

**STUDENTS' STRATEGIES IN IMPROVING THEIR PRONUNCIATION  
(A Study at the Fourth Semester of English Departement of IAIN Kerinci  
Academic Year 2021/2022)**

**A THESIS**

**By:**

**LARA SELJUWITA**

**NIM. 1710203061**



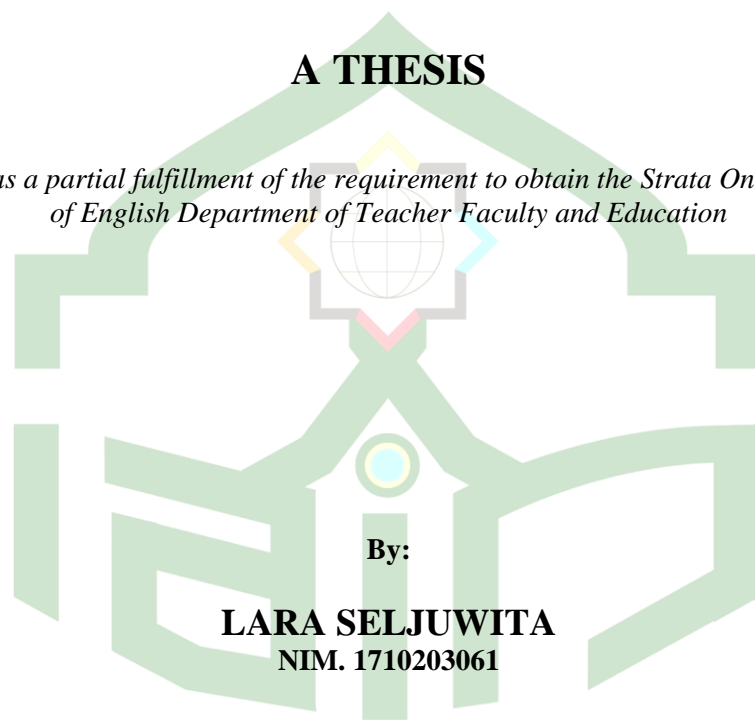
**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

**ENGLISH EDUCATIONAL PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF (IAIN) KERINCI  
2022M / 1443 H**

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**(A Study at the Fourth Semester of English Departement of IAIN Kerinci**  
**Academic Year 2021/2022)**

**A THESIS**

*Submitted as a partial fulfillment of the requirement to obtain the Strata One (S1) degree  
of English Department of Teacher Faculty and Education*



**By:**

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## CERTIFICATE OF ORIGINALITY

Researcher hereby declare that the thesis entitled, “Students’ Strategies in Improving Their Pronunciation (A Study at the Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022)” is my own work and that to the best of my knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, except where due acknowledgment is made in this thesis. Any contribution made to the researcher by others, with whom researcher have worked at IAIN Kerinci or elsewhere is fully acknowledged.

This is to certify, that the researcher paper submitted by researcher is an outcome of my independent and original work. Researcher has duly acknowledged all the sources from which the ideas and extracts have been taken. The project is free from any plagiarism and has not been submitted elsewhere for publication.

Sungai Penuh, October 2022  
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The Rector of IAIN Kerinci  
In  
Sungai Penuh

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TANGGAL :	08/08/2022
PARAF :	f.

OFFICIAL NOTE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Warahmatullah Wabarakatuh

After reading and making necessary changes, thus we state that the thesis of LARA SELJUWITA, NIM : 1710203061 with the title : " Students' Strategies in Improving Their Pronunciation (A Study at the Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022) " has been able to be examined in order to fulfill the task and requirement to achieve undergraduate degree ( S1) in Tarbiyah Faculty of IAIN Kerinci.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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## DEDICATION AND MOTTO

### DEDICATION

*I lovingly dedicate this thesis to:*

*My beloved Father **MADE INDRA** and mother **NILA WATI***

*Futhuremore, for my belove Father In law **SUDIRMAN** (Alm) and mother in law **ELIA** thank you for praying for me.*

*Next for my husband **DOLIAN NANDO**, Thank you for your endless love, care support, suggestion and who always encourage me and praying for my success in the future*

*For my dear son **ALHANAN HATTAR**, who is an encouragement in completing my study in IAIN Kerinci.*

*Finally, I pray that the knowledge I gain can be useful for religion, family, and nation. amen*

### MOTTO

أَقْرَأُ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأُ وَرَبُّكَ  
الْأَكْرَمُ ③ الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

Meaning: (1) Proclaim! (or read) in the name of thy Lord and Cherisher,  
Who Created, (2) Created man, out of a (mere) clot of congealed blodd: (3)  
Proclaim! And thy Lord is Most Bountiful, (4) He Who taught (the use of) the pen,  
(5) Taught man that which he knew not.

**LARA SELJUWITA. 2022. Students' Strategies in Improving Their Pronunciation (A Study at the Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022)**

### **ABSTRACT**

This study aims to find out students' strategies in improving their pronunciation. This type of research is qualitative research, with the informants in this study being 4th semester students of the English language study program at the Tarbiyah Faculty of IAIN Kerinci in the 2021/2022 academic year. Informants were determined by purposive technique where the informants were taken according to certain criteria, while the criteria used were 5 students with high GPA, 5 students with medium GPA and 5 students with low GPA. The data was collected using a structured interview technique, and the data obtained was then analyzed descriptively using the Miles and Huberman interactive analysis model technique.

The results showed that, based on the results of research with the Chalka theory approach, it showed that the strategy used by fourth semester students of the English study program in improving their pronunciation skills was to use direct strategies which included efforts to remember the sound of pronunciation of words, improve English pronunciation skills by utilizing YouTube media. and MP3 media, either by listening to English songs or English films with Indonesian subtitles, as well as compensation, which is an effort to equate pronunciation with native speakers. Next for the indirect strategy, what students do is improve their knowledge of phonetics and pronunciation, do a test of English pronunciation ability and try their best to overcome anxiety in practicing English conversation, and the last thing students do is ask someone to correct their pronunciation. so they know which sentence is wrong and know the correct pronunciation.

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**Keywords: Students' Strategy, Improving English Pronunciation.**

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### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui students’ strategies in improving their pronunciation. Jenis penelitian ini merupakan penelitian kualitatif, dengan informan dalam penelitian ini adalah mahasiswa semester 4 prodi bahasa Inggris fakultas tarbiyah IAIN Kerinci tahun ajaran 2021/2022. informan ditentukan dengan teknik purposif dimana informan diambil sesuai kriteria tertentu, adapun kriteria yang digunakan adalah 5 mahasiswa dengan IPK tinggi, 5 mahasiswa dengan IPK sedang dan 5 mahasiswa dengan IPK rendah. data dikumpulkan dengan teknik wawancara terstruktur, dan data yang diperoleh selanjutnya dianalisa secara deskriptif dengan teknik model analisis interaktif miles and huberman.

Hasil penelitian menunjukkan bahwa, Berdasarkan hasil penelitian dengan pendekatan teori Chalka, menunjukkan bahwa strategi yang digunakan oleh mahasiswa semester IV program studi bahasa Inggris dalam meningkatkan kemampuan pengucapannya adalah dengan menggunakan strategi langsung yang meliputi upaya mengingat bunyi pengucapan kata, meningkatkan Keterampilan pengucapan bahasa Inggris dengan memanfaatkan media YouTube. dan media MP3, baik dengan mendengarkan lagu berbahasa Inggris atau film berbahasa Inggris dengan subtitle bahasa Indonesia, kemudian juga kompensasi yang merupakan upaya menyamakan pengucapan dengan penutur asli. Selanjutnya untuk strategi tidak langsung, yang dilakukan siswa adalah meningkatkan pengetahuan mereka tentang fonetik dan pengucapan, melakukan tes kemampuan pengucapan bahasa Inggris dan mencoba yang terbaik untuk mengatasi kecemasan dalam berlatih percakapan bahasa Inggris, dan hal terakhir yang dilakukan siswa adalah meminta seseorang untuk mengoreksi pengucapan mereka sehingga mereka tahu kalimat mana yang salah dan tahu pengucapan yang benar.

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**Kata Kunci: Strategi Siswa, Meningkatkan Pengucapan Bahasa Inggris.**



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All praise and gratitude be to Allah, giving praise and mercy upon all creatures in the earth, the all wise, the lord of the universe who has given the strength and guidance to the researcher so that the researcher can finish this thesis. Blessing salutation be upon to our prophet Muhammad SAW, that has brought us from nature's darkness to the light of nature lit as we feel at the moment and as a rule of life of mankind in living life in nature that this mortal.

This, thesis, entitled “Students’ Strategies in Improving Their Pronunciation (A Study at the Fourth Semester of English Department of IAIN Kerinci Academic Year 2021/2022)” is intended to fulfil the requirement for achieving the degree Strata 1 at English department of education and teacher training faculty of IAIN Kerinci. Finishing this thesis was not simple thing at all and the researcher definitely spent a great deal of time but gave me valuable experience. The researcher realizes that this thesis would not have been completed without any contributions, motivations, and supports from many people. So, the researcher would like to express many thanks to the people who have given their time, ideas, motivations and supports:

1. the rector of State Islamic Institute of Kerinci
2. the vice rector I, the vice rector II , the vice rector III of State Islamic Institute of Kerinci
3. Dean of Education and Teacher Training faculty of IAIN Kerinci

4. Vice dean I, vice dean II and vice dean III Education and Teacher Training faculty of IAIN Kerinci who has given his contribution and services during the accomplishment of this paper.
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6. Mr. Aridem Vintoni, S. Pd, M. Pd, as fist advisor for his invaluable guidance as well as constructive suggestion.
7. Miss, Herayati, M. Pd, as second advisor for his invaluable guidance as well as constructive suggestion.
8. All of lecturers of IAIN Kerinci especially at the English department

The researcher realizes that this thesis is still so far from perfect. However, the researcher has expectation that this thesis will be useful for everyone who want to study further about Pictionary game. Constructive criticism and suggestion expected from the readers. Hopefully it can be useful for the reader, especially for the English Department students.

At last, the researcher prays to Allah SWT, may this thesis would be useful and my God bless us. Aamiin.....

Sungai Penuh, September 2022

Writer,



**LARA SELJUWITA**  
**NIM. 1710203061**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Poor communication skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities. Therefore, one of the key elements of language proficiency is to secure acceptable pronunciation for the language learners in learning pronunciation.

There are many aspects that must be known in learning pronunciation, like segmental and suprasegmental. Segmental features include individual sounds; vowels and consonants. On the other hand, suprasegmental features include features beyond sounds; such as intonation, rhythm, and stress in dealing with intonation. (Burn, 2003:7). In dealing with intonation, students are also required to practice and to be well-trained to use different types of intonation, word stress, phrase stress, and sentence stress (intonation). Students are also required to practice everyday English in which meaning is normally understood, but in which pronunciation is often difficult, for example saying names of a country, saying fractions, temperature, etc.

Pronunciation is the main skill that is needed in speaking English, but English pronunciation is a complex skill to develop, especially if the main goal is to pronounce as a native speaker. The complexity might be caused of several

circumstances; such as lack of practice, the variety of English accents and also the influence of students' native language. Brown and Abeywickrama (2010:190) state that there are four indicators to measure pronunciation. They are given in range of score: 1) frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible (score 0-25), 2) frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible (score 26-50), 3) some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible (score 51-75), and 4) occasional nonnative pronunciation errors, but the speaker is always intelligible (score 76-100).

Meanwhile, pronunciation is very important to learn by English learners with appropriate strategy. Strategies in Oxford's define that are universal (transferable to new learning situations) and that applying them brings satisfaction from the achieved goal or from overcoming a learning problem (Hornby, 2003:1001). On the basis of Oxford's definition of learning strategies, language learning strategy can be defined as specific actions taken by the learner to make learning pronunciation easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. Situation of learning determine the strategy in learning PRONUNCIATION.

There many strategies can be used to improve english pronouciation skill as in the current literature, one of them is chalkas' theoris. Calka (2011: 151) divides the strategy into direct strategies (memory, cognitive and compensation) and indirect strategies (metacognitive, affective and social



strategies), and the theory of Calka will be used as the basis for determining the strategy used in this study.

Based on observation on January 17, 2022 on four semesters of English students of IAIN Kerinci, researcher found that there are some students who could not pronounce English word correctly, for example the word “*Island*” it must be pronounced [aɪlənd], but some students pronounced it with [aɪslan]. It shows that there are problems with students’ English pronunciation. Also, when the students said some sentences, it was found that some words are misspronounced. For example, when they are asked to say sentence “The emphasis of learning is knowledge, not the title”, some students said, [de empesaiz of lerning is nowlej, mot de titel], rather than [de empesis of lerning is nowlej, mot de taitel]. Some of them misspronounced the word “Emphasis” and “title”. Therefore, it can be concluded that some students misspronounced some words in English.

The literature on the pronunciation studies revealed that language learners use various pronunciation learning strategies; however, there are very limited studies in number on the use of pronunciation learning strategies in the students’ of IAIN Kerinci context. Thus, this study is an attempt to gain some preliminary insights into the pronunciation learning strategies and diverse tactics that help students learn to produce a foreign language. The study focuses exclusively on the responses of English Departement of IAIN Kerinci students on the strategy in Improving their Pronunciation skill, the data will be collected through an interview.

Based on the problems above, the researcher is interested to conduct research with the title: "Students' Strategies in Improving Their Pronunciation (A Study at the Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022)".

## **B. Identification of the Problem**

Based on background of problems it was found that some Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022 as follows:

1. Some students still get difficulties in acquiring English pronunciation because some of them donot know know to pronounce it correctly
2. Some students misspronounced some words in English for example the word "Island" it must be pronouced [ailənd], but some students pronouced it with [aislan].
3. Unknown for certain the strategy of 4th semester students in improving their English pronunciation.

## **C. Limitation of the Problem**

In order for this research to be more focused on the Students' Strategies in Improving Their English Pronunciation A Study at the Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022 and explain the strategies that students' use.

## **D. Research Question**

Based on the background that has been stated above, the research

question in this research, what are the students' strategies in improving their Pronunciation at the Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022?

#### **E. Objective of the Research**

The objectives of this research are to know students' strategies in improving their Pronunciation at the Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022.

#### **F. The Significance of the Research**

The significance of this research are as follows:

##### 1. Theoretical Benefits

The results of this study are expected to provide new knowledge about students' strategies in improving their Pronunciation at the Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022.

##### 2. Practical Benefits

###### a. For English Program of Tarbiyah Faculty

This research is expected to provide an overview for the principal in order to implement a learning process by using students' strategies in improving their pronunciation at the Fourth Semester of English Departement of IAIN Kerinci Academic Year 2021/2022.

###### b. For Researcher

This research is expected to be a reference and learning material for

researcher so that they can become professional lecturer in implementing the learning strategies especially in Pronunciation subject.

c. For Students

The results of this research give information and guidelines about learning strategies for improving Pronunciation.

d. For Other Researcher

This research is expected to be additional information for future researcher who will conduct research about students' strategies in improving Pronunciation.

**G. The Definition of the Keyword**

1. Student's strategy is a way that do by the students in learning to improve thier Pronunciation skill.
2. Pronunciation is the way in which a language or a particular word or sound is pronouced (Hornby, 2003:1057)

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical of the Research

##### 1. PRONUNCIATION

###### a. Definition of Pronunciation

Pronunciation refers to the *phonology* of the language - or the meaningful perception and production of the sounds of that language and how they impact on the listener. It means that pronunciation refers to learners' phonological knowledge of a language and the influences of learners' sound perception and production of the language (Burns (2003:5). Pronunciation teaching not only makes students aware of different sounds and sound features (and what this means), but can also improve their speaking immeasurably (Harmer, 2003:248).

Meanwhile, pronunciation as the way of sounds is perceived by the hearer. Emphasizing on hearers' perceptions is especially relevant on how we pronounce words, phrases, and sentences, communicate to others considerable information about who we are, and what we are like (Nunan, 2005:112). The word "pronunciation" means the way in which a language is spoken, the word "accuracy" means exactness and correctness. According to Gillian Brown (1983:26) said that „correctness“ in term of pronunciation is also, as have a remark, a frequent goal in spoken language programmes. In another word, one's pronunciation accuracy means, the way of someone or utters English sounds exactly as the native speakers do

or speech standard.

According to definition above it has already covered the meaning of pronunciation. It can be concluded that pronunciation determines between speakers and listeners who transfer their messages, ideas, and thoughts. Based on explanation mentioned previously, it can be concluded that pronunciation features consist of segmental (sounds) and suprasegmental features (word stress, linking and intonation). Then the features come into four indicators namely: (1) pronouncing minimal pair of sounds, (2) pronouncing word stress, (3) pronouncing linking sound in sentences, and (4) pronouncing intonation in different expressions

#### **b. The Components of Pronunciation Accuracy**

Pronunciation has two main components, also known as features; segmental and suprasegmental features (Burn, 2003:7). Segmental features include individual sounds; vowels and consonants. On the other hand, suprasegmental features include features beyond sounds; such as intonation, rhythm, and stress.

##### 1) Segmental Features

Segmental features relate to sounds at the micro level. They include specific sounds within words (for example, *l* as in *lamp*, *r* as in *ramp*, *a* as in *hat*). The sound systems of consonants, vowels or their combinations are called *phonemes*. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word. Consonant sounds can be voiced (a part of the mouth is closed and the air behind it is released

suddenly – for example, *v* as in *van*, *b* as in *bun*) – or unvoiced (air is pushed through a narrow part of the mouth – for example, *f* as in *fan*, *th* as in *thin*). Vowels sounds are articulated as single sounds. They can be short (for example, *æ* as in *cat*) or long (*a:* as in *cart*). Diphthongs are two vowel sounds put together (for example, *ei* as in *Kate* or as in *boy*) (Burns, 2003: 6).

In line with Burns, Fraser (2000:2) differentiates aspects of pronunciation. She explains two groups of features are involved in pronunciation: segmental (vowels and consonants) and suprasegmentals (stress, rhythm, adjustments in connected speech, prominence and intonation). Kenworthy (1988: 23-24) also identifies the aspects of pronunciation, they are: (1) combination of sounds (vowel, consonant, diphthong); (2) linkage of sounds; (3) word stress: put the correct stress on syllable of words; (4) rhythm; (5) weak forms; (6) sentence stress; and (7) intonation. Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech (Teaching Pronunciation).

From the explanation above, it can be concluded that the segmental features cover the learners' ability in differentiating sounds, pronouncing vowel and consonant sounds and also the diphthong, whereas the supra segmental features cover the learners' ability in making the linking words, using correct intonation in the sentences, and word stressing in sentences.

## 2) Supra Segmental features

Burns (2003:7) states supra segmental features relate to sounds at the macro level. Advances in research have developed descriptions of the supra segmental features of speech extending across whole stretches of language (*prosody*). Linking, intonation and stress are important features for effective pronunciation at the supra segmental level.

### (a) Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. We also shorten some sounds and leave others out altogether.

For example:

- 1) consonant to vowel e.g., *an \_egg \_of \_ant*
- 2) consonant to consonant e.g., *next \_week; seven \_months*

### (b) vowel to vowel

Some sounds such as *r*, *w* and *j* (*y*) are inserted to link adjacent words ending and beginning with a vowel:

*where (r\_) are you? you (w\_) are my everything; we (y\_) are here.*

- 1) sounds that are shortened

When words begin with an unstressed sound they are often pronounced as a shortschwa sound: e.g., *when do they arrive?*  
*five o'clock*



- 2) sounds that are left out

Some sounds are so short that they virtually disappear (become elided): *I've found \_the money*

(c) Intonation

Intonation can be defined as the melody of the language (Burns, 2003: 7), or the music of the voice (Cunningham, 1991: xi) – the way the voice goes up and down according to the context and meanings of the communication.

For example, note the differences in:

- 1) *Can you take the scissors?* (Rising pitch) – request
- 2) *Can you take the scissors* (falling pitch) – command

(d) Word stress

Word stress relates to the prominence given to certain words in an utterance. These focus words are stressed (made long and loud) to convey:

- 1) the overall rhythm of the utterance
- 2) the most meaningful part of the utterance.

At the meaning level, some words are given more prominence than others to foreground which meaning is important.

For example, compare:

- a. *Can YOU take the scissors?* (Not someone else)
- b. *Can you take the SCISSORS!* (Not the knife)
- c.

### **c. Advantages of Learning Pronunciation**

The advantages of working on pronunciation in the classroom include the following points.

- a) Learners can get guidance from the teacher.
- b) Learners can practice the dialogues and other exercise in pair.
- c) Learners can differentiate of the sounds.
- d) We can direct learners with particular pronunciation difficulties to dospecifik units on their own or in small groups, if appropriate.

## **2. Learning Strategy**

### **a. Pronunciation Learning Strategy**

Defining learning strategies is not easy. Researcher often disagree with one another on the characteristic features of strategies and terminological nuances. They are at odds, for example, as to whether strategies are observable or unobservable, consciously or subconsciously applied and so on. Notions such as learning strategies, tactics, techniques, processes, tasks and so on have often been used interchangeably, although nowadays most researcher differentiate between strategies and processes (which are more general and complex), tactics or techniques (which refer to more concrete behaviours) (Macaro and Grenfell, 2007).

There is general agreement that the aim of using LLS is to improve the learner's language competencies as well as facilitate and accelerate the process of language acquisition. Most definitions of LLS emphasise an active role of the learner, who should control the process of learning by

choosing the ways of achieving goals set by himself. Thus, using learning strategies is strictly connected with learner autonomy. Oxford defines learning strategies as ‘specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. This definition seems to include all the features of LLS mentioned above. The learner involves himself actively in the process of learning by self-directing his knowledge, plans and undertakes actions aiming at increasing the effectiveness of his learning, applies facilitators and overcomes difficulties.

Moreover, Hornby (2003:506) in Oxford’s definition implies that strategies are universal (transferable to new learning situations) and that applying them brings satisfaction from the achieved goal or from overcoming a learning problem. On the basis of Oxford’s definition of learning strategies, PLS can be defined as specific actions taken by the learner to make learning pronunciation easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

#### **b. Classification of Learning Strategies**

In the state-of-the-art literature, references to two taxonomies of PLS can be found: by Peterson (2000:74) and by Eckstein (2007:39). Peterson’s (2000:26) taxonomy was designed on the basis of Oxford’s (1990) classification. He distinguished 12 strategies and 43 tactics. Its taxonomy is very comprehensive and includes strategies identified by himself as well as those of Naiman et al. (1978) and Rivers (1979). Some of the tactics he

lists, however, can be assigned to more than one strategy group. For example, using phonetic symbols (a memory tactic according to Peterson) can also be classified as cognitive strategies using resources (dictionary) or as a strategy for organizing your knowledge (taking notes). What's more, it is possible to supplement Peterson's taxonomy with more strategies and tactics, especially in memory or strategy set compensation.

Eckstein (2007: 35) uses Kolb's (1984) learning construct as the basis of the classification. He distinguished 28 PLS associated with certain stages of speech acquisition: input/practice, notification/feedback, hypothesis formation, hypothesis testing, and adding additional categories motivation strategy (Eckstein, 2007: 76). According to Eckstein, his work on PLS organization helps meet the needs of learners at a given level of pronunciation acquisition and facilitates the automation of pronunciation. However, its taxonomy is very different from the generic strategy classification devised by other researcher, which makes it difficult to make comparisons or references between them. Also, Eckstein's taxonomy could be equipped with more memory and affective strategies.

### c. **Chalka's Teories of FLS**

Calka (2011: 151) divides the strategy into direct strategies (memory, cognitive and compensation) and indirect strategies (metacognitive, affective and social strategies). Those can be explain as the following.

## **1. Direc Strategy**

### **a. Memory Strategy**

Memory strategy is a strategy that can help students in learning being able to store and retrieve new information, so that the information obtained can be used or applied. The same thing was stated by Yulianti (2018) memory strategy is used to store new information where this information can be released when needed. Some components of memory strategies that are often used in discussions, namely first of all making mental connections using new words in context, second structured review, third using action. Meanwhile according to Drożdżał-Szelest (in Chilkiewicz, 2015) students are responsible for remembering and retrieving new information during the learning process. The same thing stated by (Zare, 2012) memory strategies require a thought process to store new information in memory and to retrieve it when needed.

### **b. Cognitive Strategies**

Cognitive strategy is a strategy that is able to enable students to understand and can improve reasoning, analyzing and summarizing. Meanwhile according to Drożdżał-Szelest (in Chilkiewicz, 2015) students can understand and produce language. Some components of cognitive strategies used in writing are firstly practicing by repetition, practicing formally with writing patterns and systems, recognizing and using formulas and patterns, combining, practicing naturally,

second using resources to receive and send messages, third analyzing and deductive reasoning, translating, and transferring, the fourth to make the structure by recording, summarizing, and highlighting (Yulianti, 2018). According to Brown (in Zare, 2012) Cognitive strategies place more emphasis on learning tasks such as grouping, taking notes, elaborating, and drawing conclusions.

### **c. Compensation Strategies**

Compensation strategy can enable students to use new languages in their understanding even though their knowledge is limited, or to increase vocabulary. Meanwhile according to Drożdżał-Szelest (in Chilkiewicz, 2015) compensation strategies are used to add relevant knowledge. This strategy allows students to guess the words they do not know the meaning. Students can guess words based on the context of the language. provide full limits on how to choose a topic, make words (Yulianti, 2018). The same thing was stated by (Zare, 2012) Compensation strategies are used by students when facing temporary difficulties in speaking or writing

## **2. Indirect Strategy**

### **a. Meta-Cognitive strategy**

Meta-Cognitive strategy, used to help students in the learning process, such as paying attention, planning, evaluating themselves and monitoring one's mistakes in the learning process that is taking place. Meanwhile according to Drożdżał-Szelest (in Chilkiewicz, 2015)

meta-cognitive strategies use high-level training that may involve planning, participation, or evaluation that supports a learning activity.

Components of the metacognitive strategy used in discussions are first, to focus learning by means of general conversation and linking with material that has been understood and discussed, second to find out language learning, agreed, set goals and objectives, look for language goals, look for language assignments, look for opportunities including, evaluation of independent learning and selfevaluation (Yulianti, 2018). The same thing was stated by O'Malley et al (in Zare, 2012) metacognitive strategy is a strategy needed in planning for the learning process, which is done by students thinking about what is happening, struggling, discussing and improving themselves after the learning process is complete.

#### **b. Affective Strategies**

Affective strategy places more emphasis on students' own behavior in holding back emotional feelings, reducing anxiety, and rewarding their learning motivation. The components of affective strategies used in writing are, first to reduce your anxiety, by using music, second to convince yourself to always think positively, take risks wisely, and respect yourself, third to control emotions by sharing stories with others (Yulianti, 2018). So do according to Stern (in Zare, 2012) in the learning process of affective strategies that needed by students to support always think positively in the learning activities of

foreign languages, this way will attract the attention of students.

### c. Social Strategies

Social strategy, refers to how students learn through interaction with their friends with good sentences, the interaction can be in the form of giving questions to each other, exchanging information that has been obtained, working together with friends so that learning goes well. Components of the social strategy used in the discussion are, firstly asking questions by way of correction, secondly working together with others, empathetic phrases with others by developing cultural understanding and supporting the opinions of others (Yulianti, 2018). The same thing was stated by Rubin (in Zare, 2012) Social Strategy is the activity of students helping to practice the knowledge they get when socializing.

## B. Review of Related Research

The relevant research contains a systematic description of the results of previous research (prior research) on the issues to be studied. This means that relevant research is used to explain differences, or strengthen the results of research with existing research. So in this research, the relevant research is thesis and scientific journals:

Peterson (2000), in Eric Journal, conducted research with the title: *Pronunciation Learning Strategies: A First Look*. The result of the research state that in recent years, articles about second language learning strategies and about second language pronunciation instruction have been on the increase.



Surprisingly, there appears to be no published study to date that focuses on the relationship between pronunciation and learning strategies. This exploratory study focuses solely on documenting and categorizing learning strategies used for pronunciation learning. Diaries and interviews were used with 11 adult learners of Spanish to elicit qualitative data about the pronunciation learning strategies they use. Analyses of the diaries and interview transcripts revealed 21 specific pronunciation learning tactics. These, along with other pronunciation learning tactics gleaned from a literature review, were condensed into 12 basic pronunciation learning strategies and categorized based on Oxford's strategy classification system. This study provides evidence of a wider range of specific pronunciation learning tactics that had been previously documented. Two tables and 42 references are included. The similarity of Paterson to the present research both conduct a research about pronunciation learning strategies and the differences of the research with conducted with Paterson to the present presearch is Peterson only focus on Pronouciation Learning Strategy as generally but the present resarch conducted to know students' strategy in improving their pronouciation at fourth semester English students of IAIN Kerinci.

Rahmah (2018) in jurnal Ilmiah Pendidikan Vol. 2 No.2, with the title *Learners' Strategies in Learning English Pronunciation*, the purpose of this research is to investigate the strategies applied by the learners in learning English pronunciation. This research attempts to answer the following research questions: (1) what are the strategies applied by the learners in learning English

pronunciation? (2) What is the impact of the strategies applied by the learners toward their achievement in learning pronunciation? The participants of this study are 30 students who are still in the second semester in English Education Study Program, IAIN Kerinci. The data were collected through classroom observation, questionnaire, and documentation in a form of audio recording, and in-depth interview with six representative participants. The major findings of this study are: (1) the strategies applied by the participants of this study are based on the strategies proposed by Calka (2001). From six strategies, cognitive strategy is the strategy who's the tactics mostly applied by the participants. (2) There is a good impact of pronunciation strategies toward pronunciation learning. The impacts are in a form of facilitating the process of learning and developing pronunciation ability and achievement. The similarity of Ramhah to the present research both conduct a research about pronouciation learning strategies and the differeces of the research with conducted with Rahmah to the present presearch is Rahmah only focus on Pronouciation Learning Strategy as generally but the present resarch conducted to know students' strategy in improving their pronouciation at fourth semeter English students of IAIN Kerinci.

Sardegna (2011) in journal of Univeristy of Pttsburgh, conducted a rearch with the title: *Pronouciation Learning Strategis that Improve ESL Learners' Lingking*. The result of the research state that The results reveal that students maintain a significant improvement over time regardless of their native language, gender, and length of stay in the US prior to instruction. There are,

however, other learner characteristics and factors that seem to contribute to greater or lesser improvement over time. This paper identifies the pronunciation learning strategies taught for improving students' ability to link sounds, analyzes the factors contributing to lesser or greater improvement over time, and discusses the results and pedagogical implications of the study. The similarity of research that conducted by Sardegna to the present research both conduct a research about pronunciation learning strategies and the differences of the research with conducted with Sardagna to the present presearch is Sardagna add linking as variable in his research but the present research conducted to know students' strategy in improving their pronunciation at fourth semester English students of IAIN Kerinci.

### **C. Conceptual Framework**

To conduct this research, the researcher is eager to seek the strategies used by the English students in improving their pronunciation skill. There are problems with students' English pronunciation. Also, when the students said some sentences, it was found that some words are misspronounced. Therefore, the indicators used is proposed by Brown and Abeywickrama (2010:190). After that, the students' strategies will be classified based on the classification proposed by Calka (2011: 151) divides the strategy into direct strategies (memory, cognitive and compensation) and indirect strategies (metacognitive, affective and social strategies).

Therefore, the conceptual framework in this study can be seen as follow:

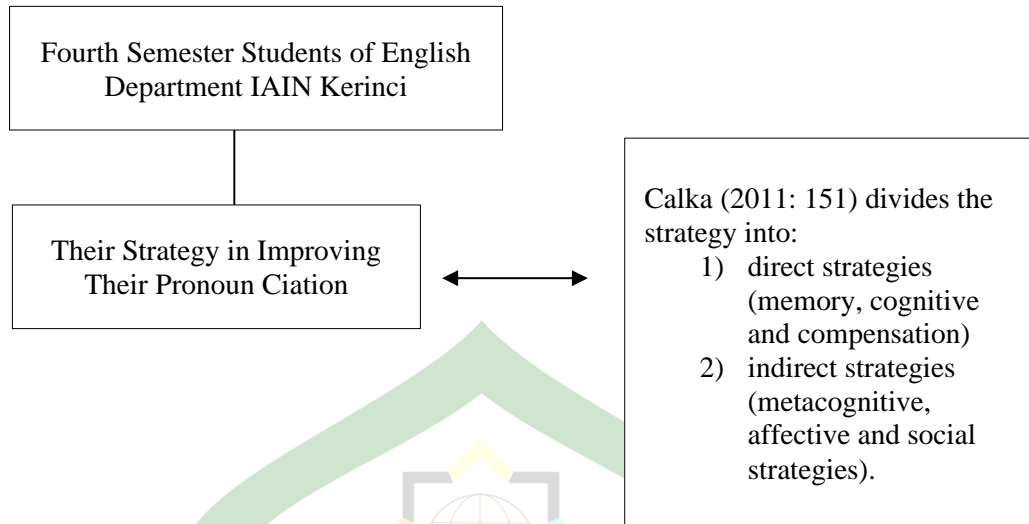


Figure 2.1 Conceptual Framework

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Design of the Research**

The design of this research was qualitative descriptive. Cresswell (2012:13) states that Qualitative research is an investigates, identifies a research problem base on trends in the field or on the need to explain why something occur. Describing a trend means that the research problem can be answered best by a study in which the research seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people. Based on the definition above in this research was investigated students learning strategy in improving their Pronunciation at fourth semesters of English Department IAIN Kerinci.

#### **B. Research Setting**

The location of this research was in IAIN Kerinci, which is the Fourth Semester students of English Program of IAIN Kerinci.

#### **C. Participant**

This study used purposive sampling in selecting participants because it assessed participants based on our research objectives. Purposive sampling aims to obtain relevant data based on a specific research topic (Indrayadi et al., 2021) To use purposive sampling in this study, 15 fourth-semester students majoring in English consisting of 5 students with high GPA, 5 students with medium GPA, and 5 students with low GPA, the criteria were used as the basis

for selecting participants. the criteria were determined by the researcher himself as a requirement for selecting research participants. However, four students were not willing to be interviewed due to personal problems, therefore four students participated in this study.

#### **D. Technique of Data Collection**

Data collection in this research used two techniques, namely guided interviews and documentation.

##### **1. Interview**

The interviews used in this study were structured interviews. For the guided interviews, the researcher conducted face-to-face interviews with participants from the fourth semester of the English Department at IAIN Kerinci who were selected as participants in this study, there were 10 of them. During the interview, the researcher asked open-ended questions about their strategies to improve their pronunciation, the questions can be seen in appendix 1, the researcher used a structured interview format to ensure that all participants were asked the same questions.

##### **2. Documentation**

For documentation, the researcher collected various documents related to the subject matter, such as class notes, handouts, and assignments, to gather additional information about the participants' pronunciation improvement strategies. The researcher analysed these documents to complement the information gathered through the guided interviews.

Overall, by combining these two techniques, I was able to collect comprehensive data that provided insight into the strategies used by the participants to improve their pronunciation.

### E. Instruments of Research

The Instruments of the research is interview. Interview is purposeful interaction in which one person obtains information from another (Gay, 2009:370). The type of interviews that was used by researcher in this research structured interview, where in a structured interview, the interviewer is directed from point A to point B, the list of interviews can be seen in appendix 1. The question of interview was adapted from indicator of Pronunciation Learning Strategy (PLS) that developed by Chalka. The indicator as in the following table.

**Table 3.2**  
**Indicator of Pronunciation Learning Strategies (PLS)**

No	Pronunciation Learning Strategies (PLS)	No Item
A. Direct Strategies		
1	Memory	1
2	Cognitive	2
3	Compensation	3
B. Indirect Strategies		
4	Meta Cognitive	4, 5
5	Affective	6
6	Sosial	7

Source: Chalka (2011: 151)

## F. Technique of Data Analysis

Thematic analysis is a qualitative data analysis technique used to identify, analyze, and report patterns or themes in the data. According to (Cresswell, 2012:203) there are six steps in conducting thematic analysis they are collecting data, preparing the data, coding, searching for themes, reviewing themes, and reporting results.

Based on these steps, to analyze the data about students' strategies in improving their pronunciation, the researcher used thematic data analysis techniques. The following are the steps that the researcher took:

1. Collecting data: Data can be collected through interviews, and documentation.
2. Preparing the data: Once the data is collected, it needs to be prepared, such as transcribing the interview recordings.
3. Coding: In this study, the researcher has divided students' strategies into two categories, namely direct and indirect strategies. The researcher created codes for each strategy and subcategory, such as "memory", "cognitive", "compensation", "meta-cognitive", "affective", and "social".
4. Look for themes: Themes can be found by looking for patterns in the data relating to the strategies students use to improve their pronunciation. The researcher organized the data using tables to help identify themes.
5. Reviewing themes: Once the themes are identified, the researcher analyzes and interprets the data to understand the meaning contained in it. The researcher used inductive and deductive approaches to explore the themes



and relate them to relevant theoretical frameworks.

6. Reporting results: The results of the analysis need to be reported in a clear and systematic way. The researcher describes the main findings relating to students' strategies in improving their pronunciation, as well as providing concrete examples for each theme. The researcher also relates the findings to related literature and provides practical implications for English language learning.

### **G. Trustworthiness**

To determine the validity of the data or findings, an examination technique is needed. Meanwhile, Cresswell (2012:204) in checking the validity (trustworthiness) of the data qualitative are: (1) credibility, (2) transferability, (3) dependability, and (4) confirmability. The following are the stages and ways to increase trustworthiness in thematic data analysis in this research:

#### **1. Reliability.**

Ensure that the data analysis is consistent and repeatable by:

- a. Providing a detailed description of how to select units of analysis and make decisions when coding.
- b. Implementing a clear and well-defined coding system to ensure that findings are repeatable.
- c. Asking a co-researcher to do the coding and then comparing the results to ensure compatibility and accuracy.

#### **2. Validity**

Ensure that your analysis reflects the participants' experiences and

viewpoints in a way:

- a. Conducting structured in-depth interviews with participants to gain deeper insights into their experiences.
- b. Using credibility techniques such as member checks, where participants can review the findings and provide feedback.
- c. Clearly explaining how the research findings relate to theory and related research.

### 3. Transferability

Ensure that the findings can be applied in other contexts by:

- a. Describing in detail the research context, including the setting, location, and participants.
- b. Showing how this research finding relates to other research findings and how it can be applied in different situations.

### 4. Confirmability

Ensure that the findings of this study are supported by strong data and evidence by:

- a. Taking detailed notes on how the findings were derived from the data and how conclusions were drawn from them.
- b. Using direct quotes and concrete examples from the data to support your findings.
- c. Asking fellow researchers to evaluate your findings to ensure their reliability.

By following these steps and paying attention to the aspects of

trustworthiness in thematic data analysis, researchers can increase the reliability, validity, transferability, and confirmability of these findings.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The results of the research that the researcher has done, found that there were various strategies carried out by the 4th semester students of the English Department of IAIN Kerinci. The strategy consists of direct strategy and indirect strategy. The form of Pronunciation Learning Strategy in improving pronunciation skills in 4th semester students of the English study program, Tarbiyah faculty of IAIN Kerinci based on the results of interviews that lead to the indicators contained in the direct strategy and indirect strategy proposed by Chalka.

In the direct strategy, there are activities which are sub-indicators of the direct strategy carried out by students to improve their English pronunciation skills, such as: remembering pronunciation, stimulating cognitive aspects by utilizing audio visuals by watching YouTube, listening to English songs and so on. Furthermore, there is a convention in the form of an effort so that pronunciation can be like native English speakers by studying it through YouTube or by listening, efforts to increase knowledge about phonics by studying related material on campus or by looking for related references, furthermore students also hone their affective aspects by overcoming anxiety in English conversations. In addition, PLS also takes advantage of the social environment by asking other people who are considered capable of correcting English pronunciation.

The explanation above illustrates the use of direct and indirect strategies in improving English pronunciation skills. The explanation for the use of each strategy is explained as follows.

### **1. Direct Strategy**

Indicator of direct strategy carried out by students to improve their English pronunciation skills, such as: remembering pronunciation, stimulating cognitive aspects by utilizing audio visuals by watching YouTube, listening to English songs and so on. Furthermore, there is a convention in the form of an effort so that pronunciation can be like native English speakers by studying it through YouTube or by listening

Based on the results of interviews with several respondents who are fourth semester students of the English Department of IAIN Kerinci, it was found that various forms of direct strategies were used by students to improve their English conversation skills. Based on the results of interviews with several respondents who are fourth semester students of the English Department of IAIN Kerinci, it was found that various forms of direct strategies were used by students to improve their English conversation skills. Among the direct strategies used are by way of memory, cognitive, and convention.

#### **a. Memory**

The results with several fourth semester students majoring in English IAIN Kerinci, states that to remember the pronunciation of words in English is done by often practicing it repeatedly. This is known from the following interview results, and each of them had different statements.

to remember the pronunciation of English words is to say the word often (R1)

Furthermore, the same thing was expressed by another informant who also stated that to remember the pronunciation of English vocabulary is through repetition as in the following statement.

Data 1

- A6 : To remember the pronunciation of English words, I usually do the pronunciation regularly, over and over so that it is easy to memorize and remember
- A8 : To remember the pronunciation of English words, I usually do this by reading, writing and saying the word often
- A11 : I searched for the word on google translate and listened to the sound and repeated it until I could pronounce it correctly

Source: interview (2022)

Based on the statements from some of the informants above, it is known that repetition is a strategy carried out by fourth semester students majoring in English to remember the sound of pronunciation of English vocabulary, and this is done by using YouTube media to find out how the actual pronunciation is, then they repeat it until they can pronounce it.

**b. Cognitive**

Direct strategy besides being carried out by remembering is also carried out by involving cognitive aspects such as involving audio-visual senses, this is known based on the results of interviews with fourth semester students of the English department of IAIN Kerinci who also stated the same thing, the results of interviews related to this are as follows.

Data 2

Q : How do you improve your English pronunciation skills?

*(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)*

A1 : to improve pronunciation is to sing English songs that you hear with MP3 and Youtube, so that the pronunciation is good

A2 : By watching youtube, and by listening to conversations, English songs through cellphones, and always practicing English conversations.

A11 : By watching YouTube see how the native speakers speak

Source: interview (2022)

Furthermore, to improve English pronunciation skills, some students practice conversation with friends from the English department. this is known from the results of interviews with several respondents who explained that in improving their English pronunciation skills, it was through practice with their friends who also came from the English study program. However, this was done because outside campus it was difficult to find someone to talk to to practice English because outside campus people used their respective regional languages.

Moreover, the results of the interviews also showed that in order to improve the English-speaking skills of 4th semester students of the English Department of IAIN Kerinci, it was through practice. It is known based on the results of the interview below.

Data 2

Q : How do you improve your English pronunciation skills?

*(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)*

- A3 : To improve my English pronunciation is by practicing
- A4 : Practicing English conversation with friends and often practice it in everyday life.
- A6 : I use a crazy method, namely by speaking in front of a mirror using English so that the pronunciation is smoother and more accurate

Source: interview (2022)

Based on the results of interviews related to the strategy of fourth semester students of the IAIN Kerinci English study program in improving English pronunciation skills, it can be concluded that there are 2 ways they do it, the first is by listening to English conversations via YouTube or MP3 to find out how to pronounce native speakers or by listening to English songs, and the second is through practice, whether it's having conversations using English with friends from the English study program or practicing alone by talking in front of a mirror repeatedly, and recording it and then analyzing the recording for know the accuracy of the pronunciation that has been done.

**c. Convensation**

Compensation or an effort made by the fourth semester students of the Tarbiyah Faculty of English Studies at IAIN Kerinci, to make their English pronunciation closer to native speakers. This is known based on the following informant's statement.

Data 3



Q : What do you do to make your English pronunciation similar to native speakers?

*(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)*

A2 : Make more use of English-language YouTube media, such as movies, conversations, and music

A3 : By getting used to listening to native speakers' pronunciation through watching western films, and listening to English music.

A5 : It's a bit difficult, and I usually watch you tube about how to pronounce it

A 10 : By watching youtube, and by listening to conversations, English songs through cellphones, and always practicing English conversations.

Source: interview (2022)

Based on the results of the interview above, it is known that, in an effort to make English pronunciation like native speakers, the 4th semester students of the English Department of Tarbiyah Faculty of IAIN Kerinci utilize technology media, one of the technological media used is YouTube media. students look for English conversations and listen to them, then repeat the pronunciation as native speakers pronounce. Furthermore, the students also use MP3 by listening to their favorite English songs, by memorizing the song they will sing it and try to pronounce each verse according to the native speaker.

Furthermore, in addition to using YouTube and MP3 media to improve pronunciation skills so that they are similar to native speakers, it turns out that students also use certain software or applications to find out whether the pronunciation is correct or not, this is in line with the following

students' statement.

### Data 3

Q : What do you do to make your English pronunciation similar to native speakers?

*(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)*

A1 : Practice more often which I think is effective by using the pronounce application, so that it is clearer, the software is WITH ECHO APP

Source: interview (2022)

Based on the results of the interview above, it can be seen that the fourth semester students of the Tarbiyah Faculty of Tarbiyah IAIN Kerinci English study program have utilized various media technologies to improve their English-speaking skills so that they can be similar to native speakers, either through YouTube, MP3 media or by using App software. which can be easily found on the internet. one example of an application used by students in an effort to improve their specing ability is to use the ECHO APP software. Actually, the use of media in learning is really needed, with the use of appropriate and relevant media it will certainly make it easier for users to achieve the goals of using media in learning, one of which is to improve English pronunciation skills so that they can be like native speakers.

## **2. Indirect Strategy**

In the use of indirect strategies, students deepen their knowledge of phonetics, by searching on Google and this is part of the development of

meta-cognitive aspects.

Indirect strategies in Pronunciation Learning Strategy in improving pronunciation skills in 4th semester students of English study program, Tarbiyah faculty of IAIN Kerinci based on interview results that lead to indicators contained in indirect strategies such as efforts to increase knowledge about phonics by studying related material on campus or by looking for related references, furthermore students also hone their affective aspects by overcoming anxiety in English conversations, in addition, PLS also takes advantage of the social environment by asking other people who are considered capable of correcting English pronunciation

#### **a. Meta Cognitive Aspect**

In an effort to improve their English pronunciation skills, 4th semester students of the English Department of the Tarbiyah Faculty of IAIN Kerinci also use an indirect strategy. this is done by students by increasing their meta-cognitive abilities by improving their general abilities about phontetic material and good and correct English pronunciation.

In an effort to improve general knowledge of phonetics and the rules to pronounce a word correctly, it was carried out in various ways, including student statements.

#### Data 4

Q : What do yo do to improve your general knowledge of phonetics and the rules to pnonouce a word correctly?

*(Apa yang anda alakukan untuk meningkatkan pengetahuan umum anda tentang ponetik dan cara pengucapan kata yang benar?)*

A2 : By increasing knowledge by searching on Google and then practicing it

Source: interview (2022)

Based on the informant's statement above, it shows that there is an effort made by 4th semester students of the English language study program at the Tarbiyah Faculty of IAIN Kerinci to increase their knowledge of phonetics by searching related material on Google, then they study it.

Moreover, apart from using internet media to increase students' knowledge about phonetics, students also go through learning activities carried out by lecturers as teaching staff at the IAIN Kerinci Campus. it is known based on the results of interviews as follows.

#### Data 4

Q : What do yo do to improve your general knowledge of phonetics and the rules to pronouce a word correctly?

*(Apa yang anda alakukan untuk meningkatkan pengetahuan umum anda tentang ponetik dan cara pengucapan kata yang benar?)*

A6 : By increasing knowledge by asking seniors or lecturers

Source: interview (2022)

Based on the results of the interviews that have been described previously, it can be concluded that in the meta-cognitive aspect, to develop students' knowledge of phonetics and good and correct English pronunciation, there are two ways that students in the 4th semester of the English study program of the Tarbiyah Faculty of IAIN Kerinci do. First, it is done by searching material about phonetics on the internet and then

studying it, and the second is by participating in teaching and learning activities for phonology courses or asking lecturers who know about it.

Furthermore, the meta-cognitive aspect is not only limited to developing knowledge about phonetic material but is also related to evaluating the understanding of phonetic material that has been learned through pronunciation tests. To test the pronunciation ability by fourth semester students, the English language education study program at the Tarbiyan Faculty of IAIN Kerinci, was carried out in various ways, this is known based on the results of the following interview.

Data 5

Q : How do you test your pronunciation ability?

*(Bagaimana cara anda menguji kemampuan pengucapan anda?)*

A2 : By recording a conversation in front of a mirror, then recording it and then listening to it again, to find out if the pronunciation is correct or not.

A6 : To test my pronunciation skills, I usually practice it with friends, and also use an application on my cellphone, where we say it, if we lose the pronunciation, there will be a wrong sign and we have to repeat it until it's correct.

A10 : By comparing my pronunciation with native speakers through the movies I watch

Source: interview (2022)

The test of English pronunciation skills for students is very important, the aim is to find out the extent to which students master good and correct pronunciation, and to do the test students do various ways. The results of the interview above show that the efforts made by the fourth semester

students of the English language study program at the Tarbiyah Faculty of IAIN Kerinci are by doing a test in front of friends where friends will listen to the student's pronunciation and correct if an error is found, in addition to this method, students also record the pronunciation of English words. which then listens back and compares with the pronunciation of native speakers, if there are errors it will be corrected.

Moreover, to test their pronunciation ability students also use a software using software in the app store to test English pronunciation. This is known based on the following interview results.

Data 5

Q : How do you test your pronunciation ability?

*(Bagaimana cara anda menguji kemampuan pengucapan anda?)*

A2 : Usually, I use an application that is on my cellphone, the game to train pronunciation on the application will know if the pronunciation that has been done is right or wrong.

Source: interview (2022)

Based on the results of interviews related to the form of the pronunciation test conducted by fourth semester students of the English study program at the Tarbiyah Faculty of IAIN Kerinci in two ways, namely: first, a pronunciation test in front of a friend, so that if there is a pronunciation error it will be corrected by a friend; second, is to use media, such as the pronunciation test application available on cellphones that is downloaded in the app store, this application can only be used for android phones.

### **b. Affective Aspect**

Moreover, in the indirect strategy the affective aspect is also included. In this affective aspect, students usually feel anxious in speaking English, and efforts to overcome this are an affective aspect. In this regard, the results of the interviews are presented as follows.

#### Data 6

Q : How do you overcome your anxiety in practicing pronunciation with the other people?

*(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)*

A2 : to overcome anxiety in English conversation activities, is to say sentences slowly, and by the way before speaking first practice the pronunciation

Source: interview (2022)

From the results of the interview above, it is known that to overcome anxiety in English conversation activities for fourth semester students of the English study program at the Tarbiyah Faculty of IAIN Kerinci is to make good preparations starting from saying sentences slowly, and practice pronunciation in a way before speaking first practice the pronunciation.

Furthermore, to overcome the anxiety they feel, the fourth semester students of the English education study program at the Tarbiyah Faculty of IAIN Kerinci, are carried out by increasing self-confidence, and this confidence will certainly increase if they continue to be trained in good and correct English pronunciation. The existence of an effort to increase self-confidence to overcome anxiety in pronouncing English words is known

based on the following interview results.

Data 6

Q : How do you overcome your anxiety in practicing pronunciation with the other people?

*(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)*

A3 : Furthermore, to overcome the anxiety that is felt, is to increase self-confidence and confidence, by continuing to practice

Source: interview (2022)

Based on the results of the interviews above, it can be concluded that to overcome anxiety in practicing English pronunciation, the fourth semester students of the English education study program at the Tarbiyah Faculty of IAIN Kerinci, among others, are to say sentences slowly, and by the way before speaking. first practice the pronunciation, and increase self-confidence and confidence, by continuing to practice.

**c. Sosial**

Indirect strategy, to improve English pronunciation skills actually also can be done in the form of social interaction by asking other people for help to correct pronunciation, this activity is called social interaction. Social interaction to improve students' English pronunciation skills can be done by asking someone to do a test on English pronunciation skills, and from the pronunciation test it will be known whether the pronunciation is right or wrong. If the pronunciation is wrong it will be corrected by someone else.

The existence of pronunciation correction with the help of other people is known based on the following interview results.



Data 7

Q : Do you ask someone to correct your pronunciation? How is it done?

*(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)*

A3 : Yes, my goal is to ask other people to correct my pronunciation so that they know where it is wrong and right, how to ask them to correct my pronunciation, grammar, and accent

Source: interview (2022)

The data from the interview above shows that the fourth semester student of the English education study program at the Tarbiyah Faculty of IAIN Kerinci asked his friend to correct his English pronunciation. The results of the interviews above are also supported by the results of the following interviews.

Data 7

Q : Do you ask someone to correct your pronunciation? How is it done?

*(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)*

A4 : Yes, by asking the person to say the word and then I repeat and he corrects whether my pronunciation is correct or not, and it continues until my pronunciation is correct.

A5 : Yes, often. Usually with our friends we practice together, later if a friend corrects it, and is told the correct pronunciation.

A6 : Yes, usually I contact people who know or are fluent in English and ask them to correct my pronunciation so that it is known where my mistakes are in English pronunciation and can be corrected to be good and right.

Source: interview (2022)

Based on the results of the discussion above, it can be concluded that students of the Indonesian language study program at the Tarbiyah Faculty of IAIN Kerinci, in an effort to improve their English pronunciation skills by asking someone to correct their pronunciation.

The results from interviews with the Chaka theory approach, show that the strategy used by fourth semester students of the English study program in improving their pronunciation skills is to use direct strategies which include efforts to remember the sound of word pronunciation, improve English pronunciation skills by utilizing YouTube media. and MP3 media, either by listening to English songs or films in English with Indonesian subtitles, then also compensation which is an attempt to equate pronunciation with native speakers. Furthermore, for the indirect strategy, what students do is to increase their knowledge of phonetics and pronunciation, do a test of English pronunciation skills and try their best to overcome anxiety in practicing English conversation, and the last thing that students do is ask someone to correct their pronunciation so they know which sentence is wrong and know the correct pronunciation.

## **B. Discussion**

The results of the research that the researcher has done, found that there were various strategies carried out by the 4th semester students of the English Department of IAIN Kerinci. The strategy consists of a direct strategy and an indirect strategy. The explanation for the use of each strategy is explained as follows. Calka (2011: 151) divides the strategy into direct strategies (memory,

cognitive and compensation) and indirect strategies (metacognitive, affective and social strategies).

The results of the research that the researcher has done, found that there were various strategies carried out by the 4th semester students of the English Department of IAIN Kerinci. The strategy consists of a direct strategy and an indirect strategy. In the direct strategy, there are activities which are sub-indicators of the direct strategy carried out by students to improve their English pronunciation skills, such as: remembering pronunciation, stimulating cognitive aspects by utilizing audio visuals by watching YouTube, listening to English songs and so on. Furthermore, there is a convention in the form of an effort so that pronunciation can be like native English speakers by studying it through YouTube or by listening.

The result of this research show that various strategy in PLS, and it in line with the result of the research that conducted by Peterson (2000), in Eric Journal, conducted research with the title: *Pronunciation Learning Strategies: A First Look*. The result of the research state that along with other pronunciation learning tactics gleaned from a literature review, were condensed into 12 basic pronunciation learning strategies and categorized based on Oxford's strategy classification system. The various strategy describe as following.

### **1. Direct Strategy**

Based on the results of interviews with several respondents who are

fourth semester students of the English Department of IAIN Kerinci, it was found that various forms of direct strategies were used by students to improve their English conversation skills. Based on the results of interviews with several respondents who are fourth semester students of the English Department of IAIN Kerinci, it was found that various forms of direct strategies were used by students to improve their English conversation skills. Among the direct strategies used are by way of remembering, cognitive, and convention. In direct strategy there some activity that done by students' 4 semester of English departmet, like:

Memory, in memoring fourth semester students majoring in English to remember the sound of pronunciation of English vocabulary, and this is done by using YouTube media to find out how the actual pronunciation is, then they repeat it until they can pronounce it. Moreover, in cognitive aspect, direct strategy besides being carried out by remembering is also carried out by involving cognitive aspects such as involving audio-visual senses, Furthermore, to improve English pronunciation skills, some students practice conversation with friends from the English department. this is known from the results of interviews with several respondents who explained that in improving their English pronunciation skills, it was through practice with their friends who also came from the English study program. However, this was done because outside campus it was difficult to find someone to talk to to practice English because outside campus people used their respective regional languages.

In conversation, or an effort made by the fourth semester students of the Tarbiyah Faculty of English Studies at IAIN Kerinci, to make their English pronunciation closer to native speakers. In an effort to make English pronunciation like native speakers, the 4th semester students of the English Department of Tarbiyah Faculty of IAIN Kerinci utilize technology media, one of the technological media used is YouTube media. students look for English conversations and listen to them, then repeat the pronunciation as native speakers pronounce. Furthermore, the students also use MP3 by listening to their favorite English songs, by memorizing the song they will sing it and try to pronounce each verse according to the native speaker.

## **2. Indirect Strategy**

Indirect strategies in Pronunciation Learning Strategy in improving pronunciation skills in 4th semester students of English study program, Tarbiyah faculty of IAIN Kerinci based on interview results that lead to indicators contained in indirect strategies such as efforts to increase knowledge about phonics by studying related material on campus or by looking for related references, furthermore students also hone their affective aspects by overcoming anxiety in English conversations, in addition, PLS also takes advantage of the social environment by asking other people who are considered capable of correcting English pronunciation.

There are some aspects Indirect strategy, they are: Meta Cognitive Aspect, in an effort to improve their English pronunciation skills, 4th semester students of the English Department of the Tarbiyah Faculty of IAIN Kerinci

also use an indirect strategy. this is done by students by increasing their meta-cognitive abilities by improving their general abilities about phontetic material and good and correct English pronunciation. In addition to develop students' knowledge of phonetics and good and correct English pronunciation, there are two ways that students in the 4th semester of the English study program of the Tarbiyah Faculty of IAIN Kerinci do. First, it is done by searching material about phonetics on the internet and then studying it, and the second is by participating in teaching and learning activities for phonology courses or asking lecturers who know about it.

Furthermore, the meta-cognitive aspect is not only limited to developing knowledge about phonetic material but is also related to evaluating the understanding of phonetic material that has been learned through pronunciation tests. To test the pronunciation ability by fourth semester students, the English language education study program at the Tarbiyan Faculty of IAIN Kerinci, was carried out in various ways, this is known based on the results of the following interview.

The result of the research also in line with the research that conducted by Sardegna (2011) in journal of Univeristy of Pttsburgh, conducted a rearch with the title: *Pronouciation Learning Strategis that Improve ESL Learners' Lingking*. The result of the research state that the results reveal that students maintain a significant improvement over time regardless of their native language, gender, and length of stay in the US prior to instruction. There are, however, other learner characteristics and factors that seem to contribute to

greater or lesser improvement over time. This paper identifies the pronunciation learning strategies taught for improving students' ability to link sounds, analyzes the factors contributing to lesser or greater improvement over time, and discusses the results and pedagogical implications of the study

Moreover, in the indirect strategy the affective aspect is also included. In this affective aspect, students usually feel anxious in speaking English, and efforts to overcome this are an affective aspect. The fourth semester students of the English study program at the Tarbiyah Faculty of IAIN Kerinci is to make good preparations starting from saying sentences slowly, and practice pronunciation in a way before speaking first practice the pronunciation. Furthermore, to overcome the anxiety they feel, the fourth semester students of the English education study program at the Tarbiyah Faculty of IAIN Kerinci, are carried out by increasing self-confidence, and this confidence will certainly increase if they continue to be trained in good and correct English pronunciation and by the way before speaking. first practice the pronunciation, and increase self-confidence and confidence, by continuing to practice.

Indirect strategy, in socia aspect is done by social interaction to improve students' English pronunciation skills can be done by asking someone to do a test on English pronunciation skills, and from the pronunciation test it will be known whether the pronunciation is right or wrong.

The results from interviews with the Chaka theory approach, show that the strategy used by fourth semester students of the English study program in improving their pronunciation skills is to use direct strategies which include

efforts to remember the sound of word pronunciation, improve English pronunciation skills by utilizing YouTube media. and MP3 media, either by listening to English songs or films in English with Indonesian subtitles, then also compensation which is an attempt to equate pronunciation with native speakers. Furthermore, for the indirect strategy, what students do is to increase their knowledge of phonetics and pronunciation, do a test of English pronunciation skills and try their best to overcome anxiety in practicing English conversation, and the last thing that students do is ask someone to correct their pronunciation so they know which sentence is wrong and know the correct pronunciation.



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## CHAPTER V

### CONCLUSION AND SUGESTION

#### A. Conclusion

Based on the result of the reserh interviews with the Chaka theory approach, show that the strategy used by fourth semester students of the English study program in improving their pronunciation skills is to use direct strategies which include efforts to remember the sound of word pronunciation, improve English pronunciation skills by utilizing YouTube media. and MP3 media, either by listening to English songs or films in English with Indonesian subtitles, then also compensation which is an attempt to equate pronunciation with native speakers. Furthermore, for the indirect strategy, what students do is to increase their knowledge of phonetics and pronunciation, do a test of English pronunciation skills and try their best to overcome anxiety in practicing English conversation, and the last thing that students do is ask someone to correct their pronunciation so they know which sentence is wrong and know the correct pronunciation.

#### B. Sugestion

Based on the conclusion above researcher would like to give some advice to:

##### 1. Lecturer

- a. The result of the research can give a contribution to the teacher in chose a strategy that suitable to the students' strategy in learning pronunciation.

- b. The result of the research, can give more information about students' learning style in learning pronunciation and media that they usually use.

## 2. For Students

The result of the research can give information to the students about kind of strategy that also use by the other student in improving their pronunciation skill.

## 3. For the next researcher

For the researcher the result of this research can be references for the next researcher who want to conducted a reserach about pronunciation lerning strategy.

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## Appendix 1

### Instrument of Interview

#### Indicator

No	Pronunciation Learning Strategies (PLS)	No Item
C. Direct Strategies		
1	Memory	1
2	Cognitive	2
3	Compensation	3
D. Indirect Strategies		
4	Meta Cognitive	4, 5
5	Affective	6
6	Sosial	7

Source: Chalka (2011: 151)

#### Question:

1. How do you remember the pronunciation of an English word?  
(*Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?*)
2. How do you improve your English pronunciation skills?  
(*Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?*)
3. What do you do to make your English pronunciation similar to native speakers?  
(*Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?*)
4. What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly?  
(*Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang fonetik dan cara pengucapan kata yang benar?*)
5. How do you test your pronunciation ability?

*(Bagaimana cara anda menguji kemampuan pengucapan anda?)*

- 6. How do you overcome your anxiety in practicing pronunciation with the other people?

*(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)*

- 7. Do you ask someone to correct your pronunciation? How is it done?

*(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)*

Catatan Revisi Yang Harus Dilakukan:



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KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBIYAH

Jln. Pelita IV Sungai Penuh Telp. (0748) 21065 Faz. (0748) 22114 Kode Pos. 37112

SURAT KETERANGAN  
VALIDASI INSTRUMEN PENELITIAN

Nama : LARA SALJUWITA  
Nim : 1710203061  
Jurusan : Tadris Pendidikan Bahasa Inggris  
Judul Tesis : **Students' Strategis in Improving Their PRONUNCIATION (A Study at the fourth Semester of English Department of IAIN Kerinci Academic Year 2021/2022)**  
Bentuk Instrumen : 1. Pedoman Wawancara

Degan ini Menyatakan bahwa instrumen penelitian skripsi yang bersangkutan telah divalidasi, selanjutnya yang bersangkutan disetujui untuk diambil data penelitian.

INSTITUT AGAMA ISLAM NEGERI Sungai Penuh, Juni 2022

Mengetahui:

Validator I

Validator II

  
Dr. Toni Indrayadi, M. Pd  
NIP.197703022007101001

  
Dr. Daflizar, S.Pd.,MA  
NIP. 19731226 200312 1 001

### Appendix 3

#### Population

IPK Tinggi		IPK Sedang		IPK Rendah	
1.	SITI AISAH RUKMANA	3,67	14.	ANISYA KINANTI SUKMA	3,50
2.	NOPA AYU LIA PUTRI	3,67	15.	FAZIRA SRI NAGIA	3,50
3.	OCIN HIKMA PUTRI	3,67	16.	MUHAMMAD HAGI	3,50
4.	TIKA VIRSILIA	3,67	17.	SUCI RAMADHANI	3,50
5.	TEDDY AGUSTIAN DIAKBAR	3,67	18.	MARCELIA PUTI PARDISA	3,50
6.	DIFANI FITRIDONA AULIA	3,67	19.	TEJA GUSRIZAL	3,50
7.	KELVIN RAHMAT FAJRI	3,67	20.	VENDA ELMIKA	3,50
8.	GOLDI RINJANI MONTANA	3,67	21.	AYU SALSA YULIANI	3,50
9.	GESTA PRAYUMAN	3,58	22.	AHMAD ZAKI	3,50
10.	YANDICA NAILLA FATTIYA	3,58	23.	YARNALIS	3,50
11.	RAMDANI	3,58	24.	SYAHRUL SUHADA	3,50
12.	KEISSHA PUTI JORSIA	3,58	25.	AISYAH LATIFAH PUTRI	3,42
13.	ANTIKA VIONA		26.	MOHAMMAD ADHITYA AKBAR	3,33
			27.	MH. GHOZI AL-GHIFARI	3,00
			28.	LUSI ANGGUN LESTARI,	3,33
			29.	RESI SAPUTRI	3,42
			30.	INTAN NURAINI	3,42
			31.	SANTI SAFITRI	3,42
			32.	RAHMAT ROSIDIN	3,29



**Appendix 4**



## Data 1

### Transcript Nopa Ayu (R1)

No. Questions	Question Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Dengan sering mengucapkannya
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Dengan bernyanyi bahasa Inggris, supaya pronouncenya itu bagus
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	lebih sering latihan yang menurut saya efektif dengan menggunakan aplikasi pronounce, biar lebih jelas
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang fonetik dan cara pengucapan kata yang benar?)</i>
	A	Speaking dengan orang luar
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Dengan memanfaatkan media cermin, dengan cara merekap pronunciation di depan cermin, kemudian nanti didengarkan kembali.
6	Q	How do you overcome your anxiety in practicing pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam</i>

		<i>mempraktekkan pengucapan dengan orang lain?)</i>
	A	Berbicara dengan tenang dan pelan-pelan
7	Q	Do you ask someone to correct your pronunciation?  How is it done?  <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Iya, kalau orang tersebut lebih hebat.



## Data 2

### Suci Ramadhani (R2)

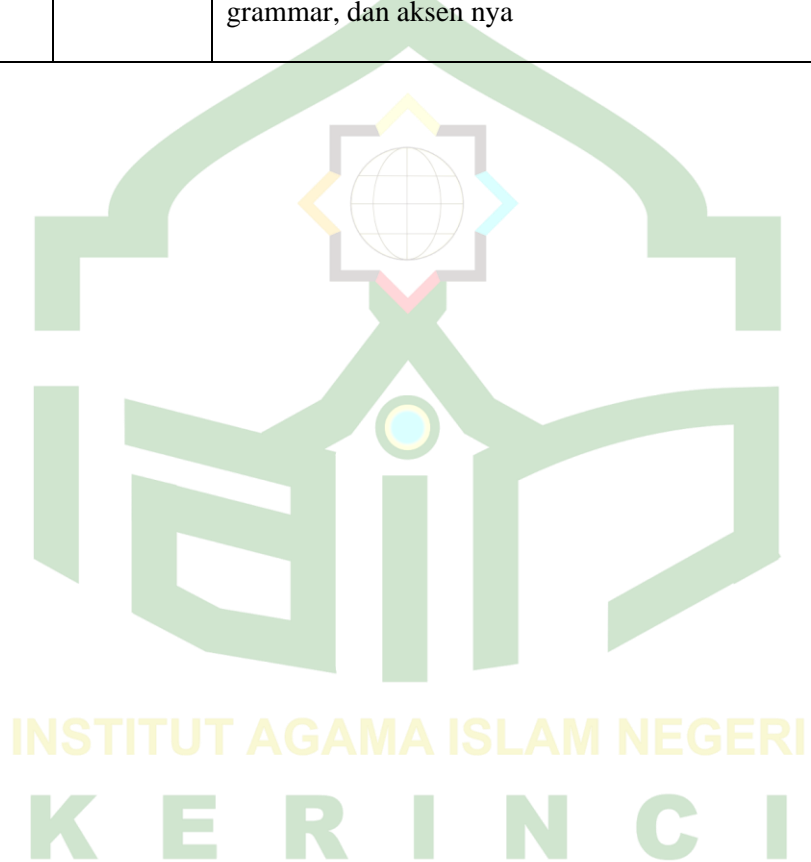
No. Questions	Question Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Disebut berulang-ulang
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Dengan menonton you tube, dan dengan mendengarkan percakapan, lagu bahasa inggris melalui HP, dan selalu mempraktekkan percakapan bahasa Inggris.
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	Lebih memanfaatkan media youtube yang berbahasa inggris, seperti film, percakapan, dan musik.
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang ponetik dan cara pengucapan kata yang benar?)</i>
	A	Dengan cara menambah pengetahuan dengan cara searching di google dan selanjutnya di praktekkan
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Dengan cara merekam percakapan di depan cermin, kemudian direkam dan setelah itu di dengar kembali, untuk mengetahui bunyi pengucapan nya udah benar atau belum.
6	Q	How do you overcome your anxiety in practicing

		pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)</i>
	A	Saya itu percaya diri, jadi saya jarang merasakan cemas
7	Q	Do you ask someone to correct your pronunciation?  How is it done?  <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Tidak, saya tidak pernah meminta orang lain untuk mengoreksi apakah pengucapan bahasa inggris saya sudah benar atau tidak.

**Data 3****Resi Saputri (R3)**

No. Questions	Question Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Dengan cara mendengarkan via audio
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Dengan cara mempraktekkan nya berbicara
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	Dengan cara terbiasa mendengarkan pengucapan penutur asli melalui menonton film barat, dan mendengarkan musik-musik inggris.
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang fonetik dan cara pengucapan kata yang benar?)</i>
	A	Dengan cara memperdalam ilmu morfologi sehingga pengetahuan akan fonetik lebih banyak
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Dengan cara berkomunikasi langsung dengan orang asing
6	Q	How do you overcome your anxiety in practicing pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)</i>

	A	Dengan meningkatkan kepercayaan diri dan keyakinan
7	Q	Do you ask someone to correct your pronunciation? How is it done? <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Iya, supaya tahu dimana letak salah dan benarnya, caranya dengan cara meminta mereka mengoreksi pengucapan saya, grammar, dan aksen nya



## Data 4

## Santi Safitri (R4)

No. Questions	Question Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Dengan cara mengulang-ulang katanya
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Mempraktekkan bersama teman dan dengan cara sering mempraktekkan dalam kehidupan sehari-hari
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	Dengan cara sering mendengarkan pronunciation dengan mendengar, dan melihat cara pengucapan di kamus
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang fonetik dan cara pengucapan kata yang benar?)</i>
	A	Dengan cara mencari pengetahuan materi tersebut di internet
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Biasanya saya menggunakan aplikasi yang ada di HP, permainan melatih pengucapan pada aplikasi tersebut akan diketahui benar atau salah pengucapan yang telah dilakukan.
6	Q	How do you overcome your anxiety in practicing



		pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)</i>
	A	Berusaha semaksimal mungkin agar lebih rileks
7	Q	Do you ask someone to correct your pronunciation?  How is it done?  <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Iya, dengan cara meminta orang tersebut mengucapkan kata dan selanjutnya saya mengulangi dan dia mengoreksi apakah pengucapan saya sudah benar atau belum, dan itu terus dilakukan hingga pengucapan saya benar.

## Data 5

## Syahrul Huda (R5)

No. Questions	Question Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Biasanya saya melakukan pengucapan secara rutin, berulang-ulang sehingga mudah untuk di hapal dan diingat
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Dikarenakan di lingkungan saya tidak ada lawan bicara maka saya menggunakan metode gila, yaitu dengan berbicara di depan cermin dengan menggunakan bahasa inggris sehingga pengucapan lebih lancar dan Fasih
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	Itu memang agak sulit, dan saya biasanya menonton you tube terkait cara pengucapan
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang fonetik dan cara pengucapan kata yang benar?)</i>
	A	Dengan cara mencari pengetahuan materi tersebut di internet
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Untuk pengucapan sekarang kan sudah canggih biasanya saya menggunakan aplikasi yang ada di HP untuk mengoreksi apakah pengucapan sudah lebih bagus atau kurang.

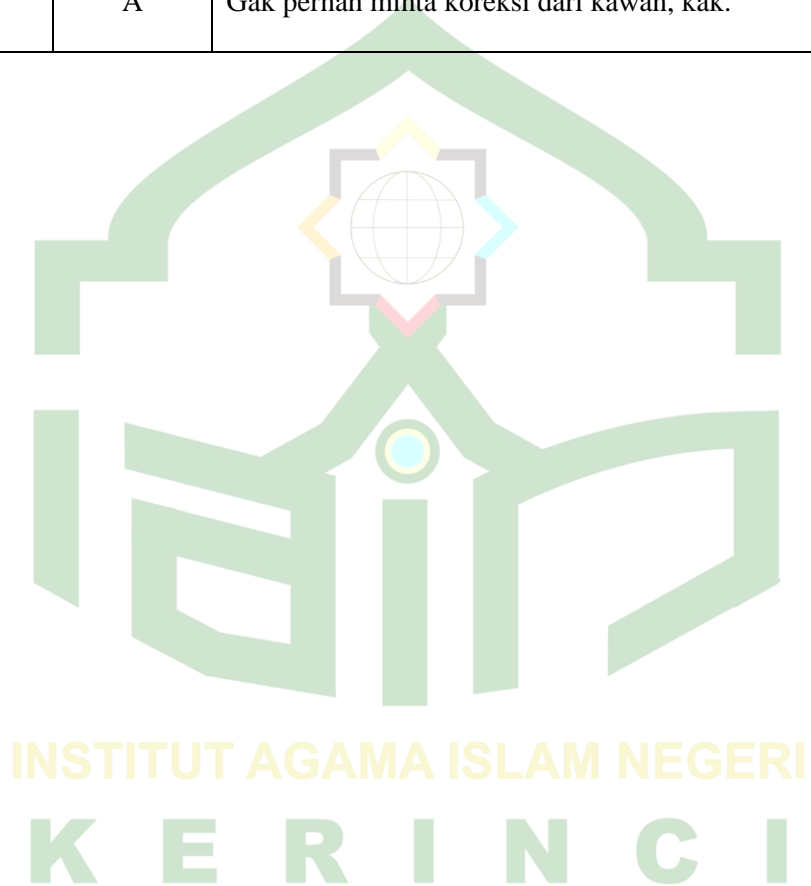
6	Q	How do you overcome your anxiety in practicing pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)</i>
	A	Kalau cemas saya tenangkan diri dulu, biar pengucapan saya benar
7	Q	Do you ask someone to correct your pronunciation?  How is it done?  <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Iya, biasanya saya menghubungi orang yang lebih tahu atau fasih dalam bahasa inggris dan memintanya untuk mengoreksi pengucapan saya sehingga diketahui dimana kesalahan saya dalam pengucapan bahasa inggris dan dapat diperbaiki menjadi baik dan benar.

## Data 6

## Teddy Agustian Akbar (R6)

No. Questions	Question Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Sering di ulang-ulang bacanya
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Kalau aku tuh lebih menonton film barat yang ada subtitle bahasa Indonesianya
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	Dengan cara mendengarkan lagu bahasa inggris yang ada teksnya sehingga bisa belajar lebih lagi
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang fonetik dan cara pengucapan kata yang benar?)</i>
	A	Dengan cara mencari pengetahuan materi tersebut di internet
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Dengan cara mempraktekkan dengan teman
6	Q	How do you overcome your anxiety in practicing pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)</i>

	A	Cuek dan terus mempraktekkan bahasa inggris, yang penting ngomong bahasa inggris, intinya pd aja
7	Q	Do you ask someone to correct your pronunciation?  How is it done?  <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Gak pernah minta koreksi dari kawan, kak.



## Data 7

## Teja Gusrizal (R7)

No. Questions	Question and Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Caranya dengan cara sering membaca, menulis dan mengucapkan kata tersebut
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Dengan cara mengulang-ulang hingga lancar
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	Mendengar pengucapan melalui aplikasi YouTube dan mengulang nya hingga bisa
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang ponetik dan cara pengucapan kata yang benar?)</i>
	A	Dengan cara membaca, mendengar dan menerapkan dan menggunakan dengan cara berbicara dengan teman hingga lancar.
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Dengan cara bertanya pada dosen apakah pengucapan saya sudah benar atau belum
6	Q	How do you overcome your anxiety in practicing pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam</i>

		<i>mempraktekkan pengucapan dengan orang lain?)</i>
	A	Dengan memberanikan diri
7	Q	Do you ask someone to correct your pronunciation? How is it done? <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Iya, dengan cara meminta orang mendengarkan pengucapan saya dan meminta orang mengoreksi nya jika salah



## Data 9

## Venda Elmika (R9)

No. Questions	Question and Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Dengan cara selalu berlatih dan mengulang nya
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Bisanya dengan menyanyikan lagu bahasa inggris dan sering mendengarkan percakapannya
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	Dengan mendengarkan native spiker di youtube dan mengulanginya
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang ponetik dan cara pengucapan kata yang benar?)</i>
	A	Dengan cara sering berlatih
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Dengan membandingkan pengucapan saya dengan native speaker melalui film yang saya tonton
6	Q	How do you overcome your anxiety in practicing pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)</i>



	A	Dengan cara sebelum berbicara terlebih dahulu melatih pengucapan tersebut
7	Q	Do you ask someone to correct your pronunciation?  How is it done?  <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Iya, dengan cara bertanya apakah pengucapan yang saya ucapkan udah benar atau tidak, jika salah saya meminta bagaimana pengucapan yang benar



## Data 09

## Yandica Naila Fattiya (R10)

No. Questions	Question and Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Dengan cara mengulang-ulang
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Dengan cara mengulang juga, di perbaiki kalau ada yang salah
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	Dengan cara membandingkan pengucapan saya dengan pengucapan asli
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang fonetik dan cara pengucapan kata yang benar?)</i>
	A	Dengan cara menonton film bahasa inggris dan mendengarkan lagu bahasa inggris
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Mendengarkan lagi dan bandingkan pengucapan penutur asli
6	Q	How do you overcome your anxiety in practicing pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)</i>

	A	Di ulang-ulang terus belajar, dan membiasakan pengucapan pakai bahasa inggris
7	Q	Do you ask someone to correct your pronunciation? How is it done? <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Tidak kak

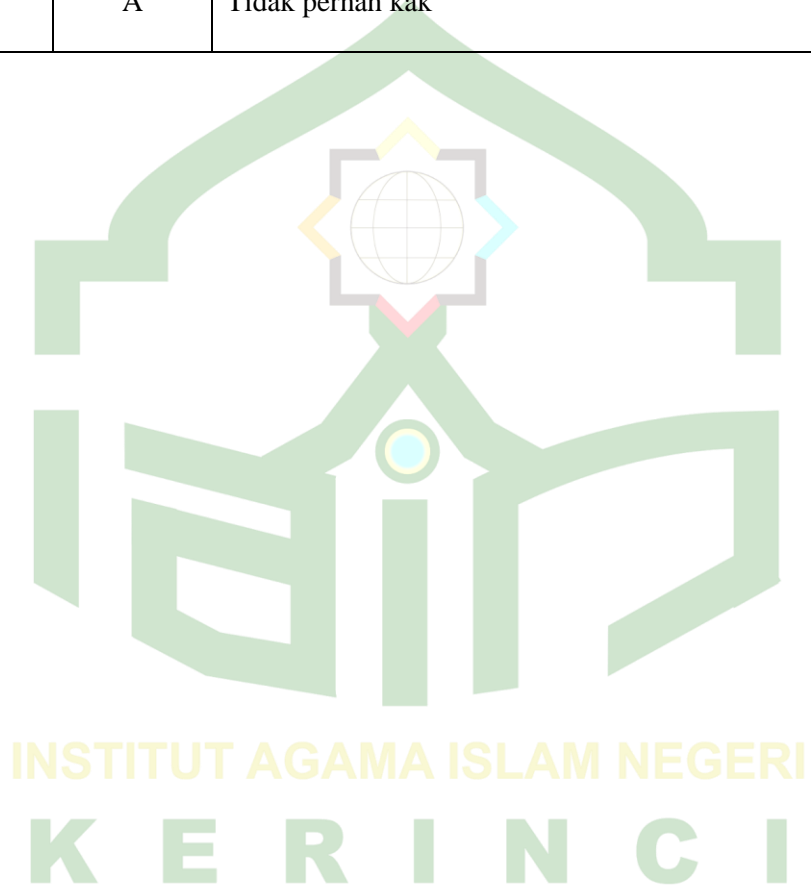


## Data 10

## Lusi Anggun Lestari (R11)

No. Questions	Question and Answer	
1	Q	How do you remember the pronunciation of an English word? <i>(Bagaimana cara anda mengingat pengucapan sebuah kata bahasa inggris?)</i>
	A	Aku cari dulu katanya di goole translate dan dengarkan soundnya dan di ulang-ulang terus kak
2	Q	How do you improve your English pronunciation skills? <i>(Bagaimana cara anda meningkatkan kemampuan pengucapan bahasa inggris anda?)</i>
	A	Dengan cara nonton youtube native speaker
3	Q	What do you do to make your English pronunciation similar to native speakers? <i>(Apa yang anda lakukan agar pengucapan bahasa Inggris anda sesuai dengan penutur aslinya?)</i>
	A	Sama dengan jawaban nomor dua, yaitu dengan cara menonton youtube dan dengan cara mendengarkan lagu bahasa inggris
4	Q	What do you do to improve your general knowledge of phonetics and the rules to pronounce a word correctly? <i>(Apa yang anda lakukan untuk meningkatkan pengetahuan umum anda tentang fonetik dan cara pengucapan kata yang benar?)</i>
	A	Saya belajar dengan menggunakan kamus online
5	Q	How do you test your pronunciation ability? <i>(Bagaimana cara anda menguji kemampuan pengucapan anda?)</i>
	A	Saya praktek dengan teman-teman sesama jurusan bahasa inggris
6	Q	How do you overcome your anxiety in practicing pronunciation with the other people? <i>(Bagaimana cara anda mengatasi kecemasan dalam mempraktekkan pengucapan dengan orang lain?)</i>

	A	Praktek dulu di depan kaca, atau berbicara sendiri sebelum berbicara dengan orang lain
7	Q	Do you ask someone to correct your pronunciation?  How is it done?  <i>(Apakah anda meminta seseorang untuk mengoreksi pengucapan anda? Bagaimana itu dilakukan?)</i>
	A	Tidak pernah kak



**Appendix**

**Documentation**



**Wawancara NA**



**Wawancara R**



**Wawancara RS**



**Wawancara SR**



**Wawancara SS**



**Wawancara Teddy AD**





**Wawancara TG**



**Wawancara VE**



**Wawancara YN**



**Wawancara LA**