

INVESTIGATING STUDENTS' PRONUNCIATION LEARNING STRATEGIES

THESIS

Submitted by

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Adalah benar-benar karya saya kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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aya yang membuat pernyataan,



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ABSTRACT

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This study aims to investigate students' pronunciation learning strategies and also to determine the frequently used strategy by the English language education department students. The researcher utilized a quantitative descriptive as a research design, and the population of this research was English Language Education Department students in the academic year 2017. This research chose 47 students from 236 populations using a purposive sampling technique. The questionnaire was used as the research instrument that consisted of 20 statements dealing with pronunciation learning strategies: input/practice, noticing/feedback, hypothesis forming, and hypothesis testing. The result of the data showed that the English Department students had used all four pronunciation learning strategies at a different rate. Students' level of strategy demonstrated that four strategies were on a high level of use, with the mean score of all strategies is 4.01. The four strategies are Input or Practice (M=4.15), Noticing / Feedback (M=3.77), Hypothesis Forming (M=3.96), and Hypothesis Testing (M=4.14). Additionally, the most frequently used strategy by students is the input/practice strategy which the total score is 4.15.

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TABLE OF CONTENTS

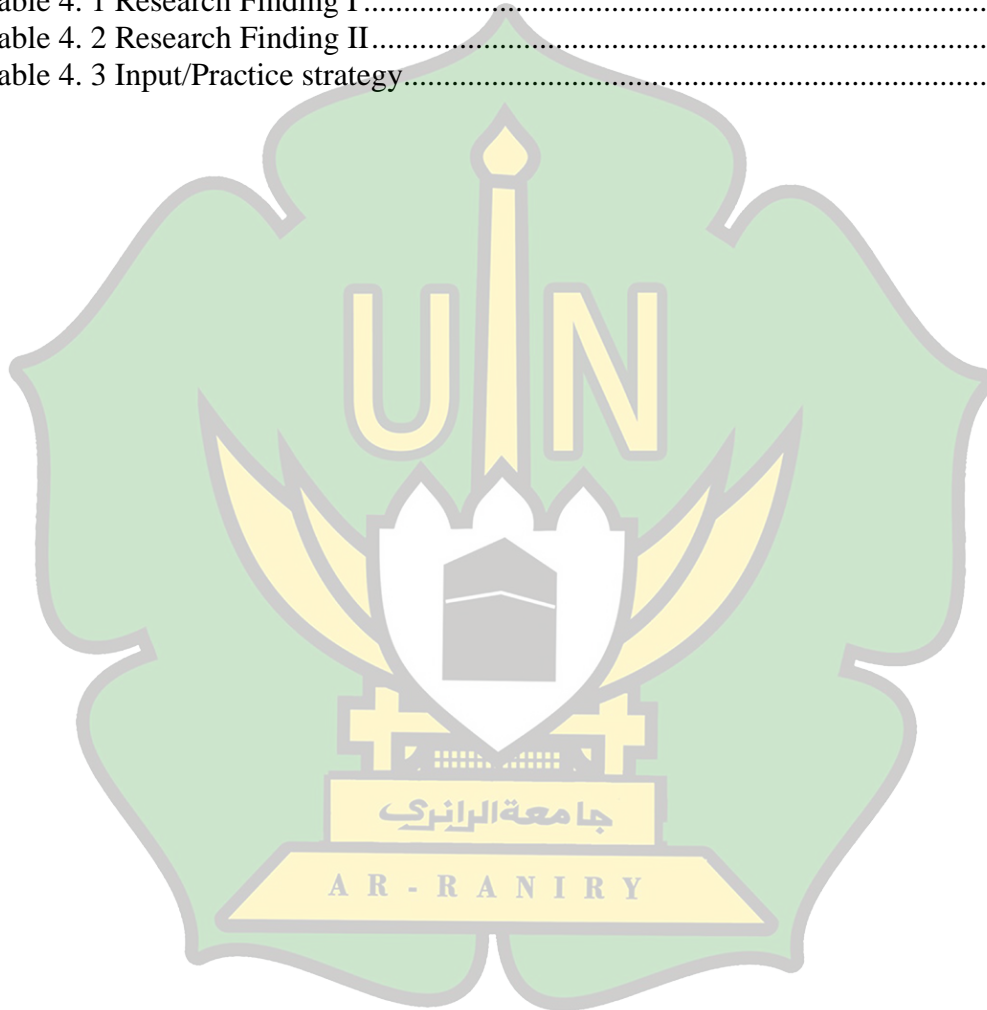
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF APPENDICES.....	xi
 CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Research Questions	6
C. Research Aim	6
D. Research Significances	6
E. Terminologies	7
 CHAPTER II LITERATURE REVIEW	
A. Pronunciation	9
1. Definition of Pronunciation	9
2. Learning Pronunciation	10
3. Aspect of pronunciation	11
4. Classification of English Sound	12
B. Learning Strategies	19
1. The Concept of Learning Strategies	19
2. Classifications of Language Learning Strategies	21
 CHAPTER III RESEARCH METHODOLOGY	
A. Method of Study	33
B. Participants	33
C. Data Collection	34
D. Data Analysis	35
 CHAPTER IV FINDING AND DISCUSSION	
A. Finding	37
B. Discussions	52
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	55
B. Suggestion	57

REFERENCES	59
APPENDICES	
AUTOBIOGRAPY	



LIST OF TABLES

Table 2. 1 Kolb's (1984) Construct and Pronunciation Acquisition Theory	28
Table 2. 2 Pronunciation Learning Strategies	28
Table 3. 1 Statement Score.....	35
Table 3. 2 SILL Profile of Result by Oxford (2003).....	36
Table 4. 1 Research Finding I	38
Table 4. 2 Research Finding II.....	40
Table 4. 3 Input/Practice strategy.....	52



LIST OF APPENDICES

- Appendix A Appointment letter of supervisor
- Appendix B Recommendation letter from the Fakultas Tarbiyah dan Keguruan
- Appendix C Research letter from Deepartment of English Language Education
- Appendix D Questionnaire



CHAPTER I

INTRODUCTION

A. Background of Study

English is used as an international communication language around the world. English has become the first language by more than 341 million people worldwide, 150 to 300 million people who use it as a second language. English also has about 100 to 1000 million people who use it as a foreign language, so it proves that English is the global language (Crystal, 1997, as cited in Kurniasih, 2016). The domination of the English language globally is cannot deniable. English is the language of diplomacy and international communication, business, tourism, media, internet, computer technology, science, and education. Knowing English increases the chances of getting an excellent job in a multinational company within in home country or for finding work abroad. As the global language, many non-native English try to learn English because speaking English is regarded as a skill nowadays, including Indonesian people.

In mastering English, there are four basic English skills: reading, writing, listening and speaking. All four skills are interrelated and affect one another. There is a fundamental and reciprocal relationship between oral language (listening and speaking), written language (writing and reading) (Aydoğan & Akbarov, 2014). Subsequently, to support the four skills, it needs essential components like vocabulary, structure (grammatical), spelling, phonics, and pronunciation.

Therefore, learners need to master all four English skills. This is supported by Chitra & Thiagarajan (2001), who state that mastering language skills will determine the students' communicative competence in the target language. One of those skills that students need to master is speaking skill. From all components above, one component has a significant role in learning English, namely pronunciation. Speaking skills combined with correct pronunciation are a perfect combination because the goal of speaking is to make the speaker's ideas and explanation clear and understandable to the listener. The point is clear and correct pronunciation will make our ideas understandable.

Cook (1996, as cited in Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. Moreover, According to Yates (2002), Pronunciation is the way we make sounds that convey a meaning when we speak. It contains the language's specific consonants vowels (segments) and suprasegmental elements like stress, time, rhythm, intonation, phrasing, and voice projection (voice quality). Therefore, pronunciation plays a vital role in speaking skill.

Under these circumstances, Pronunciation is an essential point in speaking English. After all, pronunciation is important because it determines whether a conversation is successful or not. Speakers with wrong pronunciation will remain unintelligible, even if they have used extensive vocabulary and perfect grammar.

In comparison, those who have good pronunciation will be understood, even if they only use many simple vocabularies in their conversation. In learning English pronunciation, English learners faced some difficulties in pronouncing English word. English and Indonesian have similarities in the alphabet, but they have differences in the sound of alphabets. The influence of Bahasa Indonesia as their mother tongue can cause some errors in pronouncing English words. In fact, there are no different sounds in Bahasa Indonesia alphabets between spelling letters and pronouncing the sound. It contrasts with English, where the way pronouncing the sound and spelling letters can be different. For instance, the way pronouncing "a" in "bad" and "ball."

It is proven by several studies that try to find out problems of pronunciation of EFL Students. Kalaldehy (2016) conducted research with aims to characterize the two types of English pronunciation errors, segmental and stress-related, by a single group of Arabic speakers; Jordanian university students. This research shows that speakers of JA have problems with the following consonants /p - ɲ - ɾ - l/, which are almost always produced as /b - g - r - l/ in all contexts. Findings also suggest that the English affricates /tʃ/ and /dʒ/ are not problematic for JA speakers.

Similarly, Indonesian English learners also made mistakes in pronouncing English words. It is proven in the research by Fauzi (2014), who researched intending to find out the errors commonly made by Sundanese students of the English Letters Department in the year 2013 who already took a pronunciation

class in pronouncing fricative sounds. Moreover, through his research, he found out that Sundanese students made some pronunciation errors. An error of omission and error of addition are found on vowels and consonant sounds except on the fricatives sound. In contrast, the selection error has occurred both on the fricatives sound and the rest of the sounds.

Additionally, Simarmata & Pardede (2018) had research to find out the problems students made in pronouncing English vowels and consonants. As a result, they found that students are considered "Enough" in pronouncing English vowels and consonants. The total percentage of various problems in pronouncing English vowels and consonants is 28,33%. The total percentage of Excellent in pronouncing English short vowels is 85%, the total percentage of Excellent in pronouncing English Long vowels is 76%.

Based on several previous studies above, it shows that Indonesian students who learn English face difficulties in pronouncing English words. To solve that, students who want to master pronounce English words must have several learning strategies on how to learn pronunciation. Simply put, a learning strategy is an individual's approach to finish a task. More specifically, a learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school and in nonacademic settings (Schumaker & Deshler, 1992).

On the other hand, Taylor (in Sek et al., 2015) argues that learners'

learning styles have a significant effect on adopting knowledge management systems for information sharing. Then, Weinstein & Hume (in Chevalier et al., 2015) stated that learning strategies have also been defined as systematic processes used by a learner to develop a deeper and broader understanding of a concept. Based on the theories above, it can be concluded that every student has their own learning strategies, and it gives a sign for a teacher to accommodate instruction through building on learners' strengths.

In fact, many students who want to master English pronunciation skills still do not know the best way to learn pronunciation. It is motivated the researcher to investigate students' pronunciation learning strategies of English Language Department students. It is based on the researcher's experience, who is one of the English Education department students, where in fact, the English Students may know how to pronounce English words theoretically and practically because they have the vocabulary and pronunciation class and the linguistic class.

The number of related studies above shows that every second or foreign language learner will make some errors in pronouncing the target language words, in this case, English words. In contrast, none of them investigate students learning strategies to learn pronunciation to avoid that errors. Thus, this research will investigate what English Language Education Department students use as their learning strategies to improve their English pronunciation.

Based on the explanation above, the researcher is interested in

conducting a research entitled "Investigating students' pronunciation learning strategies of English Language Education Department of UIN Ar-Raniry.

B. Research Questions

The problems of the study are formulated as follow:

1. What is the level of pronunciation strategies used by the students of the English Language Education Department?
2. What strategies are the most frequently used by the students of the English Language Education Department?

C. Research Aim

Based on the research questions, this study aims to find out:

1. The level of pronunciation strategies by the students of the English Language Education Department.
2. The most frequently used strategies by the students of the English Language Education Department.

D. Research Significances

The result of this study will provide some advantages for many people such as:

1. For English Learners

Theoretically, students can understand the kinds of learning strategies in improving pronunciation skills. Practically, students may practice those

strategies on their pronunciation learning process based on the best strategies that are suitable with their learning style both on an academic and daily basis.

2. For Teachers

It is expected that teachers may add a variety of concepts or methods of teaching pronunciation to overcome the students' errors in pronouncing English words.

3. For the Next Researchers

The result of this study is expected to benefit the next researcher interested in the pronunciation skill field. It can be used as a reference or a deeper analysis of one of the strategies stated below.

E. Terminologies

Some necessary terminologies are defined in this section to help the readers comprehend some terms of this writing.

1. Pronunciation

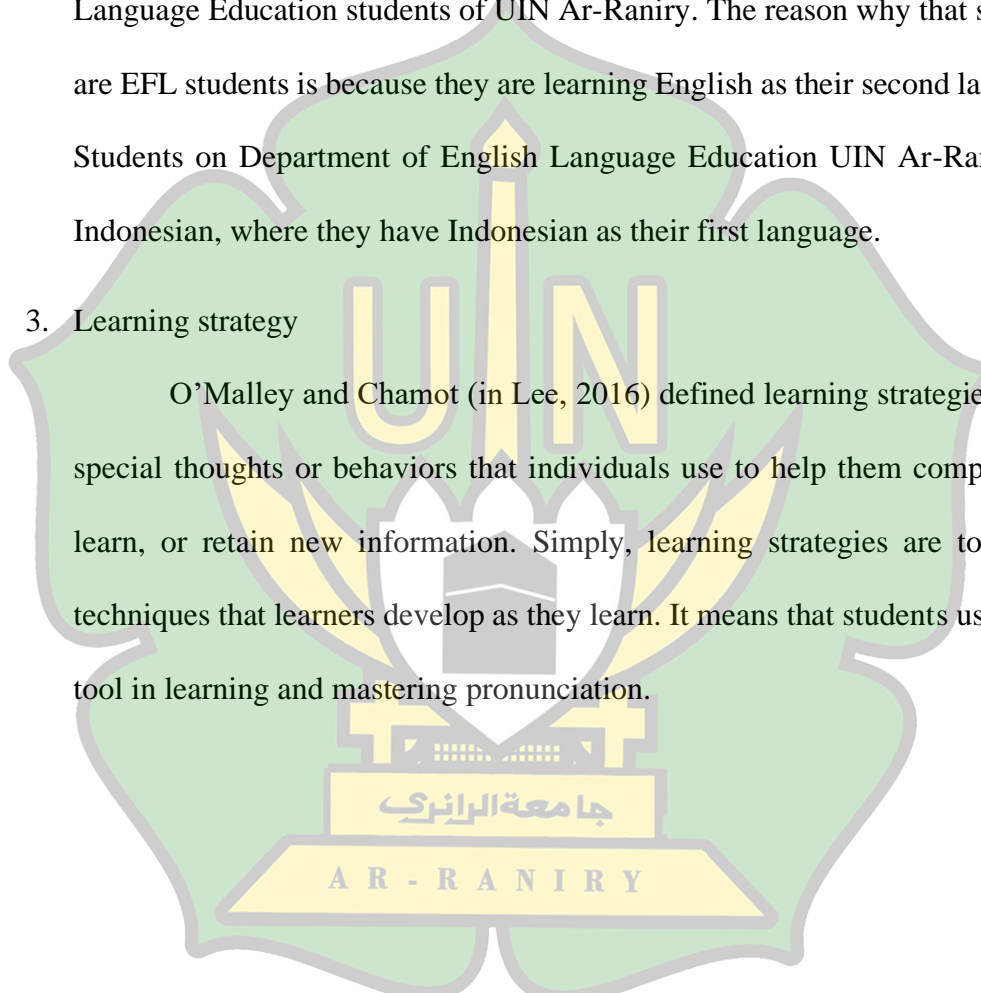
In general, pronunciation is the way in which the word or language is spoken. In addition, Hornby (2008, as cited in Maharani et al., 2020) stated that pronunciation is the manner in which a language or particular word or sound is spoken. Pronunciation is the way a word or a language is usually spoken or how someone utters a word. According to Kelly (in Handayani, 2017), pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language

2. EFL students

English as a Foreign Language is learning English in a non-English-speaking country. In this study, the EFL students are the Department of English Language Education students of UIN Ar-Raniry. The reason why that students are EFL students is because they are learning English as their second language. Students on Department of English Language Education UIN Ar-Raniry are Indonesian, where they have Indonesian as their first language.

3. Learning strategy

O'Malley and Chamot (in Lee, 2016) defined learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Simply, learning strategies are tools and techniques that learners develop as they learn. It means that students use it as a tool in learning and mastering pronunciation.



CHAPTER II

LITERATURE REVIEW

A. Pronunciation

1. Definition of Pronunciation

One of the important aspects of English is pronunciation, especially in conversation. Every sound, stress pattern, and intonation may have meaning. The non-native speaker who speaks English has to be more careful in pronouncing some utterances, or he may create misunderstanding. So, having an intelligible pronunciation is necessary. According to Oxford Dictionary, pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation," then it points out to both within a specific dialect." A word can be pronounced in a variety of ways by different persons or groups, based on various factors, including where they grew up, where they now live, their ethnicity, their social class, their education, and or if they have a speech or voice disorder.

For further explanation about definitions of pronunciation, here are several pronunciation definitions from some experts: Hornby (2008, as cited in Maharani et al., 2020) stated that pronunciation is the manner in a language or particular word or sound is spoken. Pronunciation is the way a word or a language is usually spoken or how someone utters a word. According to Kelly

(in Handayani, 2017), pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language.

A similar definition is proposed by Shaw (1970, in Triyani 2000), who state that pronunciation is the way of word sounds when it is spoken. Meanwhile, Lado (1979) defines pronunciation as using the sound system in speaking or listening. In conclusion, pronunciation is a way of speaking a word, especially a way that is accepted or generally understood.

The pronunciation of English involves the production of individual or isolated sounds and the utterances of words, phrases, and sentences with correct stressing and or rhythm and intonation (Madya, 1989). Pronunciation is a core part of learning language. Its scope is too much broader than an inventory and descriptions of individual sounds. It embraces the element of stress and intonation, which function in the communication process. In pronunciation, some parts should be learned.

2. Learning Pronunciation

Learning pronunciation includes learning about the factors that determine sentence meanings through segmental phonemes. This is important because pronunciation is a fundamental component of speaking. As a result, correct pronunciation helps avoid communication misunderstandings.

According to Fraenkel (1984), there are two primary stages to learning how to pronounce a language. The first stage is Receptive. Receptive is the

stage where students learn to distinguish significant sounds and patterns by listening to the language. The second one is Productive. Productive is the stage where students begin to put what they have learned into words or other forms of output.

3. Aspect of pronunciation

Pennington and Richards (in Gilakjani, 2016) expressed that pronunciation is a complex interaction of perceptual, articulatory, and interactional factors in terms of three kinds of qualities: segmental features, voice-setting features, and prosodic features.

a. Segmental Features

Segmental features are minimal units of sound determined in phonetic terms. The basic elements of pronunciation are phonemes. It is important to learn the target language's phonological system to understand the phonemic differences and the phonetic forms of words and syllables that have certain phonemes in them. It is the particular feature of individual sound segments (Pennington & Richards, in Gilakjani, 2016).

b. Voice-setting Features

Voice-setting features are the general articulatory features of stretches of speech. The tendency of speakers of a specific language to pursue some habitual articulation positions in connected speech is demonstrated in terms of voice-setting features (Pennington & Richards, in Gilakjani, 2016)

c. Prosodic Features

The last aspects of pronunciation are stress and intonation. Prosodic features are the relative levels of stress and pitch within syllables, words, phrases, and longer stretches of speech (Pennington & Richards, as cited in Gilakjani, 2016)

4. Classification of English Sound

English sounds divide into three categories. Consonants, vowels, and diphthongs are all included.

a. Classification of English consonants

Crystal (in Habibi, 2016) defines consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract; therefore, the airflow is either completely blocked or restricted and produces audible friction. Phonologically, consonants are those units that function at the margins of syllables, either singly or in clusters.

Consonants may be voiced and unvoiced (voiceless). As Dale and Poms (in Sasmi, 2016) stated that a consonant is a sound produced when the vocal cords are vibrating. A voiceless is a sound made with no vibration of the vocal cords. There are 24 consonants [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].

Ampa (2014) stated that referring to the English consonants, three important categories should be known, those are:

1) Voiced and voiceless sounds

Voiced and voiceless sounds are respectively phonemes because they can differentiate the meanings of words. It is Voiced sounds; when the two lips are apart, the breath goes out with a slight explosion. The vocal cords are brought together so that the air forces them apart for a moment and closes again. So the process is closing and opening the vocal cords and making them vibrate. While voiceless sounds, when the vocal cords are drawn apart, the air goes out freely, and Voiceless consonants will not vibration the vocal cords.

2) Place of articulation

Regarding the place of articulation occupied to produce the consonant sound, Yule (2010) divide consonants into:

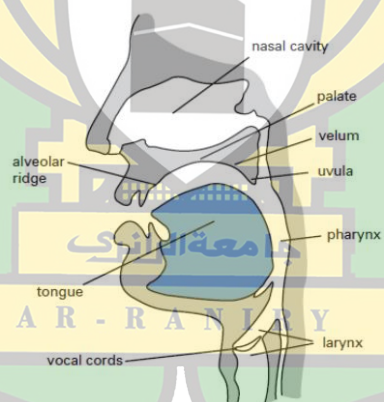


Figure 2. 1 Place of Articulation (Yule, 2010. p.27)

1. Bilabial

These are consonants produced with both the upper (=bi) and lower (=labia). The consonants [p], [b], [m], and [w] are categorized as bilabial.

2. Labiodental

These consonants are produced by the upper teeth and lower lip. The consonants which are categorized labiodental are [f] and [v].

3. Dental

Dental sound is produced with the tongue tip behind the upper front teeth. The consonants categorized dental are [θ] and [ð].

4. Alveolar

Alveolar consonants are formed with the front part of the tongue on the alveolar ridge. The consonants which are categorized alveolar are [t], [d], [s], [z], [n], [l] and [r].

5. Palatal.

Palatal is produced by placing the tongue at the very front of the palate near the alveolar ridge. The consonants which are categorized palatal are [tʃ], [dʒ], [j], [ʃ] and [ʒ].

6. Velar

These consonants are produced by placing the back of the tongue against the velum. The consonants which are categorized velar are [k], [g] and [ŋ].

7. Glottal

This consonant is produced without the active activity of the tongue and

other parts of the mouth. This sound is produced in the glottis (a space between the vocal cords and the larynx). The [h] is the glottal consonant.

3) Manners of articulation

Manner of articulation describes consonant sounds in terms of how they are articulated (Yule, 2010:31). Based on the manner of articulation, Yule (2010, p. 31-33) divides consonants into:

a) Stops or plosives

Stops or Plosives are sounds in which the air is blocked at the place of articulation. This kind of consonant is produced by a blocking effect on the air stream, then suddenly released. The consonants which are categorized stops or plosives are [p], [b], [t], [d], [k], and [g].

b) Fricatives

Fricatives are sounds made when the air is almost completely blocked and forced to pass through a very narrow opening. The following consonants are fricatives in English, [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ].

c) Affricates

It is possible to generate the sounds [tʃ] and [dʒ] by combining a brief pause of the air stream with an obstructed release that induces friction. These are known as affricates, and they can be found at the beginning of terms like cheap and jeep. A voiceless affricate [tʃ] appears in the first, and a voiced affricate [dʒ] appears in the second.

d) Nasals

The consonants which are categorized Nasals are [m], [n], and [ŋ]. The sounds [m], [n], and [ŋ] are represented as nasals. Nasals are sounds made when the velum is lowered, and the air stream is allowed to flow out through the nose.

e) Liquids

The consonants [l] and [r] are categorized as liquids. They are both voiced and occur at the beginning of *led* and *red*. The /l/ sound is called a lateral liquid and is formed by letting the air stream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. At the beginning of *red*, the [r] sound is formed with the tongue tip raised and curled back near the alveolar ridge.

f) Glides

The sounds [w] and [j] are categorized as glides. They are both voiced and occur at the beginning of *we*, *wet*, *you*, and *yes*. These sounds are produced with the tongue in motion (or "gliding") to the vowels position and are sometimes called semi-vowels.

g) Glottal Stops and Flaps

The glottal stop, represented by the symbol [ʔ], occurs when the space between the vocal folds (the glottis) is closed completely (very briefly), then released. When someone says the expression *Oh oh!*. Between the first "Oh" and the second "oh", he typically produces a glottal stop.

Some people do it in the middle of Uh-uh (meaning "no"), and others put one in place of "t" when they pronounce Batman quickly. A glottal stop can also be produced when saying butter or bottle without pronouncing the "-tt-" part in the middle.

However, if someone pronounces the word “butter” in a way that is close to "budder," he is making a flap. It is represented by [d] or sometimes [ɾ]. This sound is produced by the tongue tip-tapping the alveolar ridge briefly.

b. Classification of English vowels

A vowel is defined as some of the continuous voiced sounds produced without obstruction in the mouth, and they are what may be called pure musical sounds unaccompanied by any friction noise (Jones, 1986). The quality of vowels depends upon the position of the tongue and the lips because those articulators have a great role in producing the vowels. As a result, the production of most vowels is managed by the tongue that rises to the palatal ridge. Vowel classification is based on what part of the tongue produces the vowels.

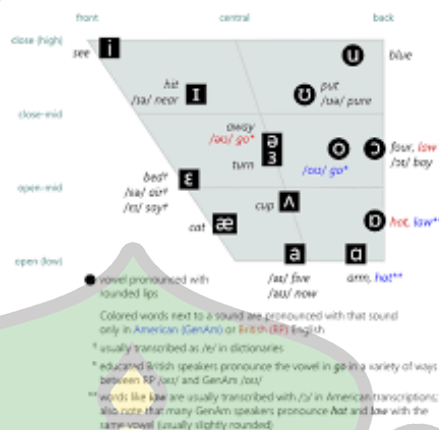


Figure 2.2 Vowel Chart

The vowel classification, based on the part of the tongue, is :

1. Front vowels:

The vowels are produced by raising the front part of the tongue to the hard palate.

2. Back vowels:

The vowels are produced by raising the back part of the tongue to the soft palate.

3. Central vowel:

The vowels are produced by raising the central part of the tongue.

c. Diphthongs

In addition to single vowel sounds, we regularly create sounds that consist of a combination of two vowel sounds, known as diphthongs (Yule, 2010). When we produce diphthongs, our vocal organs move from one

vocalic position [a] to another [ɪ] as we produce the sound [aɪ], as in Hi or Bye. The movement in this diphthong is from low towards the high front. Alternatively, we can use movement from low towards the high back, combining [a] and [ʊ] to produce the sound [aʊ], which is the diphthong repeated in the traditional speech training exercise [haʊ naʊ braʊn kaʊ]. In some descriptions, the movement is interpreted as involving a glide such as [j] or [w], so that the diphthongs we are representing as [aɪ] and [aʊ] may sometimes be seen as [aj] or [aw].

While the vowels [e], [a], and [o] are used as single sounds in other languages and some other varieties of English, they are only typically used as the first sounds of diphthongs in American English.

Diphthong examples:

[aɪ] <i>buy, eye, I, my, pie, sigh</i>	[oʊ] <i>boat, home, throw, toe</i>
[aʊ] <i>bough, doubt, cow</i>	[ɔɪ] <i>boy, noise</i>
[eɪ] <i>bait, eight, great, late, say</i>	

Learning Strategies

1. The Concept of Learning Strategies

In order to understand pronunciation learning strategies, it is necessary to begin by defining what language learning strategies are. According to Oxford (2002), language learning strategies are "specific actions, behaviors, steps, or

techniques that subjects employ to accelerate their development of L2 skills". It is believed that strategic competence helps learners learn a language and heightens their awareness of the importance (Oxford in Fang 2012). O'Malley and Chamot (in Lee, 2016) defined learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. At the same time, Oxford (in Amir, 2018) stated that learning strategies are steps taken by students to enhance their learning, and they are important for language learners because they are tools for active, self-directed involvement, which is necessary for developing communication competency.

In Gursoy (2010), Weinstein and Mayer argue that the purpose of a learning strategy might be to affect the way the learner "selects, acquires, organizes, integrate. Ikeda and Takeuchi (in Souriyavongsa, 2013) also stated that strategy is a critical factor influencing English language learning and achievement. Amir (2018). Language Learning Strategies assist English language learners to master the materials independently, either individually or with others, where successful language learners use different types of learning strategies.

As interest in the study of language learning strategies started growing, research increasingly concentrated on applying language learning strategies to specific language skills such as speaking, listening, writing, and reading (Robins, 2010). Despite the popularity of language learning strategy research

over the last three decades, there are unexpectedly few studies examining learners' strategies for pronunciation improvement (Robins, 2010).

Pawlak (2010) defines pronunciation learning strategies as “deliberate actions and thoughts that are consciously employed, often in a logical sequence, for learning and gaining greater control over the use of various aspects of pronunciation.”

Based on the explanation above, it can conclude that a pronunciation learning strategy is an individual's approach to completing a task. More specifically, a pronunciation learning strategy is an individual's way of organizing and employing a specific set of skills in order to complete learning tasks and empower pronunciation abilities.

2. Classifications of Language Learning Strategies

Numerous studies have been conducted to determine pronunciation learning strategies.

a) Portions of Peterson's (2000) strategies

The first one comes from Peterson (2000, cited in Eckstein, 2007).

Peterson (2000) argued that not only is empirical research on language learning strategies and pronunciation necessary, but that strategy training is also necessary for successful language learning. Peterson used the SILL classification system to categorize all pronunciation strategies discovered

in her study (Oxford, 1990). The following are eight of Peterson's twenty-one strategies.

1. Trying to recall and imitate a teacher's mouth movements.
2. Pronouncing a difficult word over and over.
3. Practicing words using flash cards.
4. Forming and using hypotheses about pronunciation rules (Keep the mouth tight when forming words, particularly around the lips).
5. Noticing contrasts between native and TL pronunciation.
6. Self-evaluating, with its specific tactic of recording oneself to listen to one's pronunciation).
7. Using humor to lower anxiety.

The strategies found by Peterson are previously undocumented pronunciation strategies utilized by Spanish L2 learners who are learning the language. Peterson is the first to classify pronunciation strategies through the use of a strategy taxonomy (a classification of strategies) similar to Oxford's (1990). For the current study, eight strategies she discovered in her research have been implemented into this study's treatment.

Additionally, Peterson indicated that not all of the strategies fit perfectly within Oxford's framework, it is suggesting that either additional criteria should be added to the framework or the strategies

should be classified differently. Eckstein (2007) explains that this is due to the fact that Oxford's taxonomy does not adequately account for the manner in which language, particularly pronunciation, is taught.

Eckstein writes that Peterson's decision to use Oxford's (1990) taxonomy was more a matter of convenience than strong theoretical underpinnings. He contends that the SILL itself is not flawed, rather the SILL categories cannot account for the way in which the learner acquires pronunciation. It is his opinion that a classification system is required, so that specific pronunciation strategies can be applied to specific pronunciation acquisition categories in a systematic way.

b) Derwing and Rossiter's (2002)

Derwing and Rossiter (2000, in Eckstein, 2007) contributed to our understanding of pronunciation and language acquisition methods by performing a study on adult immigrants' views of their own pronunciation and the strategies they used when miscommunication occurred related to bad pronunciation. As explained previously, Derwing and Rossiter (2000, in Eckstein, 2007) reasoned that the difficulty for the learners lies in the fact that all of them realized they had pronunciation problems, and yet 39% unable to pinpoint the cause of their pronunciation problems (Robin, 2010). In short, these students

lacked the metacognitive ability to address their pronunciation challenges efficiently. Derwing and Rossiter discovered that learners employ the following tactics during times of segmental difficulty or "communication breakdown" (2002, p. 156). The percentages in the list below indicate the proportion of the subjects using each strategy in Derwing and Rossiter's (2002) study.

1. Paraphrased their speech (56 %)
2. Self-repetition (28%)
3. Wrote/spelled the word (7%)
4. Adjusted their volume of speech (5%)
5. Spoke clearly (3%)
6. Slowed speech rate (3%)
7. Avoidance and appeals for help (14%)

Derwing and Rossiter's research is different in that it was the first to elicit responses from subjects engaged in pronunciation-specific classes regarding their pronunciation strategies. This demonstrates that the learners examined in this study reported using pronunciation strategies while enrolled in pronunciation classes, implying that other language learners may employ similar strategies to improve their pronunciation. Furthermore, Derwing and Rossiter's research demonstrated that when subjects were made aware of their areas of

pronunciation error, their pronunciation began to improve. This outcome would appear to imply a connection between metacognitive tactics and the acquisition of more native-like pronunciation—a finding that had not been previously documented.

In another study, Vitanova and Miller (2002) also examined subjects' perceptions of their pronunciation learning and the relationship those perceptions had on language pedagogy. Vitanova and Miller, like Derwing and Rossiter, found that subjects liked having segmental pronunciation instruction. Additionally, Vitanova and Miller discovered that when learners attempted pronunciation, they used both active listening and self-correction. This demonstrates the importance of metacognition in the acquisition of L2 pronunciation (Derwing & Rossiter, 2002).

c) Strategy Usage Percentage in Osburne's (2003) Study

Osburne (2003) examined the thought processes that participants engaged in while seeking to enhance their L2 pronunciation using a think-aloud activity. She grouped the strategies she uncovered in her study into eight distinct themes, which are detailed below.

1. Monitor global articulatory structure
2. Monitor local articulatory gesture of single sound
3. Focus on individual syllables

4. Focus on sounds below syllable level
5. Focus on prosodic structure
6. Focus on individual words
7. Focus on paralinguistic
8. Focus on memory or imitation

She discovered that 34% of participants used imitation (Strategy 8 of Osburne). Although this was an undocumented method, Osburne thinks that the interviewers' pronunciation may have influenced the participants' responses. Osburne also discovered the use of paralinguistic, or "changing the volume of speech" (Eckstein, 2007). Additionally, Osburne's study did contribute to the small body of pronunciation strategy research by discovering new pronunciation strategies and how they were used. However, it lacked details on the strategies or combinations of strategies used by successful learners. In other words, simply understanding the strategies students use for pronunciation does not indicate which strategies or combinations of strategies may help learners improve their pronunciation to sound more native-like.

d) Eckstein's Pronunciation Acquisition Construct

Eckstein's (2007) study is particularly important. Eckstein conducted an experiment where he measured the frequency of certain

pronunciation strategies using the Strategic Pronunciation Learning Survey (SPLS). Eckstein developed the survey questions and based them upon Kolb's Experiential Learning Cycle model (1984). The questions were phrased in a way that corresponded to the various stages of Kolb's model, with the adaptations discussed previously.

The Pronunciation Acquisition Construct (PAC), which Eckstein adapted from Kolb's model, includes the following: input/practice, noticing/feedback, hypothesis formation, hypothesis testing, and motivation. Input can be any medium where language is encountered. Practice is the attempt to improve language skills. Noticing can be defined as noting differences between one's speech and native speech. Feedback is "a function of an interlocutor's ability to understand and cognitively process the pronunciation of a speaker" (Eckstein, 2007). Hypothesis formation is the formulating of plans or ideas to overcome gaps between one's own second language use and the language of native speakers. Hypothesis testing is the act of implementing one's hypothesis to prove its effectiveness in achieving personal linguistic goals.

The table below demonstrates how Kolb's (1984) theories can be applied, especially to the theory of pronunciation acquisition. Definitions of terms in the pronunciation acquisition construct are given following table.

Table 2. 1Kolb's (1984) Construct and Pronunciation Acquisition Theory

Kolb's (1984) Learning Cycle Construct	Pronunciation Acquisition Construct
Concrete Experience	Input / Practice
Reflection on Observation	Feedback / Noticing
Abstract Conceptualization	Hypothesis Forming
Action Based on New Conceptualization	Hypothesis Testing

Kolb's (1984) learning cycle construct is widely acclaimed for its ability to explain learning in multiple fields (Dornyei & Skehan, 2003). The construct focuses on four progressive areas of learning. First, the learner must begin with concrete experience, move to a reflection on observation, then proceed to abstract conceptualization based on that reflection, and the last is the learner acts on this new conceptualization, which starts the process up again. This process can be exemplified in learning the pronunciation of a new English sound.

The table below shows how Eckstein used the PAC (Pronunciation Acquisition Construct) to map different pronunciation strategies.

Table 2. 2 Pronunciation Learning Strategies

Kolb's (1984) Learning Cycle Construct	Pronunciation Acquisition Construct	Pronunciation Learning Strategies
Concrete Experience	Input / Practice	Input <ul style="list-style-type: none"> • Intent listening





As previously stated, the category "motivation" was not technically included in the PAC. However, Eckstein's study included motivation as pronunciation strategy. Eckstein's study is the first to analyze the relationship between pronunciation accuracy and the usage of pronunciation strategies from a cyclic learning construct, and he found a strong correlation between specific strategies mapped using the

PAC and high pronunciation scores. Eckstein discovered that subjects with a higher level of pronunciation proficiency used more strategies than those with a lower level of pronunciation proficiency.

According to Eckstein, The PAC is significant for the field of pronunciation strategies because it establishes a classification scheme based on cyclical learning theory, which may account for how pronunciation appeared to be learnt in his study.

3. Implications for this Study

The researcher has to attempt to collect the frequency count of pronunciation learning strategies in 4 categories that are related to Kolb's learning cycle in Eckstein 2007. The difference between this study's PAC and Eckstein's is that this study's PAC does not contain motivation as an official category; however, the remainder of the original PAC will be employed in this study. The strategies are input/practice, noticing/feedback, hypothesis forming, and hypothesis testing.

This study utilizes a questionnaire as its instrument. The questionnaire contained questions that were representative of the students' pronunciation learning strategies. Each of the four categories of pronunciation learning strategies contained five statements, and students were asked to rate how frequently they used these strategies to improve their pronunciation.



CHAPTER III

RESEARCH METHODOLOGY

A. Method of Study

Research methodology is defined by Leedy & Ormrod (2001) as cited in Carrie Williams as "the general approach the researcher takes in carrying out the research project." In this research, the researcher used descriptive quantitative in carrying out her study. According to Cresswell (2003), Quantitative research involves the collection data so that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims." Additionally, Sudijono (in Mutmainna, 2018) states that quantitative research describes and analyzes phenomena, event, social activity, attitude, belief, perception, and people thinking either in individual or in the group represented with a number. The researcher used this method to investigate English education students' learning strategies in learning pronunciation.

B. Participants

a. Populations

Cresswell (2012) stated that a population is a group of individuals who have characteristics. For that reason, the population of this study is English Language Education Department students of UIN Ar-Raniry. Specifically,

English Language Education students in batch 2017 who have passed Vocabulary and Pronunciation class. Based on current data from the official website of UIN Ar-Raniry, the total number of English students are 236 students.

b. Sample

The sample is part of the number and characteristic set in the population (Sugiyono, 2013). In order to collect the data, the participants will be selected by using the purposive sampling technique. Palys (2008) states that "purposive sampling is virtually synonymous with qualitative research." Moreover, Ritcie and Lewis (2003) state that purposive sampling as "members of the sample is chosen with a purpose to represent a location or type about the criterion." Margono (2007) stated that if the population is more than 100 subjects, it is enough to take 10-15 % or 20-25 % to become the sample. According to that explanation, this study chose 20 % of the total number of the English Language Education students in batch 2017 who passed the Vocabulary and Pronunciation class and minimum had a good score category, that are students who got A and B score on that class. The total of 20 % of that is 47 students.

C. Data Collection

According to Creswell (2012), data collection techniques may also include observation of targeted events, interviews, and questionnaires. Therefore, in this research, the researcher used one instrument: a questionnaire. The questionnaire was given to find out students' learning strategies. The questionnaire was given

to the students for identifying the students' learning strategies on the pronunciation learning process.

D. Data Analysis

According to Gay et al. (in Jumran, 2016), data analysis is an attempt by the researcher to summarize collected data dependably and accurately. Simply put, it analyses the result of data collection by using some method on the methodology used by the researcher. The method of data analysis that was used by the researcher in this study is quantitative data analysis.

1. Scoring data

The researcher used the Likert Scale as scoring the data. The Likert scale is a five-point scale that allows the individual to express how much they agree or disagree with a particular statement (Sugiono, 2017). The answers of the EFL students were scored by using the following numbers for the chosen items:

Table 3. 1 Statement Score

No	Statement	Score
1	Always	5
2	Usually	4
3	Sometimes	3
4	Rarely	2
5	Never	1

2. Mean score

To find the mean score, the researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : The mean score

$\sum X$: The number of all scores

N : The number of sample

After collecting the data, in classifying the students' learning strategies, there were five classifications which is used as the following.

Table 3. 2 SILL Profile of Result by Oxford (2003)

Level of strategy used	Description of frequency	Mean score of strategy used
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely finding and discussion. The finding section will present the result of the research questions in this research, and the discussion section will explain further the answer to the research questions.

A. Finding

This research aims to determine the English department students' learning strategies on pronunciation. The research participants were English Language Department students at UIN Ar-Raniry Banda Aceh batch 2017. The total number of English students in batch 2017 is 236 students. The researcher took a 20% sample of that total number as the research sample. In sum, the sample of this research is 47 students. The researcher analyzed the data based on the keywords defined by the learning strategies related to the theories of learning strategies in chapter two.

The outline of the two variables can be seen clearly in the following explanation.

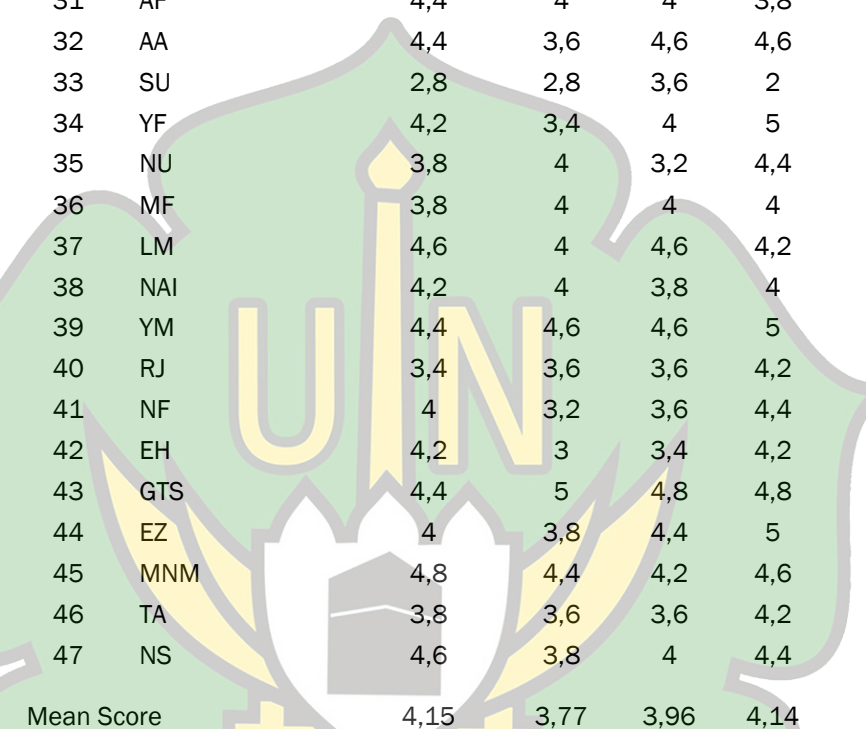
1. The level of pronunciation learning strategies of the students of the English Language Education Department

Based on the analyzed data, the present study found that the English Language Education Department students have used all four pronunciation

learning strategies at a different rate. The table below illustrates the result of this research.

Table 4. 1 Research Finding I

No	Name	Pronunciation Learning Strategies				Average
		Input/Practice	Noticing/Feedback	Hypothesis Forming	Hypothesis Testing	
1	SH	3,4	2,6	3,6	3	3,15
2	KI	5	4,8	5	5	4,95
3	SRF	3,8	3	3,2	2,4	3,1
4	SW	4,4	3,8	4,4	3,4	4
5	GNB	4,4	3,8	4,6	4	4,2
6	JWN	3,4	2	3,2	3,4	3
7	IAM	3,6	4,6	4,4	4,6	4,3
8	RH	4	3,4	3,4	2,8	3,4
9	AR	4,2	3,6	3,6	4,2	3,9
10	MC	4,4	3,8	3,8	4,2	4,05
11	NN	4,6	4,4	4,6	4,4	4,5
12	MY	4,6	4,6	4,6	4,4	4,55
13	CH	3,2	3,2	3,6	4,2	3,55
14	MA	4,6	3,6	3,6	4,2	4
15	HN	4,6	4,6	3,4	4,8	4,35
16	HS	4,2	3,4	3,6	3,6	3,7
17	KA	2,8	3,2	2,6	3,2	2,95
18	RR	4,4	4,2	4,6	4,8	4,5
19	RIR	5	4,8	4,6	4,8	4,8
20	RIS	3,8	3,4	3,6	3,2	3,5
21	MD	4,2	4,2	4	4,4	4,2
22	PM	4,4	3,4	4,4	4,2	4,1
23	SM	4,4	3,8	4,2	4,2	4,15
24	YA	3,2	3,2	3,6	4,6	3,65
25	NF	4,4	3,6	3,8	4,6	4,1



26	CDR	3,6	4	4	4,6	4,05
27	HF	5	4,4	4,4	4,8	4,65
28	RM	4,4	3,4	3,8	3,2	3,7
29	NA	4,6	3,4	3,8	4	3,95
30	SAM	5	4,4	4,4	5	4,7
31	AF	4,4	4	4	3,8	4,05
32	AA	4,4	3,6	4,6	4,6	4,3
33	SU	2,8	2,8	3,6	2	2,8
34	YF	4,2	3,4	4	5	4,15
35	NU	3,8	4	3,2	4,4	3,85
36	MF	3,8	4	4	4	3,95
37	LM	4,6	4	4,6	4,2	4,35
38	NAI	4,2	4	3,8	4	4
39	YM	4,4	4,6	4,6	5	4,65
40	RJ	3,4	3,6	3,6	4,2	3,7
41	NF	4	3,2	3,6	4,4	3,8
42	EH	4,2	3	3,4	4,2	3,7
43	GTS	4,4	5	4,8	4,8	4,75
44	EZ	4	3,8	4,4	5	4,3
45	MNM	4,8	4,4	4,2	4,6	4,5
46	TA	3,8	3,6	3,6	4,2	3,8
47	NS	4,6	3,8	4	4,4	4,2
Mean Score		4,15	3,77	3,96	4,14	4,01

According to the result shown in table 4.1, students have usually used pronunciation learning strategies with the mean score is $M = 4.01$. Based on the standard classification of the level strategies, it was classified as the high level of a strategy used, which means the frequently used is usually used by the English Language Education Department students of UIN Ar-Raniry.

Table 4. 2Research Finding II

No	Strategy	Mean Score	Level
1	Input / Practice	4.15	Usually used
2	Noticing / Feedback	3.77	Usually used
3	Hypothesis Forming	3.96	Usually used
4	Hypothesis Testing	4.14	Usually used

According to table 4.2, the level of a strategy employed by EFL students demonstrated that four strategies were on a high level of use. The four strategies are Input or Practice (M=4.15), Noticing / Feedback (M=3.77), Hypothesis Forming (M=3.96), and Hypothesis Testing (M=4.14). They can be classified as high level based on Oxford's (2003) standard classification of strategy, which states that the mean score for a high level is 3.5 to 4.4 (Usually used) and 4.5 to 5.0 (Always or almost always used)

The researcher provides some explanations of findings in order to explain them in detail as follows.

1. Pronunciation learning strategies used by English students.
 - a. Input and practice

As mentioned by Eckstein (2007), Input strategy is any stimulus that exposes learners to sounds, such as the radio, conversation, or visual representations of phonemes. Practice is the act of producing sounds in isolation or communicative

circumstances. In this research, the researcher distributed several statements of questionnaire as part of the input and practice strategies, those are:

Statement 1 *"I use English media such as television, movies, radio, Youtube to improve my pronunciation."* This item was included in pronunciation learning strategies, as *"putting self in proximal point for hearing L2 language pronunciation: TV, Movies, Radio, etc."* By employing this method, students have the opportunity to improve their pronunciation perception because that media replicate the actual world of native speakers.

Statement 2 *"When I find difficult words or new words that I do not know how to pronounce, I try to memorize how to pronounce that word."* This item was included in pronunciation learning strategies in practice strategy, as *"Memorizing the pronunciation of words."* It means students who use this strategy will memorize the way the word is pronounced by trying to guess and memorize the spelling of that word and listening to the pronunciation dictionary.

Statement 3 *"When I listen to a new word from other speakers, I will repeat it silently."* According to the statement above, this strategy was included in the practice category as *"imitating or mimicry of native speakers."* This strategy makes feedback an

essential element of the pronunciation learning process. Indirectly, students who consistently use this strategy will receive input and practice. This strategy makes feedback an essential element of the pronunciation learning process. Indirectly, students who consistently use this strategy will receive input and practice. The input is for the words that students hear, and reproducing sound requires students to remember the words they hear. By employing this strategy, students can gain familiarity with the word they hear.

Statement 4 "*When I am practicing my pronunciation, I adjust the muscles in my face for new sounds, like opening my mouth wide in front of the mirror.*" This strategy was included in input as "*Focusing on articulatory gestures of others.*" It demonstrates that students are visual learners because they notice the speaker's mouth movements, and they are easily understood when they see and hear the speaker simultaneously.

Statement 5 "*When I am working in my English, I try to speak like an English speaker by applying the rule of sounds.*" This strategy was implemented into the practice strategy as "*imitating and mimicry of native speakers*". This strategy might be described as a concrete experience. The term "concrete experience" refers to when students engage in activities such as searching, listening, and repeating sounds while utilizing a pronunciation dictionary.

b. Noticing and Feedback

Noticing and feedback are included in reflective observation. Reflective observation refers to the act of reflecting on one's performance in an activity, taking into account both achievements and failures. According to Eckstein (2007), noticing means taking note of the rules and patterns of language, both purposefully and accidentally. Taking purposeful and accidental notes means that students utilize their five senses to sign what they get directly and indirectly. In comparison, feedback measures an interlocutor's capacity to comprehend and cognitively process a speaker's pronunciation. In this research, the researcher distributed several statements of questionnaire as part of the noticing and feedback strategies, those are:

Statement 6 *"When I pronounce English words, I think about the difference between Indonesian pronunciation and English pronunciation."* This strategy was classified in noticing strategy as *"noticing the intricate differences between L1 and L2 pronunciation"*. Indonesian and English have the same letters on alphabets but have different sounds. For instance, on the vowel "I," in Indonesia, it will always sound "e," while in English, it has various sounds to that letter and its own rules explained in chapter II of this research on vowels part. To sum up, students who notice and learn

pronunciation by noticing this difference is learning with noticing strategy to improve their pronunciation.

Statement 7 *"When I listen to someone who speaks English, I notice when they make mistakes in pronouncing a word."* This strategy was classified in noticing as *"listening carefully to errors made by native speakers to infer key sounds or structures."* In this strategy, students learn pronunciation through listening to the speaker and detecting errors made by the speaker. Students that employ this strategy are typically auditory learners because they listen and notice the speaker immediately, enabling them to point out a few errors made by the speaker.

Statement 8 *"When I speak in English, I will ask my friend or others for feedback on my English pronunciation."* This strategy was included in feedback as *"asking for help"* and *"cooperating with friends."* It indicates that students need to double-check their pronunciation by asking their peers' opinions.

Statement 9 *"I watch how native speakers form sounds with their mouth, tongue position, and etc in improving my pronunciation skill."* This strategy was included in noticing as *"focusing on articulatory gestures of others."* Students who use this strategy are visual learners because they notice the mouth movements of the

native speaker, and then they try to pronounce it in the same way the native speaker did.

Statement 10 *"realize that I am challenging myself to pronounce a word or a sound that does not exist in Indonesia (the sound / similar sound in the Indonesian word)." This strategy was included in noticing and feedback as "Noticing the intricate differences between L1 and L2 pronunciation" and "Using phonetic symbols and transcriptions."* This strategy shows the way students learn pronunciation by noticing the differences between the L1 (Indonesian) and the L2 or target language (English) and then using phonetic symbols and their transcriptions on a pronunciation dictionary to imitate the sound of words.

c. Hypothesis Forming

As stated by Eckstein (2007), hypothesis forming is The mental process that attempts to bridge the gap between actual pronunciation and target pronunciation based on feedback from others or learner-noticed discrepancies. Hypothesis forming was related to the abstract conceptualization stage of Pronunciation acquisition. In line with Eckstein (2007), abstract conceptualization refers to applying theory to the experience of performing the activity. In this research, the researcher distributed several

statements of questionnaire as part of the hypothesis forming, those are:

Statement 11 *"When I find a new English word that I don't know how to pronounce, I will use phonetic symbols to help me."* This strategy was included in *"finding out the target language pronunciation."* Students who use this strategy will find a book or other pronunciation-related references to master pronunciation skills.

Statement 12 *"When I found myself making an error in pronouncing the English word, I corrected the sound directly."* This strategy was included in hypothesis forming as *"Self-correcting"*. Self-correcting is where students make an error and adjust it straight away.

Statement 13 *"When I find a new word that I do not know how to pronounce in English, I will guess its pronunciation based on my prior knowledge (what I have learned on phonetics)."* This strategy was included in hypothesis forming as *"Acquiring a general knowledge of phonetics."* Inferring the pronunciation of words may lead to students mispronouncing words because they are not relying on a correct base. However, at least they are applying

prior knowledge, which is included in the hypothesis forming strategy.

Statement 14 *"When I learn about English pronunciation that doesn't exist in Indonesian, I will practice it until I can pronounce it."* This strategy was included in hypothesis forming as *"Doing special exercise for improving pronunciation."* Through this strategy, students will do the practice and find the particular exercise suitable for the learners and repeat that habit until they can pronounce it fluently.

Statement 15 *"When I speak in English, I try to sound like a native speaker when pronouncing words."* This refers to the hypothesis forming strategy as *"Finding out about the target language pronunciation."* Students who use this strategy will make a lot of effort to sound like native speakers, that is will make them more confident if they can speak like a native.

d. Hypothesis Testing

Referring to Eckstein (2007), Implementing modifications in pronunciation in response to new hypotheses is part of hypothesis testing. Hypothesis testing can be demonstrated by saying a word with a slightly changed vowel sound following a breakdown in communication with the goal of re-establishing communication. In

simply, the student must build up the confidence to try a new version of the sound difference based on their hypothesis of the difference. In this research, the researcher distributed several statements of questionnaire as part of the hypothesis forming, those are:

Statement 16 *"When I learn English pronunciation, I prefer to use the audio or speaker who speaks/tells their word, sentences, and idea clearly and simply."* This strategy refers to hypothesis testing as *"Using clear speech."* Every word, statement, and idea must be communicated simply and adequately in clear speech. Listening and using clear speech helps students who use this strategy to reach their goals in the pronunciation field. It helps them in speaking clearly and helps avoid misunderstanding between the speakers.

Statement 17 *"I will not feel insecure about learning or sounding out like a native speaker."* This strategy was included in hypothesis testing as *"Rehearsing sounds."* Students use this strategy to practice more after the first time trying to speak like a native speaker. In this strategy, students believe that, maybe in the beginning, their pronunciation will be awkward, but repetition and rehearsing sounds will help them speak like natives. They will confidently rehearse sound like natives to reach that goal.

Statement 18 *"When trying to listen to the sound of words, I will increase the volume of the audio of the native speaker."* This strategy was referred to hypothesis testing as *"Increasing or decreasing volume of speech."* This strategy aims to listen clearly to what the speaker says, and the listener can understand and imitate the way the speaker speaks.

Statement 19 *"The word stress really matters for me in pronounce English words."* This strategy was included in hypothesis testing as *"rehearsing sounds"* and *"Increasing or decreasing volume of speech."* This strategy highlight is stress, which has a crucial role in speaking. Students who notice how important the stress is will use increasing or decreasing volume to imitate the word's stress position. Students will also practice more to make that stress familiar, so the stress position will automatically be proper when they use that word.

Statement 20 *"If I find a difficult word to pronounce, I will check it on to search engine, and I will hear the way it sounds, and also I will play it in slower mode than regular mode."* This statement was included in hypothesis testing as *"Using a slower rate of speech."* This strategy will help students understand the speaker because slowing down our speech has the added benefit of giving our brains a few extra times to dig into the vocabulary

we all carry around. Using the appropriate words creates confidence in the speakers and demonstrates to the listeners that the speakers are mentally competent.

2. The most frequently used strategy by the students of the English Language Education Department

In regard to the result of the study above, the data analysis showed that input/practice is the most frequent strategy used by English students of UIN Ar-Raniry. It is proved by the mean score of input/practice that is 4.15. As Eckstein (2007) points out, an input strategy is any stimulus that exposes students to sounds, such as the radio, conversation, or visual representations of phonemes. While making sounds in isolation or communicative situations is referred to as a practice strategy.

Input/practice also can be represented as concrete experience. It means that through this strategy, students feel the live experience of learning pronunciation. Participation is the key to learning here. It is not enough to listen to it or watch it in action at this stage. To comprehend, students must participate fully (practice).

In this research, the researcher provides five statements that relate to input/practice strategy, those are:

Table 4. 3 Input/Practice strategy

NO	Statement of questionnaire	Pronunciation learning strategy	Mean score
1	I use English media such as television, movies, radio, Youtube to improve my pronunciation.	putting self in proximal point for hearing L2 language pronunciation: TV, Movies, Radio, etc	4,42
2	When I find difficult words or new words that I do not know how to pronounce, I try to memorize how to pronounce that word.	"Memorizing the pronunciation of words."	4,51
3	When I listen to a new word from other speakers, I repeat it silently.	imitating or mimicry of native speakers	4.29
4	When I am practicing my pronunciation, I adjust the muscles in my face for new sounds, like opening my mouth wide in front of the mirror.	Focusing on articulatory gestures of others	3.57
5	When I am working in my English, I try to speak like an English speaker by applying the rule of sounds.	Imitating and mimicry of native speakers."	4

Based on the research finding, those five statements are the most frequently used strategies by the English Language Education Department students, and it is categorized as input / practice strategy. In detail, in the input/practice strategy, statement 2 (When I find difficult words or new words that I do not know how to pronounce, I try to memorize how to pronounce that word) is the highest position of used strategy with the mean score 4.51. The second place is for statement 1 (I use English media such

as television, movies, radio, Youtube to improve my pronunciation) with a mean score of 4.42. Then, the third is statement 3 (When I listen to a new word from other speakers, I repeat it silently) with a mean score of 4.29. The fourth place is statement 5 (When I am working in my English, I try to speak like an English speaker by applying the rule of sounds). The mean score of that statement is 4. The last is statement 4 (When I am practicing my pronunciation, I adjust the muscles in my face for new sounds, like opening my mouth wide in front of the mirror) with a mean score of 3.57.

It verified that English Language Education Department students at UIN Ar-Raniry have a "high level" of proficiency in the use of pronunciation learning strategies, specifically input/practice strategies.

B. Discussions

This study aimed to investigate students' pronunciation learning strategies and find out the most frequently used strategy by the students of the English Language Education Department in batch 2017. In conducting the research, the researcher uses one instrument that is questionnaire to collect the data to answer the research questions.

The first question is about the level of Pronunciation learning strategies by students of the English Language Education Department. Based on the result, it showed that the English Language Education Department Students use all four pronunciation strategies. Based on the classification on table 3.2 (SILL

profile of result by Oxford), students pronunciation learning strategies were on the high level of used category or usually used category with the mean score $M=4.01$. This means that students appeared to use of pronunciation learning strategies from all four categories.. It is supported by the result of a previous study on pronunciation learning strategies by Isnawati (2018) that identified the students' pronunciation learning strategies are placed in high level of used too, with a mean score is 3.68.

The second research question is about the most frequently used pronunciation strategy by students of the English Language Education Department in the academic year is 2017. Based on the result of this study, it showed that Input/practice is the most frequently used strategy by the 2017 students of the English Language Education Department. Based on the SILL Result profile table, it classified as high level of used or “usually used” because the mean score of input/practice strategy is 4.15. While the rest of the strategies categories have a lower score than the input/practice strategy. The rest strategies are noticing/feedback, hypothesis forming and hypothesis testing. This result is similar with other previous studies in this field conducted by Muhammad (2014). He found that the most frequently used strategy in his research is the input/practice strategy. It showed with the table of rank used of strategy. Based on that table, four of the five strategies statements of input/practice strategy are among the top five, that are in second, third, fourth,

and fifth place. However, this result differs from other previous study by Isnawati (2018). Isnawati (2018) found that noticing/feedback is the most frequently used by EFL students of Muhammadiyah University of Makassar. The noticing/feedback have mean score 4.21.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, namely conclusion and suggestion.

A. Conclusion

The present research investigates students' pronunciation learning strategies by the English students of UIN Ar-Raniry. This present study also investigates the most frequently used strategy by the English students of UIN Ar-Raniry. The population of this research was English Language Education Department in academic year 2017. The total number of English Language Education Department in batch 2017 is 236 students. The writer draws some conclusion as follow:

1. The level of pronunciation learning strategies of the students of the English Language Education Department

The result of this research presents that the English students' level of use pronunciation learning strategies are in high-level categories or "usually used," with the mean score of all of those strategies 4.01. The strategy categories are based on Kolb's learning cycle developed by Eicstein (2007). The first strategy is input/practice ($M=4.15$). Input or practice, also called concrete experience, concrete experience refers to when students engage in activities such as searching, listening, or watching,

and repeating sounds, or practicing the sound to improve pronunciation.

The second strategy is noticing/feedback ($M=3.77$). Noticing means taking note of the rules and patterns of language, both purposefully and accidentally. Taking purposeful and accidental notes means that students utilize their five senses to sign what they get directly and indirectly, such as noticing the other's mistake in pronouncing words, noticing the movement of the mouth, and noticing the differences between Indonesian and English pronunciation. While Feedback is a measure of an interlocutor's capacity to comprehend and cognitively process a speaker's pronunciation. Students who learn pronunciation with this strategy use others' speaker feedback to improve and to know their pronunciation ability.

Thirdly, hypothesis forming has 3.96 as the mean score. Hypothesis forming is the mental process that attempts to bridge the gap between actual pronunciation and target pronunciation based on feedback from others or learner-noticed discrepancies. The mental process here is the learning way of student choice in improving pronunciation, such as pretending to be a native speaker when speaking English, correcting the mistake, and using prior knowledge of phonetic and pronunciation knowledge when pronouncing words.

The last strategy is hypothesis testing that has 3.14 as the mean score. Implementing modifications in pronunciation in response to new

hypotheses is part of hypothesis testing, for example in using slow rate and clear audio and increasing or decreasing sound are the way of this strategy.

2. The most frequently used strategy by the students of the English Language Education Department

The result of this research showed that the input/practice is the most frequently used strategy by the English students of UIN AR-Raniry. It is proved by the mean score of input/practice yang the highest score than the rest of the strategies. The mean score of input/practice is 3.15.

B. Suggestion

This part will provide suggestions targeted for educators, especially for English teachers, English learners, and the next researcher in the same field.

1. For teachers

Teachers have many essential roles in education. Teachers should help, guide, and facilitate students in the learning process. In the pronunciation field, teachers should deliver those several strategies in this research, so the students can use and try the strategies which are the most suitable for them.

2. For students

The students or English learners are suggested to use strategies provided in this research in their learning pronunciation process. Students can try to use the most used strategy in this research (input/practice) in learning

pronunciation, or students can try several strategies to find out what strategies fit them well.

3. For the next researcher

Further researchers are suggested to find out any information in this research related to the next researchers' topic.



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APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8600/UN.08/FTK/KP.07.6/05/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :

Mengingat :

Memperhatikan :

Menetapkan PERTAMA :

KEDUA :

KETIGA :

KEEMPAT :

MEMUTUSKAN

1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 April 2021

Memunjuk Saudara:

1. Drs. Lukmanul Hakim, MA

2. Rita Hernida, M.Pd

Untuk membimbing Skripsi :

Nama : Sri Hastuti Marzuki

NIM : 170203234

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Investigating Students' Pronunciation Learning Strategies

Sebagai Pembimbing Pertama

Sebagai Pembimbing Kedua

Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020, No.025.04.2.423925/2020, tanggal 12 November 2019.

Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

AR-RANIRY

Ditetapkan di: Banda Aceh

Pada tanggal: 24 Mei 2021

An. Rektor

Dekan,

Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan).

2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan.

3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan

4. Mahasiswa yang bersangkutan

5. Arsip

APPENDIX B
RECOMMENDATION LETTER FROM DEPARTMENT OF ENGLISH
LANGUAGE EDUCATION TO CONDUCT RESEARCH



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-16815/Un.08/FTK.1/TL.00/11/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar - Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SRI HASTUTI MARZUKI / 170203234**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lamgugob, Kec. Syiah Kula Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Investigating Students' Pronunciation Learning Strategies*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 November 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 15 Desember
2021

A R - R A N I R Y
Dr. M. Chalis, M.Ag.

APPENDIX C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syaikh Abdur Rauf Kogelma Darussalam Banda Aceh
Email: pbi@iain-raniry.ac.id Website: http://iain-raniry.ac.id

SURAT KETERANGAN

Nomor: B-593/Un.08/PBI/TL.00/12/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16815/Un.08/FTK.I/TL.00/11/2021 tanggal 15 November 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Sri Hastuti Marzuki
NIM : 170203234
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

Investigating Students' Pronunciation Learning Strategies

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 22 Desember 2021
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

A R - R A N I R Y

APPENDIX D

Questionnaire on investigating students' pronunciation learning strategies

Name :

Student ID :

Score of vocabulary and pronunciation class :

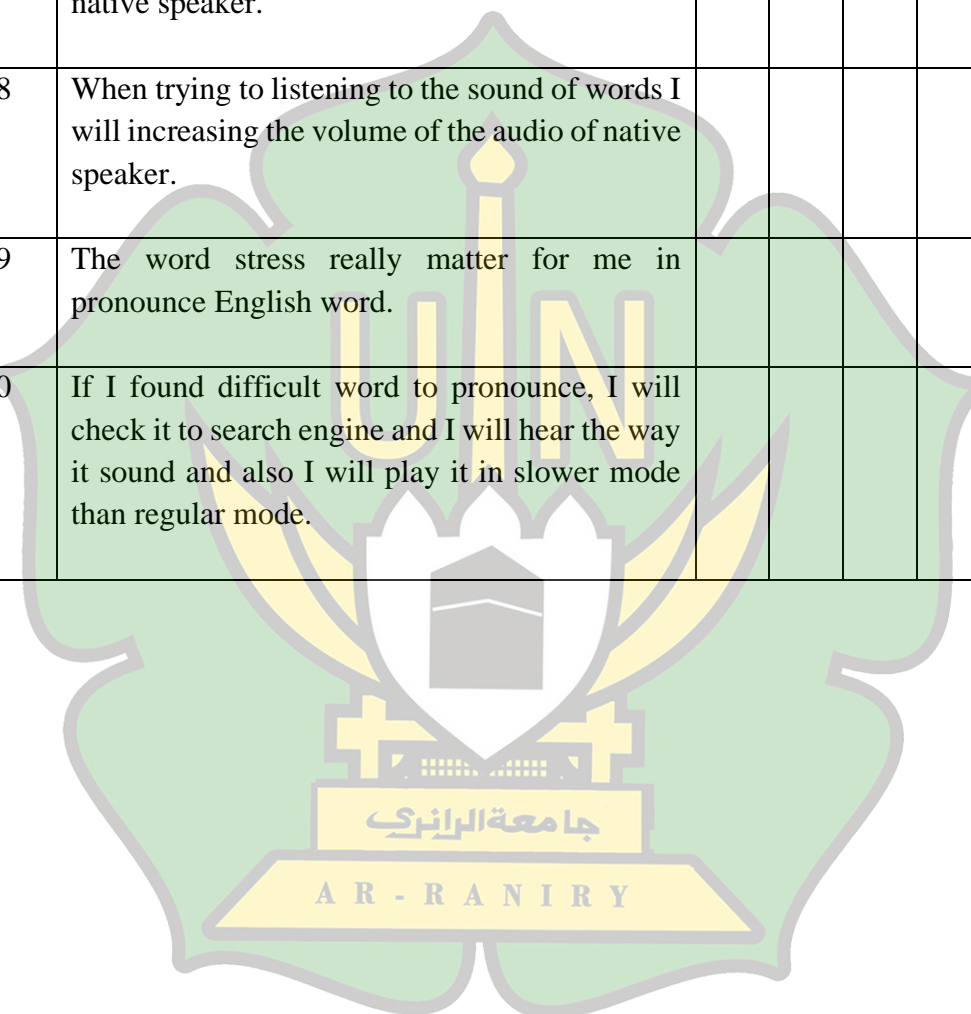
Direction : 1. Read the following statements carefully
2. Please choose the most appropriate response that applies to you

Information : Al (Always), Us(Usually), So (Sometimes), Ra (Rarely), Ne (Never)

NO	Statement	Al	Us	So	Ra	Ne
1	I use English media such as television, movies, radio, Youtube to improve my pronunciation.					
2	When I find difficult words or new words that I do not know how to pronounce it, I try to memorize how to pronounce that word.					
3	When I listen to new word from other speaker, I will repeat it silently.					
4	When I am working on my English, I adjust the muscles in my face for new sounds, like opening my mouth wide in front of mirror.					
5	When I am working in my English, I try to speak like an English speaker by applying the rule of sounds.					
6	When I pronounce English word, I thinking about the difference between Indonesian pronunciation and English pronunciation.					
7	When I am listening to someone who speaks English, I can notice when they make mistakes					

	on pronouncing a word.					
8	When I speak in English, I will ask for feedback on my English pronunciation to my friend or others.					
9	Watch how native speakers form sounds with their mouth, tongue position, etc.					
10	I am difficult in pronouncing the sound of a word that does not exist in Indonesia (the sound / similar sound in Indonesian word).					
11	When I found new English word that I don't know how to pronounce it, I will use phonetic symbols to help me.					
12	When I found myself of making error in English word, I correct the sound directly.					
13	When I find a new word that I do not know how to pronounce it in English, I am going to guess the pronunciation of it base on what I learn on phonetic.					
14	When I learn about English pronunciation that doesn't exist in Indonesian, I will practice it until I can pronounce it.					
15	When I speak in English, I try to sound like a native speaker when pronouncing words.					
16	When I learn English pronunciation I prefer					

	to use the audio or speaker who speak/tells their word, sentences and idea in clearly and simply.					
17	I will not insecure to learn or sound out like native speaker.					
18	When trying to listening to the sound of words I will increasing the volume of the audio of native speaker.					
19	The word stress really matter for me in pronounce English word.					
20	If I found difficult word to pronounce, I will check it to search engine and I will hear the way it sound and also I will play it in slower mode than regular mode.					



Items of pronunciation learning strategies

No	Items	Category
1.	I use English media such as television, movies, radio, Youtube to improve my pronunciation.	Input / Practice
2.	When I find difficult words or new words that I do not know how to pronounce it, I try to memorize how to pronounce that word.	Input / Practice
3.	When I listen to new word from other speaker, I will repeat it silently.	Input / Practice
4.	When I am working on my English, I adjust the muscles in my face for new sounds, like opening my mouth wide in front of mirror.	Input / Practice
5.	When I am working in my English, I try to speak like an English speaker by applying the rule of sounds.	Input / Practice
6.	When I pronounce English word, I thinking about the difference between Indonesian pronunciation and English pronunciation.	Noticing / Feedback
7.	When I am listening to someone who speaks English, I can notice when they make mistakes on pronouncing a word.	Noticing / Feedback
8.	When I speak in English, I will ask for feedback on my English pronunciation to my friend or others.	Noticing / Feedback

9.	Watch how native speakers form sounds with their mouth, tongue position, etc.	Noticing / Feedback
10.	I am difficult in pronouncing the sound of a word that does not exist in Indonesia (the sound / similar sound in Indonesian word).	Noticing / Feedback
11.	When I found new English word that I don't know how to pronounce it, I will use phonetic symbols to help me.	Hypothesis Forming
12.	When I found myself of making error in English word, I correct the sound directly.	Hypothesis Forming
13.	When I find a new word that I do not know how to pronounce it in English, I am going to guess the pronunciation of it base on what I learn on phonetic.	Hypothesis Forming
14.	When I learn about English pronunciation that doesn't exist in Indonesian, I will practice it until I can pronounce it.	Hypothesis Forming
15.	When I speak in English, I try to sound like a native speaker when pronouncing words.	Hypothesis Forming
16.	When I learn English pronunciation I prefer to use the audio or speaker who speak/tells their word, sentences and idea in clearly and simply.	Hypothesis Testing
17.	I will not insecure to learn or sound out like native speaker.	Hypothesis Testing
18.	When trying to listening to the sound of words I will increasing the volume of the	Hypothesis Testing

	audio of native speaker.	
19.	The word stress really matter for me in pronounce English word.	Hypothesis Testing
20.	If I found difficult word to pronounce, I will check it to search engine and I will hear the way it sound and also I will play it in slower mode than regular mode.	Hypothesis Testing

