expressed and how behaviors within

² Robert Kreitner and Angelo Kinicki, *Organizational Behavior Sixth Edition*, 6th edn (New York: McGraw-Hill Book Co, 2004). Pg.197

groups and outside are recognized.³ In general, attitude is an individual's reaction, or evaluation of a particular situation or object depending on his opinions and beliefs.⁴

Attitude is seen as a "psychological" process in which students like or dislike certain situations.⁵ Attitude is one of the factors that influence foreign language learning because how much student effort is put into language learning depends in part on attitude.⁶ Montano and Kasprzyk illustrated that "attitudes can be determined by individuals" thoughts and ideas about trust and trust behavior are given importance by evaluating the nature of those carried out in different situations. In this way, people who have positive beliefs about anything will definitely end up with positive attitudes and positive behaviors and also, people with negative feelings will have negative attitudes and behaviors about anything." According to Spolsky, attitudes toward language might have a positive or negative impact on students' fears, feelings, or prejudices to learn English as a second language.⁷

Gardner defined attitude as "*the total amount of human instincts and feelings, prejudices or prejudices, pre-formed ideas, fears, threats, and beliefs about a particular topic*". Gardner also points out that: "*Such attitudes are related to one's values and beliefs and promote or prevent choices made in all fields of activity, both academic and informal.*"⁸ Wenden proposed a broader definition of attitude and classified attitude into three components namely cognitive, affective and behavior. The cognitive part consisted of beliefs and thoughts about attitude objects. The affective component involved the person's emotions towards an object, likes or dislikes, with or towards. Finally, the behavior component referred to a person's actions or tendencies to adopt specific learning behaviors. McGuire argues that these three components are closely interrelated, "that theorists who insist on differentiating them must bear the burden of the condition that differences are beneficial." Learning is considered a change in the realm of personality, emotions, and cognitive. The three dimensions of

³Mohammad Khoir, 'The Language Attitude of Students of English Department UIN Sunan Kalijaga towards English', *UIN Sunan Kalijaga Press* (UIN Sunan Kalijaga, 2014). Pg. 11

⁴Mohamad Jafre Zainol Abidin Dr., Majid Pour-Mohammadi, and Hanan Alzwari, 'EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students', *Asian Social Science*, 8.2 (2012), 119–34 <<https://doi.org/10.5539/ass.v8n2p119>>. Pg. 112

⁵Mehmet Nuri Gömleksiz, 'An Evaluation of Student's Attitudes toward English Language Learning in Terms of Several Variables', *Procedia - Social and Behavioral Sciences*, 9 (2010), 913–18 <<https://doi.org/10.1016/j.sbspro.2010.12.258>>. Pg. 18

⁶Salem Saleh Ibnian, 'Attitudes of Public and Private Schools' Students towards Learning EFL', *International Journal of Education*, 9.2 (2017), 70 <<https://doi.org/10.5296/ije.v9i2.8797>>. Pg. 71

⁷Ibnian. Pg. 72

⁸Hisham Mahmood and Azhar Siaj, 'Attitudes of English-Major Students and Teachers towards Using Blended Learning in the English Department at Hebron University', *International Journal of Research in English Education*, 2.4 (2017), 51–65 <<https://doi.org/10.29252/ijree.2.4.51>>. Pg. 53

attitude (behavior, cognitive and affective) are appropriate based on the behavioral, cognitive and humanist approaches.⁹

According to Ahmed, The Longman Dictionary of Applied Linguistics and Language Teaching defines language attitudes as follows: “the attitudes which speakers of different languages or language varieties have towards each other’s languages or to their language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may affect second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning.”¹⁰

According to Daniel Katz, attitude is a hypothetical idea that represents a person's level of liking or dislikes for an item. A general attitude is a positive or negative view of a person, place, object, or event - this is often referred to as the object of attitude. People can also conflict or be ambivalent about an object, which means that they simultaneously have positive and negative attitudes towards objects. Katz also believes that attitude is judgment. They develop models of affective, behavior, and cognition. The attitude referred to in this study is the attitude associated with language, namely the Arabic Education Department students’ attitude towards English. From all the above description, the writer concludes several points as follows:¹¹

- 1) Attitudes are obtained by learning; attitudes are not obtained from heredity.
- 2) Attitudes are obtained from our association with the people around us, both through the behavior we see and through verbal communication.
- 3) Attitude is always associated with attitude objects that can be concrete or abstract objects.
- 4) Attitude always contains readiness to act in a certain way towards the object of attitude.
- 5) Attitude is effective, it means that attitude includes feelings that can be expressed through one's choice of an attitude object (positive, negative or neutral)
- 6) Attitude is known through interpretation.

⁹Maryam Kazemi Malekmahmudi and Shima Kazemi Malekmahmudi, ‘Attitude of Iranian Students towards Learning the English Language’, *Journal of Clinical and Basic Research*, 2.2 (2018), 35–39 <<https://doi.org/10.29252/jcbr.2.2.35>>. Pg. 1

¹⁰Shameem Ahmed, ‘Attitudes towards English Language Learning among EFL Learners at UMSKAL’, *Journal of Education and Practice*, 6.18 (2015), 6–17. Pg. 10

¹¹Sirine Mnif and others, ‘The Attitude and Perceptions of Students about the Study of English Grammar: The Case of Selected Senior High School Students in Northern Region’, *Russian Journal of Economics*, 48.2 (2018), 123–54. Pg. 26-28

2. The Components of Attitudes

The concept of attitude is often classified into three aspects or components namely cognitive, affective (or emotional), and behavior. These aspects form what is commonly known as the tripartite attitude model. Ostrom explain: ¹²

- a. Affective responses refer to the emotional feelings and psychological consequences of encountering or thinking about an attitude object. These feelings vary from positive to negative or evaluative dimensions.
- b. Cognitive responses refer to the facts, knowledge structures, beliefs, inferences, and assumptions made about the attitude object. They vary from favorable to unfavorable on the evaluative dimension.
- c. Behavioral responses refer to behavioral intentions and overt actions taken regarding the attitude object. They vary from supportive to hostile on the evaluative dimension.

3. The Importance of Attitudes

Understanding attitude is essential. In the context of language life, language attitudes are crucial to the maintenance, preservation of language, language damage and death. Attitude surveys also show social indicators of shifting trust and opportunities for success in implementing policies. Concerning minor languages, attitudes like census, provide a measure of the sustainability of a language. E.G Lewis said that any policy towards language, especially in the language education system, must pay attention to attitudes and aspects that are affected. The status, value, and importance of a language are often and generally measured by attitudes toward that language. Such attitudes can be measured at the individual level or the general attitude of a group of people. In one of these levels, the information obtained is very important to represent democratically (the views of the community). in this study, the intended attitude is the attitude of the language, namely the attitude towards English. Attitude survey towards English is said to be important because it can contribute important information in assessing a group's attitude towards that language.

4. Theory of Pronunciation

Element of language consists of three, there are grammar, vocabulary, pronunciation. As this research focuses on the pronunciation, there are some definitions of pronunciation by some experts.

¹²Mohammad Khoir. Pg. 25

According to Hewings, pronunciation is the main component of speech which is combined together. Then, pronunciation aimed to produce the sound and make some meaning.¹³ From two definitions, pronunciation is a part of word and sound that aimed to produce and make some meaning

In linguistic term, McMahon defines that pronunciation is a language discipline which deal with sound and consist of two sub-disciplines namely phonetics and phonology.¹⁴ Gimson also add that The term 'pronunciation' covers both phonetics and phonemics. Moreover it also encompasses the supra-segmental aspect of pronunciation which operates on intonation and stress. From the two definitions above, pronunciation can be defined as the part of language which have some features that deal with the way particular word and sound is pronounced.

According to Boyer, pronunciation is a part of speaking (oral communication) which involve four important things such as to know how the sounds are put together to the flow of speech, to make a correct sounds of a particular language, to understand how to stress words correctly, and how to use intonation appropriately. It means that pronunciation is how the sound put together in the flow speech to make correct sound and understanding the stress and use a correct intonation.¹⁵ Another definition by Kelly, he stated that pronunciation is the way sounds that we use come about by using speech organs such as lips, tongue, teeth, hard, and soft palates and alveolar ridge.¹⁶ From the two definitions above, we can sum up that pronunciation is the way sounds come out by using speech organ and put together in the flow speech to make a correct sound and a correct intonation.

In conclusion, the definition of pronunciation from previous theories can be summarized as pronunciation is a part of language that have features produce sounds from speech organ and make some meaning, and how the sound are put together in the flow speech to make correct sound and understanding the stress and use a correct intonation.

5. Features of Pronunciation

Kelly divides the features of pronunciation into two aspects: segmental or phoneme, and supra-segmental. Segmental consist of consonants and vowels, while supra-segmental consist of intonation and stress.¹⁷

¹³Martin Hewings, *English Pronunciation in Use: Advanced* (Cambridge: Cambridge Press, 2007). Pg.2

¹⁴April McMahon, *An Introduction to English Phonology* (Edinburgh: Edinburgh Press, 2002). Pg.1

¹⁵Susan Boyer, *Spelling and Pronunciation for English Language Learners, Boyer Educational Resources* (Glenbrook: Boyer Educational Resources, 2012). Pg.2

¹⁶Gerrard Kelly, *How To Teach Pronunciation* (Edinburgh: Longman, 2000). Pg.4

¹⁷Kelly. Pg. 1

1. **Segmental Aspect.** Roach stated that segmental aspect of pronunciation consist of vowel and consonant. Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips, while consonants are sounds which there is a obstruction to the flow of air as it passes from the larynx to the lips.¹⁸

- a. **Vowel.**

Vowel is that produced by airflow pass through and out of the mouth. Thus, Kelly stated that English has twelve pure vowels, which are [i:] – tree / tri: /, [ɑ:] – pass /pɑ:s /, [ɪ] – milk / mɪlk /, [ʌ] – sun / sʌn/, [e] – bed / bed /, [u:] – blue / blu: /, [æ] – sat / sæt /, [ʊ] – put / pʊt /, [ɜ:] – word / wɜ:d /, [ɔ:] – four / fɔ:(r) /, [ə] – along / əˈlɔ:ŋ /, [ɒ] – dog /dɒg /.¹⁹

- b. **Consonants.**

The consonant is a sound in which the airflow passes through the respiration passage from the basic of the cavity and pause. The release is pushed through the narrow gap, so that we hear friction. Thus, Kelly stated that there are twenty four consonants in English such as [p] – pet / pet /, [tʃ] – chin / tʃɪn /, [b] – bad / bæd /, [dʒ] – jump / dʒʌmp /, [t] – tea / ti: /, [θ] – thin /θɪn/, [d] – day / deɪ /, [ð] – this /ðɪs /, [k] – key / ki: /, [m] – man / mæn, [g] – go / gəʊ/, [n] – night /naɪt, [f] – fish / flɪʃ, [ŋ] – sing / sɪŋ /, [v]²⁰

2. Supra-segmental aspect.

Supra-segmental aspect or phonemes are features of speech which generally apply to groups of segments. The features which are important are stress, and intonation.

- a. **Stress.** According to Oxford Learners Dictionary, stress is an extra force used when pronouncing a particular word or syllable²¹. In addition, Ladefoged stated that stress is a supra-segmental feature of utterances, so when a syllable or a word is pronounced with more force than other syllables or words. Thus, it can say that is stressed.²² Kelly added that stress gives rhythm to the speech. He also add that stressing one or more word in an utterance is a way to make the listener more prominent.²³

¹⁸Peter J. Roach, *English Phonetics and Phonology - A Practical Course* (New York: Cambridge Press, 1991). Pg. 10

¹⁹Kelly. Pg. 2

²⁰Kelly. Pg.2

²¹https://www.oxfordlearnersdictionaries.com/definition/english/stress_1?q=stress, retrieved on 20 February 2020

²²Peter Ladefoged, *A Course of Phonetic* (Boston: Thomson Wadsworth, 2006). Pg. 7

²³Kelly. Pg. 3

- b. **Intonation.** According to Kelly, intonation refers to the way voice goes up and down in pitch when we are speaking.²⁴ The other explanation in Oxford Learners Dictionary explained that intonation is rise and fall of the voice in speaking. From two definitions, intonation is how to up and down when speaking and the sound that voice rise and fall in speaking.²⁵

6. Importance of learning pronunciation

Pronunciation has been one of the most neglected parts of foreign language learning. However it is one of the key requirements for language proficiency to secure an understandable pronunciation for the language learners.²⁶

There are some students who pronounce words incorrectly, so it causes misunderstanding with others. Sometimes, the pupils understand what is spoken but it makes a different meaning about the word because in pronunciation there are some words that have a little same pronunciation. Wong believes that when the non-native speakers' vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate effectively. So, a learner will be difficult to communicate effectively if they lack pronunciation, even if they have good grammar and vocabulary.²⁷ The other explanation, Wong argued that the importance of pronunciation is even more distinct when the connection between pronunciation and listening comprehension is considered. So, pronunciation and listening comprehension should connect each other.

In conclusion, learning pronunciation is important in speaking because if the student lacks pronunciation, so it can make communication not effective because it can cause misunderstanding with others.

7. The problem of pronunciation

Harmer argued that there are many problems in learning pronunciation such as: First, what students can hear.

²⁴Kelly. Pg. 4

²⁵https://www.oxfordlearnersdictionaries.com/definition/english/intonation_1?q=intonation, retrieved on 20 February 2020

²⁶Tugce Akyol, 'A Study on Identifying Pronunciation Learning Strategies of Turkish EFL Learners', *Procedia - Social and Behavioral Sciences*, 70 (2013), 1456–62 <<https://doi.org/10.1016/j.sbspro.2013.01.211>>. Pg. 1457

²⁷R Wong, 'Teaching Pronunciation: Focus on English Rhythm and Intonation', *Language in Education: Theory and Practice*, 68 (1987). Pg. 303

It means that sometime student have difficulty hearing in pronunciation features which we want them to reproduce. Students also have difficulties in learning pronunciation because there are some words has same how to pronounce it. Thus, it make student difficult to distinguish the word. It make student incorrect to define about the meaning of word. Second, what students can say. It means that sometime student find unfamiliar word and have difficult to pronounce it make different meaning. In pronunciation, there are some word have same pronounce so it make student incorrect to pronounce it. It can make misunderstanding in two peoples. The third one is the intonation problems. Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones.²⁸

According to Brown as people have their own native languages, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation²⁹:

- 1) **Native language.** This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.
- 2) **Age.** Generally speaking, children under the age of puberty stand an excellent change of “sounding like a native” if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular advantage attributed to age. A fifty-year- old can be as successful as an eighteen-year-old if all other factors are equal.
- 3) **Exposure.** It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people.” Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.
- 4) **Innate phonetic ability.** Often referred to as having an “ear” for language, some people manifested a phonetic coding ability that others do not.
- 5) **Identity and language ego.** Another influence is one’s attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

²⁸Jeremy Harmer, *How To Teach English* (Edinburgh: Pearson Education Company, 2007). Pg.36

²⁹A Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2001). Pg.284-285

- 6) **Motivation and concern for good pronunciation.** Some learners are not particularly concerned about their pronunciation. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

CHAPTER III RESEARCH METHOD

This chapter presents the research method implemented in this research to obtain the answer to the research questions. However, five sections are presented; they are, research Approach, research setting, data collection technique, and data analysis technique.

A. Research Design

The researcher used a qualitative approach in this study. But in the collection of the data, the researcher used a concurrent mixed methods design which is also called as a combination of quantitative and qualitative methods to gather a richer data³⁰. For the quantitative data, the researcher used measurement tools such as scales, and questionnaires. For the qualitative data, the researcher used an individual interview, specifically semi-structured interview (a flexible interview that was conducted around interview guideline).³¹

B. Research Setting

This research was conducted in UIN KH Abdurrahman Wahid. The researcher came to the participants classes and gave the survey questionnaire, after the participants finished filling the questionnaire, the researcher then interviewed the participants to confirm their data based on the questionnaire. The reason why researcher choose english department first semester of UIN KH Abdurrahman Wahid was that because those students are participating the current pronunciation class so that the data gathered in this study will be more accurate. Furthermore it was because the consideration of the accessibility to the time, respondent and financial reason.³²

C. The Technique of Data Collection

The primary instrument that was used in this study was a survey questionnaire and interview. The statements in questionnaires and the interview questions were made by adopting questions from Steed (2018). The survey included questions in Indonesians (to avoid misunderstanding). The survey was designed to take 5–10 minutes to complete. The main topic addressed is about pronunciation in English language teaching. The questionnaires are given with Likert Scale. The Likert Scale is a technique that often used to measure statements that express positive/ favourable or negative/ unfavourable attitude toward certain object. The 15 items were put in a 5-point Likert Scale. Ranging from Strongly Agree to Strongly Disagree.

³⁰Larry B Christensen, R Burke Johnson, and Lisa A Turner, *Research Methods, Design, and Analysis*, Pearson (Boston: Pearson Education Company, 2014). Pg. 2

³¹Donald Ary, *Introduction to Research in Education 8th Edition* (Wadsworth: Cengage Learning, 2010).Pg. 421

³²Ary. Pg. 137

For the interview, the researcher did the semi-structured interview in relation to the student's answers on the questionnaire. Semi-structured was defined as the best method to do interview since it provided richer data, and it have a flexibility to get more insightful information toward what the student had answered in the given questionnaires.³³

D. Technique of Data Analysis

After all the questionnaires had been gathered, the findings of questionnaires were analysed quantitatively. The classified findings were analysed by calculating the findings according to how many percentages on each theme, interpreting the data by adding the detail information from the interview, and correlating the data with relevant literatures. The analysis of the finding would be delivered by presenting tables and percentage, and providing the description for the participants' answers in interview section. For the last step, the researcher drew conclusion from the analysed findings.

E. Profile of Participants

There are total 49 participants that participate in this research. All of the participants are now fresh graduate of UIN KH Abdurrahman Wahid. The participants are taking the pronunciation subject in their first semester. Due to the covid-19 pandemic, the participant now have to study in blended learning classroom which half of them learning by attending in class, and half of them learning via online.

³³Ary. Pg. 438

CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, the findings of this research are presented. Firstly, the results of the UIN KH Abdurrahman Wahid students' attitudes toward the English pronunciation scale are introduced. And next the researcher presents discussion as well.

1. Findings and Discussion

a. EFL Learners Attitude toward Learning English Pronunciation

This section would discuss and analyse the finding as the answer for the research question "What is the student's attitude toward learning English pronunciation in the first semester student of UIN KH Abdurrahman Wahid". The data were categorized into three major themes. They were the affective aspect of attitude, the behavioural aspect of attitude, and the cognitive aspect of attitude. The discussion of each theme was presented by giving the questionnaire data on tables followed the discussion from the interview.

This first theme would discuss a brief summary about the result of the questionnaires-given. It was concluded from the scale from "strongly agree" to "strongly disagree" column which were correspondingly to the statements about English.

b. The Affective Aspect of Attitude

This theme would present about the affective aspect of the participants towards learning English pronunciation, since we had known in the previous discussion that many participants showed a positive attitude in learning English pronunciation. The following table 1 would give a clear summary of the finding.

Table 1
Students' Attitude in affective aspect

Statements		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	I feel happy when I learn English Pronunciation.	15	30,6%	28	57.10%	6	12.2%	0	0%	0	0%
2	Studying pronunciation is enjoyable.	13	26,5%	24	49%	12	24.5%	0	0%	0	0%
3	I feel proud when studying pronunciation.	17	34,7%	25	51%	7	14.3%	0	0%	0	0%
4	I feel excited when I communicate in English with others.	22	44,9%	18	36.70%	9	18.4%	0	0%	0	0%
5	I am interested in studying pronunciation.	17	34,7%	26	53.1%	6	12.2%	0	0%	0	0%

The findings in Table 1 showed that the majority of the participants had good desires to learn English. This result is related to Feng and Chen that learning process is an emotional

process³⁴. Most of the participant liked, enjoyed, even felt excited and proud of learning anything about pronunciation.

In line with this many participants expressed an agreement on the affective aspect (83.6%). Most of them said that the factors affected their attitudes toward learning pronunciation is language curiosity. This naturally happened to the learners since they were driven by their inborn curiosity to explore the world and learning experience.³⁵

As student A mentioned:

“Saya suka belajar pronunciation itu karena saya ingin belajar hal-hal baru yang belum saya ketahui, asyik gitu kalau mendengar orang asing berbicara kan biasanya yang didengar sehari-hari adalah bahasa Indonesia dan Jawa”

(I like learning pronunciation because I want to learn new things that I didn't know, it's fun when I hear a foreigner speak, usually what I hear every day is Indonesian and Javanese).

Then student B said:

“Iya saya suka belajar pronunciation karena dengan belajar pronunciation saya bisa menggunakannya untuk berbicara dengan orang asing jikalau nanti saya berkunjung ke tempat wisata yang ada banyak orang luar negeri/bule”

(Yes, I like to learn pronunciation because by learning pronunciation I can use it to talk to foreigners if later I visit a tourist place where there are a lot of foreigners/bule)

Therefore, when the learners had the curiosity to learn, it might derive to positive attitudes. It relates to Gardner that positive attitudes toward the learning situation would likely produce greater enjoyment in the study of the language, desire to learn the language, and effort expanded in learning the language.³⁶

As for the rest of participants that have a neutral attitude toward learning English pronunciation (16.4%). They said the factor that affected their attitudes toward learning pronunciation is learning the learning media. Some of them said that they do have passion in learning pronunciation but they think that learning media is not effective enough in the learning process.

³⁴Ruizhen Feng and Hong Chen, 'An Analysis on the Importance of Motivation and Strategy in Postgraduates English Acquisition', *English Language Teaching*, 2.3 (2009), 93–97 <<https://doi.org/10.5539/elt.v2n3p93>>.

³⁵Alvyda Liuolienė and Regina Metiūnienė, 'Second Language Learning Motivation', *Language Learning*, 7.2 (2006), 93–98 <<http://doi.wiley.com/10.1111/j.1467-1770.1956.tb01198.x%5Cnhttp://www.cpe.vgtu.lt/index.php/cpe/article/view/121>>. 93-98

³⁶Robert C. Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*, Edward Arnold (London: Edward Arnold, 1986) <[https://doi.org/10.1016/0346-251x\(87\)90081-9](https://doi.org/10.1016/0346-251x(87)90081-9)>. Pg. 9-20

Student C argued:

“Ya kalau dibilang senang ya senang, suka belajar pronunciation. Tapi terkadang media nya untuk belajar yang masih kurang menyenangkan jadi terkesan kurang menarik kalau dipelajari, mungkin harus di kasih game supaya lebih menikmati dan bisa lebih memahami”

(Yes, if you say you are happy, you are happy, you like learning pronunciation. But sometimes the media for learning is still not fun so it seems less interesting when studied, maybe you should give games so that can be enjoy more and can understand better)

One of the participant also said that he was not confident enough when speaking in English as student D said:

“Sebenarnya ya suka kalau belajar pronunciation kadang saya kurang percaya diri kalau berbicara memakai bahasa Inggris ketika saya di suruh menjelaskan kepada yang lain di depan kelas”

(Actually, I like it when I learn pronunciation, sometimes I lack confidence when speaking in English when I am asked to explain to other in front of the class)

Here what happened to both students C and D reflected that the kind of pedagogy and the student’s preferences are influenced by the learning environment. It means that how the teacher use the learning media may determine the students’ responses toward particular subject. In this case, understanding students’ responses toward a certain subject is important because those responses have a big effect to students’ performance in the class.³⁷

c. The Cognitive Aspect of Attitude

This theme would present about the cognitive aspect of the participants towards learning English pronunciation.

Similar on the affective aspect, there would be also further discussions from the finding result in this section. Table 2 would depict the finding on the cognitive aspect.

Table 2
Student’s Attitude in cognitive aspect

statements		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1	Some English words are very difficult to pronounce	13	26.5%	23	46.9%	12	24.5%	1	2%	0	0%

³⁷ Ruth Beyth-Marom, Kelly Saporta, and Avner Caspi, ‘Synchronous vs. Asynchronous Tutorials: Factors Affecting Students’ Preferences and Choices’, *Journal of Research on Technology in Education*, 37.3 (2005), 245–62 <<https://doi.org/10.1080/15391523.2005.10782436>>.

2	I don't know how to pronounce some English sounds correctly	4	8.2%	25	51%	19	38.8%	1	2%	0	0%
3	I can improve my pronunciation by listening to lots of different types of English.	19	39.6%	17	35.4%	12	25%	0	0%	0	0%
4	I wish I could speak English fluently.	45	91.8%	2	4.1%	2	4.1%	0	0%	0	0%
5	It is important to have good pronunciation in English.	30	61.2%	15	30.6%	4	8.2%	0	0%	0	0%
6	Speaking English is an important goal in my life.	27	55.1%	12	24.5%	10	20.4%	0	0%	0	0%
7	Being good in pronunciation helps me to communicate in English effectively.	30	61.2%	16	32.7%	3	6.1%	0	0%	0	0%

Most of participants show their beliefs and opinions by learning pronunciation. This related to the theory of cognitive component that produces expressions of beliefs and ideas or opinions toward the object of the attitude.³⁸

Despite the participant being aware of the importance of pronunciation, they are still struggling with their ability in English pronunciation itself. When they were given the statement “Some English words are very difficult to pronounce” the majority of participant showed agreement (46.9%) and some of them were strongly agree (27%). While 24.5% of them don't know whether they agree or disagree, and only 2% of participant were disagree about this statement.

In line with this Hariri stated that although being an important aspect of language learning, pronunciation poses a great difficulty for students both while studying in ESL programs and while communicating in the real world.³⁹

The main reason on why they struggle in their ability in English pronunciation is that they rarely use English in the class. As student D argued

“Iya memang ada beberapa kata yang susah untuk diucapkan, malah ada kata yang saya tidak tahu cara mengucapnya, ya mungkin karena kalau dikelas jarang ngobrol pakai bahasa

³⁸ Jeffrey Pickens, 'Attitudes and Perceptions. Organizational Behaviour in Health Care', Jones and Barlett Publisher, May, 2005, 123–36 <https://doi.org/10.1007/978-94-009-4978-2_11>.

³⁹ Mahsa Hariri, 'A Review of Literature: A Gender-Based Study of Pronunciation Accuracy', *Research Journal of Applied Sciences, Engineering and Technology*, 4.22 (2012), 4861–64. Pg. 4863

inggris juga, soalnya kan kalau kita terbiasa bicara pakai Bahasa inggris kan kemampuan pronunciation kita pasti bertambah.”

(Yes, indeed there are some words that are difficult to pronounce, in fact there are words that I don't know how to pronounce, maybe it's because we rarely talk in English, because if we are used to speaking in English, our pronunciation skills will definitely increase.)

When asked to express their agreement or disagreement with the statement “It is important to have good pronunciation in English,” majority of students expressed an agreement (91,8%).

This result is very positive because that being aware of the importance of pronunciation and having a motivation for practicing it can help students achieve better results. According to Elliot, the students’ attitude towards pronunciation was the principle variable in acquiring native or near-native pronunciation. The more concerned they were, the better their performance was.⁴⁰

Only about 8,2% of students said that they either disagree or don’t know how they feel about this statement.

This result is similar with Nowacka as results in her survey with English students from Italy, Spain and Poland. When asked to agree with the statement “It is important for me to have good English pronunciation” a great deal of students expressed their agreement with this statement (69% strongly agreed, and 29% agreed)⁴¹.

The main reason they gave to justify their agreement with the statement is that because English is widely used in this era of globalization, so learning pronunciation of English is important as it help them to speak English correctly.

Student A argued:

“Belajar pronunciation dalam bahasa inggris itu penting karena sekarang kan eranya era globalisasi dan sekarang seperti di internet, buku dan bahkan di lingkungan pekerjaan juga sudah ada mewajibkan penguasaan bahasa inggris maka dari itu saya pengen bisa berbicara bahasa inggris dengan benar.”

(Learning pronunciation in English is important because now is the era of globalization and now like on the internet, books and even in the work environment there are also mandatory mastery of English, therefore I want to be able to speak English properly.)

⁴⁰ Harmer. Pg. 532

⁴¹ Marta Nowacka, ‘Questionnaire-Based Pronunciation Studies: Italian, Spanish and Polish Students’ Views on Their English Pronunciation’, *Research in Language*, 10.1 (2012), 43–61 <<https://doi.org/10.2478/v10015-011-0048-3>>. Pg. 48

This was alike to Crystal's statement "English nowadays comes as a global language that comes to be used by more people than any language"⁴². Moreover, the discourse of 'Education for All' and the increase in the use of English in the global market have recently added a universalistic dimension to the teaching-learning of English. Because of that, many students considered English as world language to communicate as well as to enable them to get better job.⁴³

Similarly, student B said like student A:

"Karena dengan perkembangan zaman, kedepannya tidak melulu dengan local tapi harus go international"

(Because with the advancement of an era, in the future it will not only be local but must go international)

Student C also conveyed in the interview:

"Dalam pembelajaran pronunciation itu penting karena itu membantu kita memahami pengucapan kata-kata dalam bahasa inggris, dan karena kalau praktek kan harus bicara jadinya belajar pronunciation itu penting. Dan juga apabila nantinya kerja kan ada yang pakai bahasa inggris jadi setidaknya kita belajar pronunciation"

(In learning pronunciation it is important because it helps us understand the pronunciation of words in English, and because if you practice you have to talk, learning pronunciation is important. And also when you work later, you will meet someone that use English, so at least we have to learn pronunciation)

Here, what student A, B, and C answers in the interview refer to how well the students can comprehend and apply English pronunciation in a good way. Those answers were unsurprisingly because as a world language, English is considered by donor agencies as the existing language for educational development in developing country. Learning pronunciation also help students to be competitive human resource in this era of globalization as English is widely used and spoken throughout the world. Coleman mentioned some point "English enables international collaboration, provides access to research and information, and facilitates the international mobility of students, tourist, workers and others"⁴⁴. By accordance to Coleman, it can be presumed that students have awareness toward the beneficial of learning English

⁴² David Crystal, *English as a Global Language*, Cambridge, 2nd edn (New York: Cambridge Press, 2003) <<https://doi.org/10.1007/978-1-137-32505-1>>. Pg. 14

⁴³ Ahmed. Pg. 144

⁴⁴ Hywel Coleman, 'The English Language in Development', *British Council*, 2010, 1–24.

pronunciation, so they have positive attitude toward learning pronunciation and they will be motivated to learn it.

d. The Behavioural Aspect of Attitude

The last theme would present about the behavioural aspect of the participants towards learning English pronunciation. Table 3 would depict the finding on the behavioural aspect.

Table 3
Student’s Attitude in behavioural aspect

	Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1	I speak English to my classmate during English lessons.	1	2%	5	10.2%	36	73.5%	7	14.3%	0	0%
2	When I hear a classmate pronounce English well, I like to practice pronunciation in speaking English with her/him.	12	24.5%	26	53.1%	11	22.4%	0	0%	0	0%
3	I like to practice English pronunciation like native speakers do.	17	34.7%	17	34.7%	15	30.6%	0	0%	0	0%

The result also showed that the majority of the participants wish that they could speak English fluently. As 94,9% of them expressed an agreement and strong agreement, while only 4,1% of them didn’t know whether they choose agree or disagree.

When the participant asked whether they speak English to their classmate in class or not, the 73,5% of participant didn’t know whether they agree or not. 14,4% of them also expressed disagreement, while the 12,2% of them showed agreement toward this statement.

Based on the interview session with the participants, many of them said that they were eager to learn pronunciation but did not had a chance to practice in class, because most of the classmates did not use English to speak when in the class, as student C affirmed:

“Ya aslinya pengen latihan bahasa inggris dikelas sama temen tapi ya kebanyakan gak pake bahaa inggris, pakai bahas inggris biasanya paling sama guru.”

(Yes, I really want to practice English in class with friends, but most of my classmates don't use English in the class, I only use English when speaking to the teacher.)

A few of them affirmed that they have friends to practice pronunciation with as student A:

“Iya saya sering berlatih pronunciation bahasa inggris, dan ada beberapa temen yang ngobrol dengan saya memakai bahasa inggris dikelas tapi gak banyak Cuma beberapa aja”

(Yes, I often practice English pronunciation, and there are some friends who talk to me using English in class but not much, just a few)

Interestingly some of the participants also stated that they liked to learn English through the sound of the native speaker as student B said:

“Iya karena jujur saya sekolah disini kalau ada waktu senggang pasti menyempatkan waktu untuk mendengar native speaker berbicara bahasa inggris karena pronunciation mereka itu sangat enak didengar“

(Yes, because honestly, On the moment I study in this school, whenever if I have free time, I definitely take the time to listen to native speakers speak English because their pronunciation is very pleasant to hear)

This was also confirmed in the survey conducted by Nowacka, where most students expressed inclination toward native-like pronunciation. When asked to agree with the following statement “Students should aim for native English pronunciation” 89% said they agree (31% strongly agreed, and 58% agreed).⁴⁵

Some of the participant also stated that they learn pronunciation from their friends who have a good pronunciation of English. As student A stated:

“Ada teman saya dikelas yang pronunciation nya bagus dan saya suka dengerin temen saya itu ngomong karena kan dengan dengerin temen saya ngomong itu kan sama aja dengan saya belajar pronunciation yang bagus”

(There is a friend of mine in class whose pronunciation is good and I like listening to my friend talk because listening to my friend talk is the same as learning good pronunciation)

Those ideas are also similar to Zacharias that material given in language classroom indirectly encourage the students to learn more about what had been studied, so that students could improve their ability in language learning. This is related to the theory of behavioural aspect of attitude that student

⁴⁵ Nowacka. Pg. 51

preferences will affect to respectable actions or behavioural intentions towards the object and finally lead to positive attitude.⁴⁶

⁴⁶ Nugrahenny T. Zacharias, 'Teachers' Beliefs about Internationally-Published Materials: A Survey of Tertiary English Teachers in Indonesia', *RELC Journal*, 36.1 (2005), 23–37 <<https://doi.org/10.1177/0033688205053480>>.

CHAPTER V

CONCLUSION & SUGGESTION

This chapter presented the conclusion about students' attitude toward learning pronunciation in the first semester of UIN KH Abdurrahman Wahid.

1. Conclusion

Based on the questionnaire and the interview sessions, most participants had positive attitudes toward learning pronunciation although the characteristic of students mostly not using English in their class and also daily communication. The result indicated a positive result as 76% participants expressed an agreement regarding learning English pronunciation. While 22.5% of them said that they either disagree or don't know how they feel about this statement. Only 6% participants that show disagreement toward learning English pronunciation.

The majority of the participant liked, enjoyed, even felt excited and proud of learning anything about pronunciation. They also aware of the importance of pronunciation. At the same time, they struggle with their pronunciation ability and most of the participant did not had a chance to practice pronunciation due to the learning environment that rarely use English to speak.

2. Suggestion

From this finding, the researcher suggest that participant need an enhancement of the learning environment which comfort them to use and practice English pronunciation to help them improve their target language skills and their awareness. It is also possible to add interesting games so that participants are more interested in learning English and participants can enjoy the material provided.

The data gathered in this research also had a limitation in the cognitive aspect, which made the description in cognitive aspect only cover the surface area of the students' difficulties in pronouncing English sounds and words.

Therefore, the researcher hopes that further research will conduct more depth description in the cognitive area including the segmental (learners' ability in pronouncing vowels, consonant, and diphthong) and supra-segmental aspect (learners' ability in pronouncing stress and intonation) in pronunciation.

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LIST OF APPENDICES

1. Survey paper on google form

<https://forms.gle/YDZGUZmVbcQ68qVh8>

The questions are adopted from William (2018)

STATEMENT	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
I feel happy when I learn English Pronunciation					
Studying pronunciation is enjoyable.					
I feel proud when studying pronunciation					
I feel excited when I communicate in English with others.					
I am interested in studying pronunciation					
I wish I could speak English fluently					
Speaking English is an important goal in my life.					
It is important to have good pronunciation in English					

Being good in pronunciation helps me communicate in English effectively.					
Some English words are very difficult to pronounce					
I don't know how to pronounce some English sounds correctly					
I speak English to my classmates during English lessons.					
When I hear a student in my class pronounce English well, I like to practice pronunciation with him/her.					
I like to practice English pronunciation the way native speakers do					

I can improve my pronunciation by listening to lots of different types of English					
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3. Documentation of the interview



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Semarang, 13 Oktober 2022



Miftahu Surur

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