STUDENTS' ATTITUDE TOWARDS ENGLISH PRONUNCIATION AT SMA MUHAMMADIYAH 1 TAMAN

THESIS

Submitted in Partial Fullfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.) in Teaching English



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ABSTRACT

Bajri, Raniah, 2020, Students' Attitude towards English Pronunciation at SMA Muhammadiyah 1 Taman. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Hilda Izzati Madjid, M.A. and Drs. Muhtarom, M.Ed, Grad, Dip. TESOL.

Keyword: Students' Attitude, English Pronunciation

Pronunciation is an important aspect in English. However, some people ignore the pronunciation in learning English. From that problem, this qualitative research has a purpose to explore the students' attitude towards pronunciation in English. As the Roseberg & Hovland's theory, attitude of this research is based on the 3 aspects in attitude, at cognitive, affective and behaviour aspect. The result of this research is, the students give positive attitude towards English pronunciation in term of 3 aspects, there are cognitive, affective and behaviour aspect. In cognitive aspect, the students have a concept whether pronunciation is important in speaking English. In affective aspect, the students are happy and proud of their English accent and they are also confident speak English using their accent, although they also like to improve their English pronunciation. In behaviour aspect, the students speak English with their own accent. They will also use their English pronunciation for higher education and for reaching their future work.

ABSTRAK

Bajri, Raniah, 2020, Students' Attitude towards English Pronunciation at SMA Muhammadiyah 1 Taman. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Hilda Izzati Madjid, M.A. dan Drs. Muhtarom, M.Ed, Grad, Dip. TESOL.

Keyword: Students' Attitude, English PronunciationPelafalan, atau dalam bahasa Inggris disebut *pronunciation*, adalah salah satu aspek yang vital dalam pembelajaran bahasa Inggris. Namun, dalam kenyataannya beberapa orang terkesan mengabaikan pronunciation dalam pembelajaran bahasa Inggris. dari masalah itulah sang penulis melakukan riset kualitatif ini, dengan tujuan untuk mengeksplorasi atitud siswa terhadap pronunciation dalam bahasa Inggris. Sesuai dengan teori yang dikemukakan oleh Rosenberg & Hovland mengenai atitud, jika atitud itu terbagi atas 3 aspek, yaitu kognitif, afektif dan behaviour. Teori tersebut juga menjadi dasar untuk penulis untuk melakukan riset ini. Riset ini menggunakan kuesioner terbuka sebagai riset instrumen. Hasil dari riset ini adalah jika siswa memberi *attitude* yang positif dalam 3 aspek *attitude*, yaitu kognitif, afektif dan behaviour. Dalam aspek kognitif, siswa memiliki konsep jika pronunciation itu penting dalam berbicara bahasa Inggris. dalam afektif aspek, siswa merasa senang dan bangga dengan aksen yang mereka dalam berbicara bahasa Inggris dan mereka juga cukup percaya diri berbicara bahasa Inggris dengan aksen mereka. Namun mereka juga merasa perlu untuk meningkatkan kemampuan pronunciation mereka dalam berbicara bahasa Inggris. Dalam behaviour aspek, siswa berbicara bahasa Inggris menggunakan aksen yang mereka miliki. Aksen tersebut juga akan mereka gunakan sebagai sebuah kesempatan untuk melanjutkan sekolah ke jenjang yang lebih tinggi dan meraih cita-cita mereka.

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CHAPTER I INTRODUCTION

This chapter shows about the introduction of this research that explain about doing this research. This chapter also include some sub-chapters such as research question, purpose of doing this research, significance of study, scope and limitation of study and definition of key term.

A. Background of Study

Based on Dalton & Seidlhofer¹, pronunciation is the action to produce sound of speech to communicate a message. Some people probably said pronunciation is not really important. In fact, the good pronunciation in language can make a communication can be delivered more clearly. According to Brown, there are 6 factors why speaking is important, and one of them is pronunciation². In other situation, to speak English better, people who speak in second language must pay attention the using of pronunciation, vocabulary and grammar.³ It also calls as three important things in speaking. Pronunciation can make speaking better so it can make a conversation is easy to be understood. In fact, many teachers ignore pronunciation in teaching English. According to Hismanoglu and Hismanoglu, most of English teachers plan to teach grammar, vocabulary and four language skills in their classes without taking pronunciation in their curriculum or lesson plan.⁴ This problem causes learners are weak in pronouncing the words. They are perhaps good in grammar, vocabulary and four language skills as cognitively, but some of them are afraid to show their speaking skill because they do not know how to pronounce that words.

¹ Ana Cristina Tlazalo Tejeda & Nora M. Basurto Santos, "Pronunciation Instruction & Students' Practice to Develop Their Confidence in EFL Oral Skills", PROFILE Vol. 16, No. 2, October 2014, 153

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Addition*, (California: Longman, 2000), 267

³ Zhiqin Wang, "Developing Accuracy & Fluency in Spoken English of Chinese EFL Learners", *English Language Teaching;* Vol. 7, No. 2; 2014, 110

⁴ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review", International Journal of Research in English Education Vol. 1, No. 1; 2016, 3

Although many researchers say pronunciation is important in speaking, English teachers still ignore it while they teach. Teachers always teach grammar and vocabulary in their class, but they almost never teach how to spell the words correctly. This is suitable with what some experts said if pronunciation is a 'Cinderella'.⁵ Pronunciation, vocabulary and grammar are important things in language, but unlike grammar and vocabulary, pronunciation is like a 'child in-law' because it is almost forgotten to be taught in teaching learning English. Start from that problem, this research examines about the attitude of English pronunciation in speaking for students. Attitude is chosen to make the researcher knows about the impact of teaching and learning pronunciation in classroom. Hence, the researcher researches about attitude to know the importance of English pronunciation in students' thought and also to know their reason whether it is important or not. The aim of the attitude is to know the reaction of someone of the object, which the reaction can be positive or negative reaction.⁶ According to that definition, this research has the aim to know about the reaction of students in learning English pronunciation whether the reaction is positive or negative. Beside, this research also has a purpose to know students' opinion about the importance of good pronunciation in English. The component of the attitude is include cognition or knowledge, affection or feeling and behaviour or the act. Then, the purpose of this research is to analyze the attitude of students from three aspects: cognitive, affective and behaviour towards pronunciation in English. The attitude of students is important in this research to make sure about some theories whether pronunciation is really important or not in English and to make sure there is an impact or not for students' ability in English whether the teacher teaches pronunciation or not.

⁵ Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, *Teaching Pronunciation:A Reference for Teachers of English to Speakers of Other Languages* (New York: Cambridge University Press, 2006), 2; Barbara Seidlhofer "Pronunciation" in Ronald Carter & David Nunan (eds), *Teaching English to Speakers to Other Languages* (New York: Cambridge University Press, 2001), 56

⁶ Tülin Acar, "Measurement of Attitudes Regarding Four Language Skills and Its Relation with Success", International Journal of Evaluation and Research in Education (IJERE) Vol.5, No.4, December 2016, 310

The researcher took the place for this research in SMA Muhammadiyah 1 Taman-Sidoarjo as the research setting. The researcher chooses this school because this is one of school where the foreigner like to visit for the education project. The foreigner visit this school for few times, during one or two month minimal. Usually, they visit this school for research, observation or school visit program. However, most of them do some interaction with students, it can be in the class as teacher and students or interaction as usual while breaking time. Because of that reason, the researcher hopes for getting valid result of the research from that school because the students in that school are used to meet the foreigners to practice their speaking skill in English. Then they know how important a good pronunciation for them as personal.

There are five previous studies that have same discussion with this research. The first study is the research by Zhiqin Wang. This study discussed about the three effective models of teaching English speaking and proposes a four-step pedagogical method which the method is carried out into four stages, there are prespeaking, while-speaking, post-speaking and extension practice.⁷ This study only investigated what is the best model of teaching to make learners good in speaking. The difference of this study with that previous one is this study discusses about students' attitude toward English pronunciation, or in other word, this recent one is focus on students' attitude towards English pronunciation. Because the last one just focus on the model, not the interest of the learners toward speaking.

The second study is the research by Hamid Marashi and Mohammad Dolatdoost discussed about the relationship between ADHD and speaking complexity, accuracy and fluency among Iranian EFL Learners. The difference between the previous study and this study is the previous one discussed about the relationship of ADHD with speaking with 3 categories: complexity, accuracy and fluency. That study more focus on the usefulness of ADHD towards speaking and take the correlation between the result of ADHD and students' answer about fluency, accuracy and complexity in English

⁷ Zhiqin Wang, "Developing Accuracy & Fluency in Spoken English of Chinese EFL

Learners" English Language Teaching Vol. 7 No. 2, 2014, 113-115

using questionnaire.⁸ This study is more focus on students' attitude towards English pronunciation. The difference between this study and the previous one is this study only uses the questionnaire to answer the students' interest about English pronunciation without using application to make the answer of this study more accurate. Then this study just focus on the attitude of students in English pronunciation.

The third previous study is the research by Gilbert Tagne Safotso & Ndoubangar Tompte. This research talked about the attitude of Chadian learners toward learning English. The researchers did this research because many companies which their working language is English, recruited worker from African countries, Chad is one of them. Because that reason, the researchers wanted to know what is their attitude in learning English.⁹ The different between this study and this previous one whether the previous one was not really specific which the subject of the English that they investigated. They investigated the attitude and motivation in English as general. But, this study is only focus on the attitude of students in an English subject or skill, there is pronunciation.

The title of the fourth previous study is the research that is done by Seda Arda and Feyza Doyran. This previous one talked about the attitude of young learners and teenagers toward learning English language. The different between the previous study and the current one is, which the previous one analyzed about the attitude change between the young learners and teenagers toward learning English language. The result of the study was having the correlation to the theory of attitude change between young learners and teenagers.¹⁰ But that study only focus on the attitude of young learners and teenagers in learning English as general, to make sure about the theory whether the interest of young learners and teenagers in learning English is increase or decrease. This current study only

⁸ Hamid Marashi & Mohammad Dolatdoost, "ADHD and Adolescent EFL Learners' Speaking Complexity, Accuracy and Fluency in English" *Iranian Journal of Language Teaching Research* Vol. 4(2), July 2016, 105

⁹ Gilbert Tagne Safotso & Ndoubangar Tompte, "Attitudes and Motivation of Chadian Learners of English" *World Journal of Education*, Vol. 8 No. 2, 2018, 174

¹⁰ Seda Arda & Feyza Doyran, "Analysis of Young Learners' and Teenagers' Attitudes to English Language Learning". *International Journal of Curriculum and Instruction* Vol. 9(2), 2017, 179

focus in one stage of age, there is for senior high school students. Then, this study is more focus to the students' attitude in English to the specific subject, there is pronunciation.

The title of the last study is the research that is written by Janne Loisa. This study discussed about the attitude of Japanese towards English. This study is a continual study from Tokumoto & Shibata's research. This study investigated about the attitude of Japanese with range age from 19 to 30 years old.¹¹ The difference between this recent study and the previous one is, whether those study the attitude of Japanese towards their English. Then that study takes the participant randomly. However, the recent study investigates about the students' attitude toward pronunciation in English and more focus on the attitude of English pronunciation to the high school students. Then, the researcher chooses two classes in senior high school as participant than takes it randomly. Because of the similarity investigation, the researcher adapt the research instrument from this study. Then, the researcher adjusts it to the recent study.

B. Research Question

Based on the background of study, there is a research question that is conducted in this research. The research question asks: "What is the students' attitude toward English pronunciation at SMA Muhammadiyah 1 Taman?"

C. Research Objective

Based on the research question above, there is a research objective for this research. The research objective explains the purpose of this research, which is to describe the students' attitudes toward English pronunciation at SMA Muhammadiyah 1 Taman.

D. Significance of Study

¹¹ Loisa, Janne. Bachelor's Thesis: "Japanese Attitudes Towards Their English Pronunciation", (Jyväskylä: University of Jyväskylä, 2014), 7-8

The result of this study gives some usefulness for some parties below.

a. For English Teachers

The result of this study shows about the attitude of students towards pronunciation in English. Hopefully this study helps English teachers to consider teaching about pronunciation in English after see the result of this study about students' attitude toward pronunciation in English.

b. For other researchers

Hopefully this research can help the next researchers who wants to take the similar topic for their research. This research can be a reference for the next researcher who wants to research in the same field with this research about the attitude of students or about pronunciation in English. The next researcher can investigate the students' attitude in other skill in English such as speaking, writing, listening or reading or can investigate English pronunciation in other perspective or other participant or takes pronunciation deeper or more specific into some area in English pronunciation.

E. Scope & Limitation of Study

The scope of this study is focusing on students' attitude towards English pronunciation in English, does not investigate other aspects of English. This research only investigates pronunciation as general, no too specific to some criteria in pronunciation such as the accuracy or fluency in pronunciation. The researcher investigates English students' attitudes toward English pronunciation in term of cognitive, affective and behaviour. This research uses Rosenberg & Hovland thoery. Based on that theory, attitude can be investigated from three aspects, there are cognitive which relate with someone's belief or someone's knowledge, affective that relate with someone's feeling and behaviour that relate with someone's action.

The limitation of this study is students' attitude toward pronunciation in English. The result of this study shows about the

students' attitude toward English pronunciation and more focus to the students and not focus on teacher.

F. Definition of Key Terms

There are some terms that need specific definition for readers to understand this research. Those terms are attitude and pronunciation.

a. Attitude

According to Montano & Kasprzyk, attitude is an individuals' belief of the result of behaviour performance or behavioural belief.¹² If person believe positively, their behaviour will show as same as their belief, oppositely, if a person believe negatively, their behaviour will also show something as negative as their belief. It means that person's belief is directly proportional with their behaviour. If they have good belief, they will have good attitude. Vice versa, if they have bad belief, they will also have bad attitude. In this research, the researcher investigates about the knowledge, feeling and practice toward pronunciation in English. There are so many theories about attitude itself. But in this research, the researcher only use Rosenberg & Hovland's attitude theory. They say if attitude is divided into three aspects, there are cognitive or belief, which explains about someone's knowledge towards something. Affective or feeling, which explains about someone's feeling towards something and behaviour or practice which explains about the action of someone that reflecting their knowledge and feeling toward something.¹³

b. English Pronunciation

Based on Dalton & Seidlhofer, pronunciation is the action to produce sound of speech to communicate a

¹² Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude & Motivation in Bilingual Education", *IJEP – International Journal of Educational Psychology, Vol. 7 No.* 3 October 2018, 320

¹³ J. Richard. Eiser, *The Expression of Attitude*. (Michigan: Springer-Velag, 1997), 11

message.¹⁴ In other words, pronunciation the way of producing sound uses producing organ with a purpose to deliver a message through communication. According to Wang, there are three important things in English speaking learning, there are pronunciation, vocabulary and grammar.¹⁵ Unfortunately, the teachers and linguists are more focus teaching grammar and vocabulary than pronunciation, even though they are important as equal. It causes pronunciation called as "Cinderella".¹⁶ In this research, the research uses pronunciation as an element for investigating.



¹⁴ Ana Cristina Tlazalo Tejeda & Nora M. Basurto Santos, "Pronunciation Instruction..." 153

¹⁵ Zhiqin Wang, "Developing Accuracy & Fluency in Spoken English of Chinese EFL Learners", *English Language Teaching;* Vol. 7, No. 2; 2014, 110

¹⁶ Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* (New York: Cambridge University Press, 2006), 2; Barbara Seidlhofer "Pronunciation" in Ronald Carter & David Nunan (eds), *Teaching English to Speakers to Other Languages* (New York: Cambridge University Press, 2001), 56

CHAPTER II REVIEW OF RELATED LITERATURE

The literature review in this chapter explains about some theories that support to this research. The theories are related to students' attitude towards pronunciation in English.

A. Theoretical Framework

a. Attitude

According to Montano & Kasprzyk, attitude is an individuals' belief of the result of behaviour performance or behavioural belief.¹⁷ If person believe positively, their behaviour will show as same as their belief, oppositely, if a person believe negatively, their behaviour will also show something as negative as their belief. It means that person's belief is directly proportional with their behaviour. If they have good belief, they will have good attitude. Vice versa, if they have bad belief, they will also have bad attitude.

According to Latchanna & Dagnew, attitude is a concept to understand human behaviour that exclaimed as mental state that includes beliefs and feelings.¹⁸ Attitude here has a meaning as concept of behaviour and mental of human which the mental itself includes belief and feeling of a human.

¹⁷ Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude & Motivation in Bilingual Education", *IJEP – International Journal of Educational Psychology, Vol. 7 No.* 3 October 2018, 320

¹⁸ Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude...", 319

Ajzen has a state about attitudes constract. He said there are 2 definitions about attitudes constract. There are: Beliefs influence simultaneously attitudes, subjective norms, and perceived behavioural controls and attitudes, subjective norms, and perceived behvioural controls influence simultaneously intentions to behave, which ultimately influence behaviour.¹⁹ From Ajzen's state, there are 4 important points about attitudes construct, there are attitudes itself, belief, subjective norms and perceived behavioural controls.

According to Kutluca, attitude is 'one of determining factors in predicting people's behaviour.'²⁰ It means that, people's attitude can be expected from their behaviour. In this case, if they do good behaviour, they have positive attitudes. Conversely, if they do bad behaviour, they have negative attitude.²¹

Kazazoğlu states about the relationship between mother tongue or second language and attitude is developing good attitude towards mother tongue that influence someone's cognition, emotion and behaviour developing well.²² The relationship of mother tongue and attitude cause positive attitude of someone that influence their thought, feeling and skill to develop their language skill

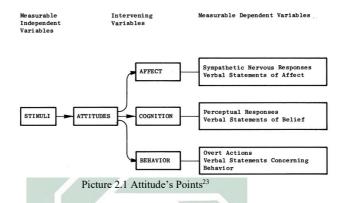


¹⁹ Meltem Huri BATURAY, Şahin GÖKÇEARSLAN, Şemsettin ŞAHIN, "Associations among Teachers' Attitudes towards Computer-Assisted Education and TPACK Competencies", *Informatics in Education*, 2017, Vol. 16, No. 1, 6

²⁰ Meltem Huri BATURAY, Şahin GÖKÇEARSLAN, Şemsettin ŞAHIN, "Associations among Teachers' Attitudes...", 6

²¹ Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude...", 319

²² Mustafa Yıldız, Yusuf Kızıltaş, "The Attitudes of Secondary School Students toward School and Reading: A Comparison in Terms of Mother Tongue, Gender and Class Level", *International Journal of Education & Literacy Studies Vol. 6 Issue 1, January 31, 2018,* 28



That picture is the attitude based on Rosenberg and Hovland. They stated three main components of attitude are cognitive, affective and behaviour. This theory will be used in this research because from all of those theories, this theory covers all of attitude aspects as commonly. There are some points that explain about three points of attitude.

a.1 Cognitive

Based on the picture 2.1, cognitive in attitude is the response of someone that relate to their belief about something. Someone can get their belief into two way, direct and indirect. The direct way they can get from their experience and the indirect way they can get from some things, such as media, parents, friends, and many more.²⁴ It means, what they believe about something and they hold on into it, they can get from their experience, parents, media, etc. As the main, this

²³ J. Richard. Eiser, *The Expression of Attitude*. (Michigan: Springer-Velag, 1997), 11

²⁴ James M. Olson and Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality* and Social Psychology. (New Jersey: John Wiley and Sons, Inc, 2003), 311

is about the human concept that they hold, it can be positive or negative belief.

The human can get their cognitive from cognitive process. This process uses the sense organs to get their cognition, there are ears for listening, eyes for seeing, nose for smelling, tongue for tasting and skin for touching. There are three process for human to get their cognition, there are observation, attention, memorization and think.²⁵

Observation is the first process from cognitive process by human to get their cognition. In this process, human uses their sense organs to get their cognition. They can see, hear, touch, smell and taste about what they get from their environment using their sense organs. In pronunciation itself, how the human gets their knowledge about pronunciation is, human can hear or see someone, it can be a foreigner to observe their English pronunciation.

The second one is attention. The attention here is the mental response of human towards observation. According to Prof. Dr. H. Mohammad Surya, there are 7 factors that influencing the attentions. Those factors are interest, physical condition, fatigue, motivation, attention need, hope and personal characteristic.²⁶ Then, the cognitive process for human to get their belief toward English pronunciation is about their interest, motivation personal characteristic, hope and other factors towards the English pronunciation itself.

The third is about memorization. The memorization here include remembering and forgetting about the knowledge that human get. In human brain, there are two kind of memory storage. There are short term memory and long term memory.²⁷ Short term memory is a memory storage that have a function to

²⁵ Prof. Dr. H. Mohammad Surya. *Psikologi Guru: Konsep dan Aplikasi, dari Guru untuk Guru.* (Bandung: ALFABETA, 2014), 36

²⁶ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 41

²⁷ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 43

save the memory only for a short time. Differently with long term memory, this memory storage has a function to save the memory for long time. Those memory storages influence human to remember or forget about some things. To get their knowledge about English pronunciation, human can use both their memorization to believe about the pronunciation.

The last one is think. This is the highest one of cognitive process. Human thinking can be divided into some aspects. Such as from the brain, think is divide as left brain and right brain. Then, from the thinking perspective, is divide into two kinds too, such as convergent thinking and divergent thinking. Then the last one is from the mindset is divided into two, there are critical thinking and creative thinking.²⁸

a.2 Affective

This attitude is about someone's feeling into something. It can be like or dislike. It can be positive or negative feeling. The affective of the attitude has relation into cognitive. Because "knowledge can influence the feelings, and feelings can guide a thought."²⁹

The affective is divided into two kinds, there are feeling and emotion. Feeling and emotion are quitely different. The different of them is depend on the quality of vibrate. Feeling of human can be shown if there is low quality of vibrate, and it can be felt only by individual. But emotion is shown along with body reaction, which not only individual can be felt, but also people around them.³⁰

²⁸ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 44-45

²⁹ James M. Olson and Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality...*, 311

³⁰ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 71

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There are many theories that talk about emotion. Then the researcher will talk two theories of them. The first is Descrates theory. He groups emotion into 6 kinds, there are desire and lust, hate, admire, happiness, sadness and love.³¹ The second theory is from Kretch & Crutcfield. They classify the theory into 6 groups. There are primary emotional (sad, happy, scary, angry), sensory stimulation emotional (hurt, happy, horrible, disgusted), self-assessment emotional (shy, proud, guilty), individual relation emotional (love, hate, pity), appreciative emotional (humour, beauty, indebted) and heart situation emotional (sadness, happiness, anxiety).³² If it is related to pronunciation, the attitude of someone towards English pronunciation in affective aspect, they will have emotion such as happy, sad, love, hate or anxious towards the English pronunciation, depends on the positive or negative attitude in affective aspect.

a.3 Behaviour

The behaviour in attitude is about someone's action. It reflects to their affective and cognitive about something.³³ What they do is balance with what they believe and they feel.

Behaviour of someone can reflect about their cognition and affection process.³⁴ Their behaviour can be good if they have good cognitive and affective pocess. There are some points that show about human's behaviour that have good cognitive and affective process: purposeful behaviour, organized behaviour, well-toned physical behaviour, adaptable behaviour,

³¹ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 80

³² Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 80

³³ James M. Olson - Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality...*, 312

³⁴ James M. Olson and Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality...*, 312

success oriented behaviour, clearly-motivated behaviour, rapid behaviour and broad behaviour³⁵

The behaviour attitude is the attitude that reflecting two aspects of attitude before; cognitive and affective. Someone who has good attitude in cognitive and affective, they will also have good behaviour, which they also have positive attitude. Hence, if someone has bad attitude in cognitive and affective, they will also have bad behaviour. Then, they will have negative attitude. In English pronunciation, if someone has positive attitude, they will believe and feel about the importance of pronunciation in speaking English and they also have good ability toward pronunciation in speaking English. Vice versa, if someone has negative attitude in English pronunciation they will disbelieve and do not feel about the importance of pronunciation in speaking English and they also have bad ability toward pronunciation in speaking English.

The attitude of someone can be measured with two methods, there are attitude survey and behaviour measures.³⁶ The first method, attitude survey is the method which the researcher gives the participants questions, it can be open-ended question, close-ended question or both. The researcher can measure the participans' attitude from their answer. The second method is behaviour measures. It is also called as unobtrusive measures.³⁷ This measure will only be done if the research feel unsatisfied to participants' answer of the questionnaire or the attitude survey that have done before do not answer the research question of a research.

The result of attitude measures is divided into 2 kinds, there are positive attitude and negative attitude. The positive attitude, or Zajonc calls it as mere-

³⁵ Prof. Dr. Nana Syaodih Sukmadinata. Landasan Psikologi Proses Pendidikan. (Bandung: ROSDA, 2005), 94-95

³⁶ Kenneth S. Bordens – Irwin A. Horowitz, *Social Psychology 3rd Edition*. (United State of America: Freeload Press, 2008), 161-162

³⁷ Kenneth S. Bordens - Irwin A. Horowitz, Social Psychology 3rd Edition....162

exposure, is the reaction of someone into an object, as an expression into the object which the expression is the positive expression.³⁸ The expression can be happy, like love or others positive expression. Then, it can be concluded if someone has those positive expressions, they have positive attitude. Someone who answers neutral or uncertain totally in the questionnaire, also include in positive attitude.

Vice versa, like what Bornstein, Perlman & Oskamp state, someone can get negative attitude if they react to an object with negative feeling. ³⁹ The negative feeling include dislike, hate, angry, sad or more negative feeling.

Besides the feeling, positive or negative attitude can be identified from the thought of someone. Because, identifying the positive and negative attitude of someone can be seen from their experience, memory, thought and feeling,⁴⁰ which experience, memory and thought include into cognitive of someone and feeling include into affective in attitude. Then, if someone have good experience, good memory and good thought, then they also have good feeling, their attitude can be positive. It can be happened if they also have experience, thought, memory and feel in opposite side, then they will have opposite attitude.

b. English Pronunciation

In learning speaking skill, there are two main important points that must be learned in speaking, there are forms that include grammar and vocabulary and delivery that include pronunciation and fluency.⁴¹ One of micro point in speaking will be discussed in this research, pronunciation.

³⁸ Kenneth S. Bordens – Irwin A. Horowitz, Social Psychology 3rd Edition....164

³⁹ Kenneth S. Bordens – Irwin A. Horowitz, Social Psychology 3rd Edition....164-165

⁴⁰ Kenneth S. Bordens – Irwin A. Horowitz, Social Psychology 3rd Edition...199

⁴¹ Rebecca Hughes (eds), *Teaching and Researching Speaking: Second Edition*, (London: Pearson, Longman, 2011), 7

Pronunciation in English becomes important in speaking. As Brown states, the pronunciation as a factor from six factors why speaking English is imporant.⁴² In other word, someone who wants to be good in speaking English, they must pay attention to 6 factors above, and one of them is pronunciation.

According to Barbara, pronunciation is "production and perception of some significant sounds of a particular language in order to achieve meaning in contexts of language use".⁴³ The point of pronunciation here to produce some specific sounds the get the meaning of language in some topic. Barbara also said, pronunciation has three important elements, there are segmental sounds, stress and unstressed and intonation, or it is also called as 'speech melody'.⁴⁴

In teaching and learning language, pronunciation used to be a "Cinderella".⁴⁵ It happens because linguist and language learners take more time to learn grammar and vocabulary than learn pronunciation. Even though it is called Cinderella, pronunciation can be a key to be mastered in communication competence. Then, in learning language pronunciation takes an important as same as another skills in language learning and speaking skills.

Pronunciation is a study how to produce words.⁴⁶ This study itself talks about the process how the words are produce from producing organ. According to Bygate, the producing organ is included as lips, tongue, teeth, alveolar

⁴² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Addition*, (California: Longman, 2000), 267

⁴³ Barbara Seidlhofer "Pronunciation" in Ronald Carter & David Nunan (eds), *Teaching English to Speakers to...*, 56

⁴⁴ Barbara Seidlhofer "Pronunciation" in Ronald Carter & David Nunan (eds), *Teaching English to Speakers to...*, 56

⁴⁵ Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers...* 2; Barbara Seidlhofer (eds), *Teaching English to Speakers...* 56

⁴⁶ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction...", 2

palate, velum, glottis, mouth cavity and breath.⁴⁷ Yule also states, whether the bilabials, labiodentals, dentals, alveolar, palatals, velars, and glottal are also included into producing organ, and those organs are the place where the consonant alphabets are produced.⁴⁸ After the words are produced, the mouth will rise that words and it causes a sound. Every word has different sound. In language, the different sounds called as phonemes.⁴⁹

Pronunciation of every person is quite different each other. The pronunciation of someone in English, specifically for non-native speaker is affected into some factors. According to Kenworthy in Brown's book, there are 6 factors that affect someone's pronunciation. Those factors are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good pronunciation.⁵⁰

Native language, is most factor that influence the pronunciation of someone. Their native language itself, can cause the accent of someone in speaking English. They can decrease it if they learn English more from some media and use the target accent that they like to speak in English.

Age, the most people says, whether the child who learns native language, can be great in that language. However, Kenworthy states, whether the adults also can be good at a native language if they learn more and more.⁵¹ Then, there is no age restriction in learning native language.

Exposure, this is about someone who is usually exposure to someone who can influence their English pronunciation. For example, they can get their pronunciation because they used with someone who speak English, or they usually see videos or hear songs in English.

⁴⁷ Martin Bygate "Speaking" in Ronald Carter & David Nunan (eds), *Teaching English to Speakers*... 16

⁴⁸ George Yule. The Study of Language: Fourth Edition. (New York: Cambridge University Press, 2010), 28

⁴⁹ Gerald Kelly – Jeremy Harmer (Eds), *How to Teach Pronunciation*. (Malaysia: Pearson Education Limited, 2001), 1

⁵⁰ H. Douglas Brown, Teaching by Principles: An Interactive Approach ... ", 284

⁵¹ H. Douglas Brown, Teaching by Principles: An Interactive Approach ... ", 284

Innate phonetic ability, this is about the influence of first language towards foreign language in pronunciation. It happens to most of people who learn the English as foreign language and it is not their national language. They can decrease the influence of their national language in pronouncing English words with improving more English pronunciation.

Identity and language ego, this is about the second identity that perhaps rising while people learn the foreign language. Sometimes, people are afraid about that second identity. However, they would not to be afraid to reach their target in learning foreign language.

Motivation and concern for good pronunciation. Actually, learning everything, someone needs motivation to have spirit reaching the target. It is no exception in learning pronunciation in English. The motivation is more important for people who want to be able in English pronunciation with purpose to reach something, such as their dreams. It can make them more excited to get better in English pronunciation.

In pronunciation, there is an accent. In a journal by Betty Birner, the accent as broadly is a style of sound that is out from mouth while speaking.⁵² The style itself is based on the country that the speaker are from or based on the language that they learn, if this is not their native language. In her journal, Birner also states whether the accent is divided into 2 types, based on the speakers. There are foreign accent and native accent.⁵³ The foreign accent is the accent of language or English that is spoken by people who are not native speakers of English. The native accent is the accent of English that is spoken of native speakers. The example of native accent, Australian accent, American accent, Canadian accent, Australian accent and many more.

⁵² Betty Birner, "Why do Some People Have an Accent" *Linguistic Society of America*, 1999, 3

⁵³ Betty Birner, "Why do Some People Have an Accent" *Linguistic Society of America*, 1999, 3

B. Review of Previous Study

In this research, the researcher is inspired from some studies that have similar topic with this research. There are five previous studies that are used in this research. The first of previous study is entitled with "Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners" by Zhiqin Wang. The purpose of this study was investigating the effectiveness of three models of teaching English speaking and proposing four methods that were suitable in four stages: pre-speaking, while-speaking, post speaking and extension practice. The participant of this study were 100 junior English majors at China West Normal University (CWNU) Sichuan. The result of this study was the researcher found if there was so difficult for the participant to take both of fluency and accuracy together in oral English.⁵⁴

The second previous study is entitled with "ADHD and Adolescent EFL Learners' Speaking Complexity, Accuracy, and Fluency in English" by Hamid Marashi and Mohammad Dolatdoost. This study talked about the relationship between Attention Deficit/Hyperactivity Disorder (ADHD) and speaking complexity, accuracy and fluency among Iranian EFL learners. The result of this study is about the correlation between ADHD and speaking complexity, accuracy and fluency which it can be negative or positive correlation.⁵⁵

The title of third previous study is "Attitudes and Motivation of Chadian Learners of English" by Gilbert Tagne Safotso and Ndoubangar Tompte. This study discussed about Chadian learners' attitude and motivation in learning English based on the gender. The purpose of researchers did this research were because of the demonstration of learning English in Africa. The result of the study was both of male and female students had positive

⁵⁴ Zhiqin Wang, "Developing Accuracy & Fluency in Spoken English of Chinese EFL Learners" *English Language Teaching* Vol. 7 No. 2, 2014, 113-115

⁵⁵ Hamid Marashi & Mohammad Dolatdoost, "ADHD and Adolescent EFL Learners' Speaking Complexity, Accuracy and Fluency in English" *Iranian Journal of Language Teaching Research* Vol. 4(2), July 2016, 105

attitude in learning English, which means they had high interest in learning English. $^{\rm 56}$

The fourth previous study entitled with "Analysis of Young Learners' and Teenagers' Attitudes to English Language Learning" by Seda Arda and Feyza Doyran. This study discussed about the attitudes of Turkish young learners and teenagers towards learning English. The purpose of the study was about the changing attitude of young learner and teenager and the result had the correlation with the assumption. The assumption was if the teenagers would lose their desire in learning language and less motivated in learning language. The final result of this study showed if the young learners were more enthusiasm in learning language than the teenagers, and it had correlation with the assumption.⁵⁷

The last previous study entitled "Japanese Attitudes Towards Their English Pronunciation" by Janne Loisa. This study investigates about the Japanese attitude towards English pronunciation. This study is the continual of Tokumoto & Shibata's study, with the participant more general. The researcher takes the participants randomly with some criteria: age from 19 to 30 years old, speak Japanese, learn English. The researcher investigates using questionnaire. The result of this study is about the attitude of Japanese toward their English pronunciation and comparing the study with the previous one. The result of comparing shows, whether there is no difference between the previous and this study. However, this study gets the attitude more positive than the previous one.⁵⁸

Comparing the all of previous studies and this recent one, the study that is done by Zhiqin Wang discusses about the teaching method to improve students' speaking, and pronunciation accuracy in speaking is included in that method. Difference with this recent study that more focused on students' speaking, specifically in students' attitude towards English pronunciation. The second study that is done by Hamid Marashi and Mohammad Dolatdost, discusses

⁵⁶ Gilbert Tagne Safotso & Ndoubangar Tompte, "Attitudes and Motivation of Chadian Learners of English" *World Journal of Education*, Vol. 8 No. 2, 2018, 174

⁵⁷ Seda Arda & Feyza Doyran, "Analysis of Young Learners' and Teenagers' Attitudes to English Language Learning". *International Journal of Curriculum and Instruction* Vol. 9(2), 2017, 179

⁵⁸ Loisa, Janne. Bachelor's Thesis: "Japanese Attitudes Towards Their English Pronunciation", (Jyväskylä: University of Jyväskylä, 2014), 7-8

about the correlation between Attention Deficit/Hyperactivity Disorder (ADHD) and speaking accuracy, fluency and complexity of the learners. Whether that study focuses on disorder in speaking, this study is more focused on students' attitude toward English pronunciation. The third study that is done by Gilbert Tagne Safotso and Ndoubangar Tompte discusses about students' attitude and motivation toward learning English. Then, that study and the recent one has the similarity, discuss the attitude of learners. However, the previous one discusses English as general, then the recent one gets specifically into English pronunciation. The fourth study that is done by Seda Arda and Feyza Doyran also discusses about the attitude of young learners and teenagers toward learning English. Whether that study makes the correlation between two participants in learning English as general, this recent study discusses the students' attitude towards English pronunciation, without correlation between two or more participants. The last study that is done by Janne Loisa discusses about Japanese attitude towards English pronunciation. Whether that study takes the participant randomly with some criteria, this recent study takes a plan for participant. Then, this recent study just more focus on the attitude of high school students toward English pronunciation.

CHAPTER III RESEARCH METHOD

This chapter explains about the method that is used for this research. This chapter includes some points, there are research design, setting of research, object of research, data and source of data, data collection technique & instrument and data analysis technique.

A. Research Design

This research investigates about students' attitude toward pronunciation in English. This research uses qualitative study as a research design. According to Creswell, qualitative approach research is a research that has a purpose to investigate people's behaviour and attitude.⁵⁹ That statement is the most strength reason why this research uses qualitative research for research design because the purpose of this research is to investigate the attitude of students towards pronunciation in English.

B. Setting of the Research

a. The place of the research

This research took a place at SMA Muhammadiyah 1 Taman. This school was located at Jl. Raya Ketegan No. 35 Sepanjang, Taman-Sidoarjo.

b. The time of research

The researcher did the research during odd semester from August to September 2019.

⁵⁹ John. W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods* Approaches 4th Edition. (California: SAGE: 2014), 98

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C. Subject of Research (Participant)

The subject technique of this research uses maximal variation purpose sampling. According to Creswell, maximal variation purpose sampling is a way of sampling technique based on some participants with some characteristic differently.⁶⁰ Because most of senior high schools in Indonesia are divided into two kinds, there are social and science class, then in this research, the researcher uses that two classes, there are 12th grade social and 12th grade science.

The amount of participants that conducts in this research is 57 students of 12th grade of high school, which 34 students are from the 12th grade science and 23 students are from the 12th grade social. Creswell states if qualitative research does not take many individuals as participant. According to Creswell, the amount of participant in qualitative research range from 1 or 2 participants to 30 or 40 participants.⁶¹ Creswell also states, if a researcher takes fewer participants in their qualitative research, the research will be better to be analyzed and minimize the big amount of differ result of research.⁶² In this research, the researcher takes the participants little bigger than what Creswell suggest, which 57 of senior high school students from two classes, because the researcher takes group participant than single participant.

D. Data and Source of Data

The data that is used for this research is qualitative data. The researcher needs the data to answer the question of students' attitude toward pronunciation in English. Then, the researcher uses qualitative research to analyse those questions. According to Creswell, observation, interview, open-ended questions and documents can aswer qualitative questions.⁶³The data of this research is the answers of questionnaire that are answered by

⁶⁰ John. W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th Edition.* (Boston: PEARSON: 2012), 207

⁶¹ John. W. Creswell, Educational Research..., 209

⁶² John. W. Creswell, Educational Research..., 209

⁶³ John. W. Creswell, Research Design ..., 98

participants. The answer relate to students' attitude which is divided into three categories; cognitive, affective and behaviour.

The source of data for this research is students who have to answer the questionnaire. The sampling technique that researcher uses for this study is maximal variation purpose sampling. According to Creswell, maximal variation purpose sampling is a way of sampling technique based on some participants with some characteristic differently.⁶⁴ In this research, the researcher takes 2 groups of participants: first participant is from 12th grade of science class and the second participant is from 12th grade of social class. The participants that conducts in this research are 57 students, which 34 students are 12th grade of science students and 23 students are 12th grade of social students. Here, the researcher does not take the big participants because as Creswell states, whether qualitative research does not need many participants to make research analyzing easier and minimize the big amount of differ result of research.⁶⁵

E. Data Collection Technique

The technique of data was using manual data collecting technique. The steps of collecting data were the researcher came to the target school of the research, then the researcher shared the questionnaire sheet to the participants on free time after the researcher got the permission from the teacher. Then, the researcher gave time for participants to answer the questionnaire. The researcher gave about 15 minutes for participants to answer the questionnaire, After the participants had done answering questionnaire, the researcher took back the questionnaire. Then the researcher analyzed the answer using microsoft excel, which the amount of answer was divided into 3 categories: Cognitive, Affective and Behaviour aspect.

F. Research Instrument

The researcher uses one research instrument for this research. The researcher uses questionnaire as research instrument.

⁶⁴ John. W. Creswell, Educational Research ..., 207

⁶⁵ John. W. Creswell, Educational Research..., 209

The type of the questionnaire that is used in this research is openended questionnaire.

a. Open-ended question

In this research, the researcher uses attitudinal questions. The researcher uses this type because this question asks about attitudes⁶⁶ that relate to the topic of this research. The questionnaire for this research, the researcher adapt a questionnaire from a thesis entitled "Japanese Attitudes towards Their English Pronunciation" by Janne Loisa. The researcher chooses to adapt the questionnaire from that thesis because the thesis discusses the same topic with this research. The adaptation uses with some additional and change.

In this research, the researcher uses open-ended questionnaire with two type questions: statement question and take a note question. The statement question is question as close-ended question, whether the participant gives checklist to the answer that reflects them. According to Creswell, close-ended question in qualitative research can give benefit to give the information that reflecting the theory and literature that is used in a reseach.⁶⁷ Then, the researcher takes the close-ended question for this research to answer the research question clearly. The type of close-ended question in this research is scaled questions. According to Jo & Steve McDonough in their book, they state that scaled question is the question with statement form that has a purpose to ask the degree of agreement.⁶⁸ The form of closeended question for this research is scaled question with 5 choices for each aspect questions. Because this is attitude question, and as the theory of attitude, this close-ended question is divided into three parts; cognitive questions, affective questions and behaviour questions. The number of question for cognitive question is 4 questions, and the

⁶⁶ Zoltan Dornyei, *Research Methods in Applied Linguistic: Quantitative, Qualitative and Mixed Methodology*.(Oxford: Oxford University Press: 2007), 102

⁶⁷ John. W. Creswell, Educational Research ..., 220

⁶⁸ Jo McDonough – Steve McDonough, Research Methods for English Language Teachers (London: Arnold, 1997), 176

number of question for both affective and behaviour question are 7 questions.

The second question is taking notes question, whether in this question the participant can explain their answer. The type of question here is open-ended question. According to Creswell, open-ended question for research method in a research has a purpose to explore more the close-ended question and to give chance to participant to give the comment or other answer that cannot be answered in close-ended question.⁶⁹ In this research, the answer of open-ended question has purpose to support the answer in close-ended question. There are three questions for open-ended question: 1 cognitive question, 1 affective question and 1 behaviour question.

G. Data Analysis Technique

There are some steps of the technique to analyze the data. The analyzed data that was the questionnaire. According to Donald Ary *et al* in their book, they state there are some steps for analyzing qualitative data: Familiaring and Organizing, Coding and Reducing, Interpreting and Representing.⁷⁰ There are the step of analyzing the data for this research:

a. Familiaring & Organizing

In this step, the researcher familiarized the data with reading and seeing the answer of participants as overall. Then the researcher wrote down the answer as manually.

b. Coding & Reducing

In this step, the researcher coded the data. The researcher divided the answer into three categories: cognitive, affective and behaviour. Then, the researcher categorized the answer from five choices.

c. Interpreting & Representing

⁶⁹ John. W. Creswell, Educational Research ..., 220

⁷⁰ Donald Ary *et al.*, Introduction to Research in Education 8^{th} Edition (California:

Wadsworth, 2010), 481-491

In this step, the researcher interpreted the participants' answer into percentage. The researcher used the formula to count the percentage of answer from five categories. This is the formula that researcher uses:

P= the percentage of participants' answer F= the number of participants' answer N= the number of participants

After the researcher got the percentage of participants' answer in five categories, the researcher represented those percentage into some charts that divided into three categories: cognitive, affective and behaviour aspect.

H. Research Stages

There are some stages that researcher does for this research:

- 1. The researcher came to SMA Muhammadiyah 1 Taman to ask permission about doing some research in that school
- 2. After getting the permission, the researcher went to the classes which were chosen to be participant and distributed the questionnaire about their attitude towards pronunciation in English. The researcher gave about 15 minutes for participants to answer the questionnaire.
- 3. After times up, the researcher took back the questionnaire.
- 4. The researcher analyzed the participants' answer and described about their attitude towards pronunciation in English.

CHAPTER IV RESEARCH FINDING & DISCUSSION

This chapter explains about the analysis of this research. The analysis is about the answer of questionnaire that have been answered by 12th science students and 12th social students in SMA Muhammadiyah 1 Taman and the discussion of the result.

A. Research Findings on Student' Attitude towards English Pronunciation

To find out the students' attitude towards pronunciation in English, the researcher distributed questionnaire to 57 students in SMA Muhammadiyah 1 Taman. Those 57 students are students from a class of 12th science class and a class from12th social class. The questionnaire is divided into 2 kinds; there are close-ended question and open-ended question. Each question also has 3 aspects based on the Rosenberg and Hoyland theory toward attitude, there are cognitive, affective and behaviour.⁷¹ The number of questions that is distributed to students are 21 questions which 18 questions are statement question. For the questions, the researcher adapt that questions from a thesis entitled "Japanese Attitudes Towards Their English Pronunciation" by Janne Loisa.⁷²

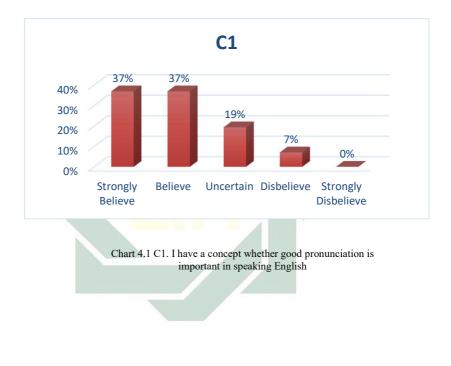


⁷¹ J. Richard. Eiser, *The Expression...*, 11

⁷²Loisa, Janne. Bachelor's Thesis: "Japanese Attitudes Towards Their English Pronunciation", (Jyväskylä: University of Jyväskylä, 2014), 18

a. Research Finding in Cognitive Aspect

According to Rosenberg and Hovland, in attitude cognitive means the belief of someone about something.⁷³ It also has a meaning about the knowledge of someone about something. There are 4 questions in close-ended question and 1 question in open-ended question for cognitive aspects in this research.



⁷³ J. Richard. Eiser, The Expression..., 11

Based on the chart 4.1, 37% students strongly believeif they have a concept whether good pronunciation is important in speaking English. 37% also believe if they have a concept whether good pronunciation is important in speaking English. 19% of students are uncertain if they have a concept whether good pronunciation is important in speaking English. 7% students disbelieve if they have a concept whether good pronunciation is important in speaking English. None of students strongly disbelieve if they have a concept whether good pronunciation is important in speaking English. It can be concluded if most of students strongly believe and believe if they have a concept whether good pronunciation is important in speaking English.

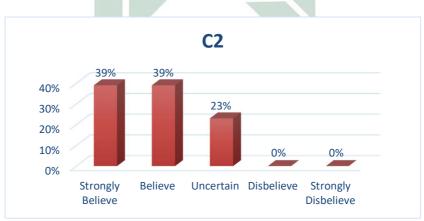


Chart 4.2 C2. I get my English pronunciation from online games, books and movies that I use

Based on chart 4.2, 37% students strongly believe if they get their English pronunciation from online games, books and movies that they use. 37% of students also believe if they get their English pronunciation from online games, books and movies that they use. 23% are uncertain if they get their English pronunciation from online games, books and movies that they use. None of students disbelieve and strongly disbelieve if they get their English pronunciation from online games, books and movies that they use. It can be concluded if most of students strongly believe and believe if they get their English pronunciation from online games, books and movies that they use.



Chart 4.3 C3. How English teacher teaches English can influence my English pronunciation

Based on chart 4.3, 7% students strongly believe if their influences their English teacher English pronunciation. 42% students believe if their English teacher influences their English pronunciation. 44% of students are uncertain if their English teacher influences their English pronunciation. 9% students disbelieve if their English teacher influences their English pronunciation. None of students strongly disbelieve if their English teacher influences their English pronunciation. It can be concluded if most of students are uncertain if their English teacher influences their English pronunciation.

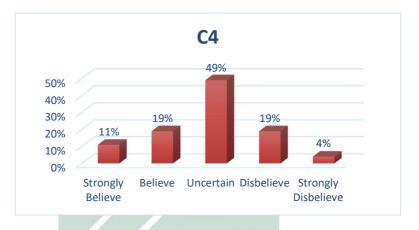


Chart 4.4 C4. I learn English pronunciation from native speakers

Based on chart 4.4, 11% students strongly believe if they learn English pronunciation from native speakers. 19% of students believe if they learn English from native speakers. 49% students are uncertain if they learn English from native speakers. 19% students disbelieve if they learn English from native speakers. 4% students strongly disbelieve if they learn English from native speakers. It can be concluded if most of students are uncertain if they learn English from native speakers.

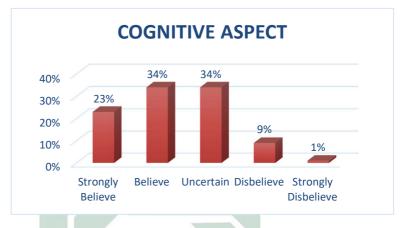
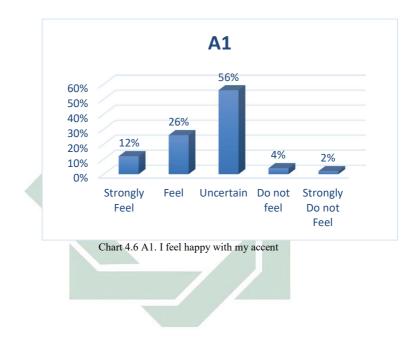


Chart 4.5 Cognitive Aspects

Based on chart 4.5, 23% students strongly believe as overall in cognitive aspect. 34% students believe as overall in cognitive aspect. In same percentage number of students, 34% students, are uncertain as overall in cognitive aspect. 9% students disbelieve as overall in cognitive aspect. 1% students strongly disbelieve as overall. It can be concluded if most of students believe and are uncertain as overall in cognitive aspect. Then, it can be concluded most of students have positive attitude in cognitive aspect. There is also a notes question for cognitive aspect. The question is asking about the media that they use to improve their English pronunciation. Most of students use kind of media, such as YouTube, songs, movies, games (online &offline), books, installed application and social media to help them improving their English pronunciation.

b. Research Finding in Affective Aspect

According to Rosenberg and Hovland, in attitude affective means a sympatical responses.⁷⁴ It relates to feeling and emotion towards their knowledge. It can happen because according to Olson and Maoio, if the knowledge of someone can influence their feeling.⁷⁵ There are 7 questions of close-ended question and an open-ended question in affective aspects for this research.



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⁷⁴ J. Richard. Eiser, The Expression..., 11

⁷⁵ James M. Olson and Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality...*, 311

Based on chart 4.6, 12% students strongly feel happy with their accent. 26% students feel happy with their accent. 56% students are uncertain if they feel happy with their accent. 4% students do not feel happy with their accent. 2% students strongly do not feel happy with their accent. It can be concluded if most of students are uncertain if they feel happy with their accent.

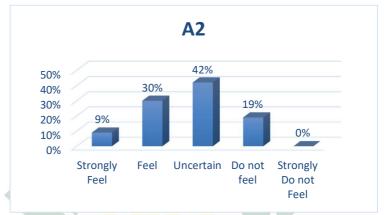


Chart 4.7 A2. I am confident speaking English with my accent

Based on chart 4.7, 9% students strongly feel confident speaking English with their accent. 30% students feel confident speaking English with their accent. 42% students are uncertain if they are confident speaking English with their accent. 19% students do not feel confident speaking English with their accent. None of students strongly do not feel confident speaking English with their accent. It can be concluded most of students are uncertain if they are confident speaking English with their accent. It can be concluded most of students are uncertain if they are confident speaking English with their accent.

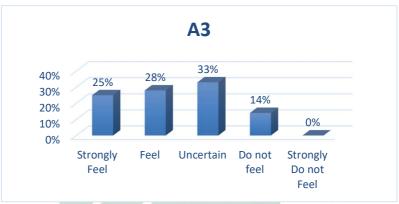


Chart 4.8 A3. I would like to have native-like pronunciation

Based on chart 4.8, 25% students strongly feel if they would like to have native-like pronunciation. 28% students feel if they would like to have native-like pronunciation. 33% students are uncertain if they would like to have native-like pronunciation. 14% students do not feel if they would like to have native-like pronunciation. No students strongly do not feel if they would like to have native-like pronunciation. It can be concluded if most of students are uncertain if they would like to have native-like pronunciation.

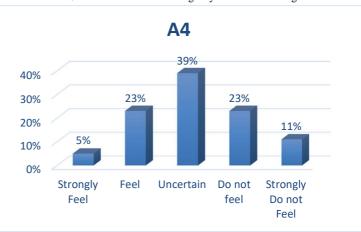


Chart 4.9 A4. I do not want to change my own accent in English

Based on chart 4.9, 5% students strongly feel if they do not want to change their own accent in English. 23% students feel if they do not want to change their own accent in English. 39% students are uncertain if they do not want to change their own accent in English. 23% students do not feel if they do not want to change their own accent in English. 11% of students strongly do not feel if they do not want to change their own accent in English. It can be concluded if most of students are uncertain if they do not want to change their own accent in English.

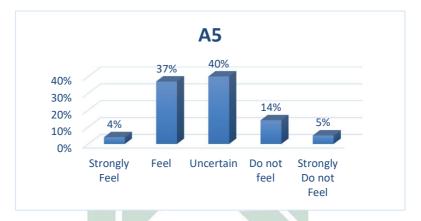


Chart 4.10 A5. I have a doubt with my English accent

Based on chart 4.10, 4% students strongly feel if they have a doubt with their English accent. 37% students feel if they have a doubt with their English accent. 40% students are uncertain if they have a doubt with their English accent. 14% students do not feel if they have a doubt with their English accent. 5% students strongly do not feel if they have a doubt with their English accent. It can be concluded if most of students are uncertain if they have a doubt with their English accent.

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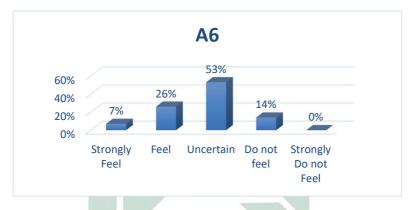


Chart 4.11 A6. I am very proud of my English pronunciation

Based on chart number 4.11, 7% students strongly feel if they are very proud of their English pronunciation. 26% students feel if they are very proud of their English pronunciation. 53% students are uncertain if they are very proud of their English pronunciation. 14% students do not feel if they are very proud of their English pronunciation. None of students strongly do not feel if they are very proud of their English pronunciation. It can be concluded if most of students are uncertain if they are very proud of their English pronunciation.

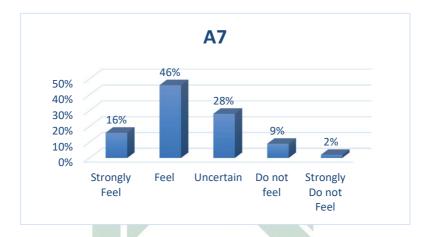


Chart 4.12 A7. I feel nervous if I have bad pronunciation in English

Based on chart 4.12, 16% students strongly feel if they feel nervous whether they have bad pronunciation in English. 46% students feel if they feel nervous whether they have bad pronunciation in English. 28% students are uncertain if they feel nervous whether they have bad pronunciation in English. 9% students do not feel if they feel nervous whether they have bad pronunciation in English. 2% students strongly do not feel if they feel nervous whether they have bad pronunciation in English. It can be concluded most of students feel if they feel nervous whether they have bad pronunciation in English. It



Chart 4.13 Affective Aspects

Based on chart 4.13, 11% students strongly feel as overall in affective aspect. 31% students feel as overall in affective aspect. 42% are uncertain as overall in affective aspect. 14% students do not feel as overall in affective aspect. 3% students strongly do not feel as overall in affective aspect. It can be concluded most of students are uncertain as overall in affective aspect. Then, most of students have positive attitude in affective aspect. There is also a notes question for affective aspect. The question is asking about the critic from foreigner that whether students get toward their English pronunciation and how about their response if they get it. Most of students ever get the critic from foreigner toward their English pronunciation. They are excited and very happy while foreigner critic their English pronunciation, they also want to correct their pronunciation to make their English pronunciation better.

c. Research Finding in Behaviour Aspect

According to Rosenberg and Hovland, behaviour is someone's action.⁷⁶ It also has a meaning about what someone does. According to Olson and Maohio, behaviour of someone can show the cognitive and affective of themselves.⁷⁷ It means that people can predict someone's knowledge and someone's feeling only from what they do. As Montano and Kasprzyk state, the attitude of someone can be seen from their behaviour.⁷⁸ People can assume the attitude of someone just from the way someone's act. Because of that, behaviour is included as a part of attitude. This research takes 7 close-ended questions and 1 open-ended question for behaviour aspects.



⁷⁶ J. Richard. Eiser, *The Expression...*, 11

⁷⁷ James M. Olson and Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality...*, 312

⁷⁸ Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude & Motivation in Bilingual Education", *IJEP – International Journal of Educational Psychology, Vol. 7 No.* 3 October 2018, 320

Based on chart 4.14, 18% students strongly do if they speak English with their own accent. 56% students do if they speak English with their own accent. 26% students are uncertain if they speak English with their own accent. None of students both do not do and strongly do not do if they speak English with their own accent. It can be concluded most of students do if they speak English with their own accent.



Chart 4.15 B2. Native speakers can understand my English accent

Based on chart 4.15, 4% students strongly do if native speakers can understand their English accent. 21% students do if native speakers can understand their English accent. 51% students are uncertain if native speakers can understand their English accent. 23% students do not do if native speakers can understand their English accent. None of students strongly do not do if native speakers can understand their English accent. It can be concluded most of students are uncertain if native speakers can understand their English accent.

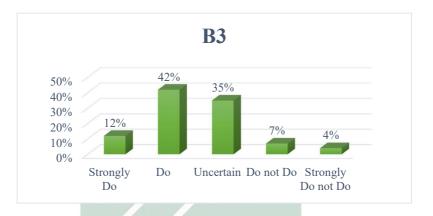


Chart 4.16 B3. I get some difficult when I speak English with native-like accent

Based on chart 4.16, 12% students strongly do if they get some difficult when they speak English like native speakers. 42% students do if they get some difficult when they speak English like native speakers. 35% students are uncertain if they get some difficult when they speak English like native speakers. 7% students do not do if they get some difficult when they speak English like native speakers. 4% students strongly do not do if they get some difficult when they speak English like native speaker. It can be concluded if most of students do if they get some difficult when they speak English like native speakers.

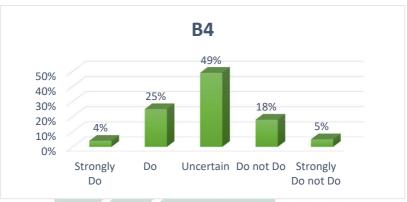


Chart 4.17 B4. I used to imitate native-accent while speaking English

Based on chart 4.17, 4% students strongly do if they used to imitate native-accent while speaking English. 25% students do if they used to imitate native-accent while speaking English. 49% students are uncertain if they used to imitate native-accent while speaking English. 18% students do not do if they used to imitate native-accent while speaking English. 5% students strongly do not do if they used to imitate native-accent while speaking English. It can be concluded if most of students are uncertain if they used to imitate native-accent while speaking English.

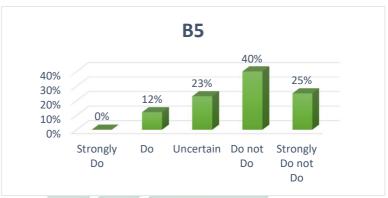


Chart 4.18 B5. I could be an English teacher with my accent

Based on chart 4.18, none of students strongly do if they could be an English teacher with their accent. 12% students do if they could be an English teacher with their accent. 23% students are uncertain if they could be an English teacher with their accent. 40% students do not do if they could be an English teacher with their accent. 25% students strongly do not do if they could be an English teacher with their accent. It can be concluded that most of students do not do if they could be an English teacher with their accent. It can be concluded that most of students do not do if they could be an English teacher with their accent.

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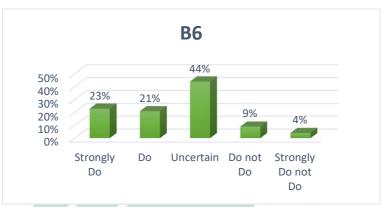


Chart 4.19 B6. My English pronunciation can be acceptable in international companies

Based on chart 4.19, 23% students strongly do if their English pronunciation can be acceptable in international companies. 21% students do if their English pronunciation can be acceptable in international companies. 44% students are uncertain if their English pronunciation can acceptable in international be companies. 9% students do not do if they English pronunciation can be acceptable in international companies. 4% students strongly do not do if their English pronunciation can be acceptable in international companies. It can be concluded if most of students are uncertain if their English pronunciation can be acceptable in international companies.

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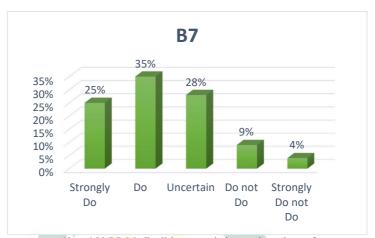


Chart 4.20 B7. My English pronunciation can be a chance for me to get an international scholarship

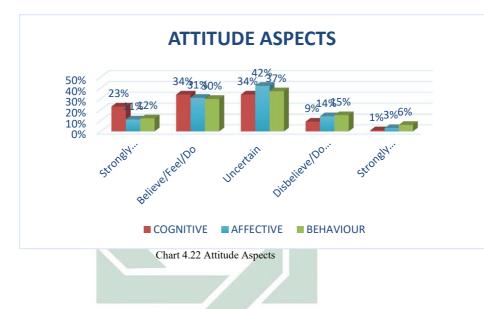
Based on chart 4.20, 25% students strongly do if their English pronunciation can be a chance for them to get an international scholarship. 35% students do if their English pronunciation can be a chance for them to get an international scholarship. 28% students are uncertain if their English pronunciation can be a chance for them to get an international scholarship. 9% students do not do if their English pronunciation can be a chance for them to get an international scholarship. 4% students strongly do not do if their English pronunciation can be a chance for them to get an international scholarship. 4% students strongly do not do if their English pronunciation can be a chance for them to get an international scholarship. It can be concluded most of students do if their English pronunciation can be a chance for them to get an international scholarship.



Based on chart 4.21, 12% students strongly do as overall in behaviour aspect. 30% students do as overall in behaviour aspect. 37% students are uncertain as overall in behaviour aspect. 15% students do not do as overall in behaviour aspect. 6% students strongly do not do as overall in behaviour aspect. It can be concluded most of students are uncertain as overall in behaviour aspect. Then, most of students has positive attitude in behaviour aspect. Then, there is also a notes question for behaviour aspect. The question is asking about the dream of students in future that related to English, speaking English for specific. Most of students want to be flight attendant (11%), study abroad (9%), tour guide (7%), entrepreneur (5%), English teacher (4%), reporter (4%), sport commentator (4%), sociologist (4%), English speaker (4%), International Relation staff (4%), Master of Ceremony/MC (2%), architect (2%), Medical Analyst (2%), soldier (2%), English litterateur (2%), Law & Human Rights Minister staff (2%) and IT expert (2%). Other students also have dream, but their dream is has no relation into English or English speaking.

B. The Discussion of Student' Attitude towards English Pronunciation

This sub-chapter contains the discussion of this research that relates to the result findings. This discussion relates to theory of attitude which there are three aspects that will be discussed. Those aspects are cognitive aspect, affective aspect and behaviour aspect. Based on that theory, the discussion of this research is divided into those three aspects: cognitive, affective and behaviour aspect.



The chart 4.22 presents about the percentage of attitude aspects as overall, which include cognitive aspect, affective aspect and behaviour aspect. The cognitive aspect is symbolized with red colour. The affective aspect is symbolized as blue colour and the behaviour aspect is symbolized as green colour. Then, for the explanation of those aspects are in the following points.

a. The Positive Attitude toward English Pronunciation in Cognitive Aspect

From the chart 4.22, it can be concluded whether the students have positive attitude in cognitive aspect. It can

be seen from that chart whether 34% students believe and are uncertain in cognitive aspect, which in cognitive questions in C1 and C2 most students answer strongly believe and believe, and most of students answer uncertain for question C3 and C4. According to Rosenberg and Hovland, cognitive in attitude has a meaning as the perception of someone, which it can be their belief towards something.⁷⁹

Based on the questionnaire, the students believe if they have a concept whether good pronunciation is important in speaking English. It becomes important, because as Wang states, pronunciation is one of three main points in speaking accurately beside vocabulary and grammar.⁸⁰ Pronunciation is also a skill which has relation with speech organ, then it becomes important in speaking skill. Not only speaking for education, but pronunciation also important in communication. As Morley states, whether pronunciation is main component in a communicative skill.⁸¹ In attitude as cognitive aspect, it is related to their belief towards English pronunciation. As Montano & Kasprzyk state, the attitude is an individuals' belief towards something.⁸² It can be concluded which most of students at SMA Muhammadiyah 1 Taman has a belief whether pronunciation is important for them while speaking English.

Most of students believe if they get their English pronunciation from media that they use. Most of media that they use are YouTube, songs, movies, both online and offline games, books, installed application and social media. Then, learning language from media is better to improve their language skill, because according to Joseph & Uther, learning language from some media can help students to get more experiences and they also can learn

⁷⁹ J. Richard. Eiser, *The Expression...*, 11

⁸⁰ Zhiqin Wang, "Developing Accuracy & Fluency..., 110

⁸¹ Barbara Seidlhofer "Pronunciation" in Ronald Carter & David Nunan (eds), *Teaching English to Speakers to...*, 56

⁸² Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude & Motivation in Bilingual Education",....., 320

about the culture of the language that they learn about.⁸³ To get their knowledge as their belief towards something, they can get them into 2 ways, direct and indirect, as Olson & Maio state, and one of them is media.⁸⁴ Then, most of students at SMA Muhammadiyah 1 Taman use some media as their indirect way to get their knowledge about English pronunciation.

Most of students answer uncertain whether their English teacher can influence their English pronunciation. Same as the previous one, the indirect ways to get knowledge as a belief towards something are media, parents, and many more.⁸⁵ However, most students at SMA 1 Taman prefer to get their knowledge about English pronunciation from some media than from their teacher.

The students relatively choose uncertain if they learn English pronunciation from native speakers. They answer uncertain because the native speaker is not the most way which they get their knowledge about English pronunciation. However, they used to get their knowledge from media that they use.

In brief, the most students have positive attitude toward their pronunciation in English. It can be seen from the question's answer whether most students believe pronunciation in English is important in English. They also believe if they use some media as their references to improve their English pronunciation. Then the most students have positive attitude in cognitive aspect toward pronunciation in English.

b. The Positive Attitude toward English Pronunciation in Affective Aspect

 ⁸³ Denis Liakin, Walcir Cardoso, Natallia Liakina, "Learning L2 Pronunciation with A Mobile Speech Recognizer: French /y/ *Equinox Online Publishing*. Vol. 32.1 2015, 5
⁸⁴ James M. Olson and Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality and Social Psychology....*,311

⁸⁵ James M. Olson and Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality and Social Psychology....*,311

From chart 4.22, it can be concluded that the students have positive attitude in affective aspect. It can be seen from that chart whether 42% students answer uncertain relatively for affective questions, which most students answer uncertain for question A1, A2, A3, A4, A5 and A6. For question A7, most students answer feel. According to Rosenberg & Hovland, affective in attitude means attitude responses that relate to affection or emotion of someone towards something.

In question A1, most students are uncertain whether they feel happy with their accent. As Descrates theory about affective, which this emotion include as happiness emotion.⁸⁶ Kretch and Crutchfield also state about the emotion, and include happy as primary emotional with sad, angry and scary and as sensory stimulation emotional with hurt, horrible and disgusted.⁸⁷ Then, most of students at SMA Muhammadiyah have happiness emotion, or primary emotional and sensory stimulation emotional towards their English accent.

In question A2, most of students answer uncertain whether they are confident speaking English with their accent. Uncertain here still means confident enough. As Kretch & Crutchfield state, the confidence here is included in self-assessment emotional with shy and guilty.⁸⁸ This confident feeling include proud feeling, because when someone feels proud of something, they will be confident to do something towards their proudness. It can be concluded whether most of students have self-assessment emotional toward their confidence in speaking English.

Most of students answer uncertain if they would like to have native-like pronunciation. This is about their desire having English pronunciation like native speakers. As Descrates states, this feeling is included as desire and lust emotional.⁸⁹ Then, it can be concluded whether most of

⁸⁶ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi ..., 80

⁸⁷ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi ..., 80

⁸⁸ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi ..., 80

⁸⁹ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 80

students have desire and lust emotion towards pronunciation like native speakers.

In A4 question, most of students answer uncertain whether they do not want to change their own accent in English. As Descrates states, it is about desire and lust emotional.⁹⁰ It can be concluded whether most of students have low desire to change their own accent in English.

In A5 question, most of students answer uncertain whether they have a doubt with their English accent. From the Kretch & Crutchfield theory, they state that doubt feeling is included to heart situational emotional.⁹¹ This emotional is divided into sadness, happiness and anxiety, and doubt feeling included into anxiety because this feeling is caused someone feels anxious. It can be concluded whether most students have a doubt with their English accent.

In A6 question, most of students answer uncertain whether they are proud of their English accent. In Kretch & Crutchfield theory, this feeling is included as selfassessment emotional with shy and guilty feeling. It can be concluded whether most of students have self-assessment emotional with their English accent.

Most students answer feel whether they feel nervous if they have bad pronunciation in English. The nervous feeling, is included in heart situation feeling, based on Kretch & Crutchfield theory, with happiness, sadness and anxiety.⁹² It can be concluded whether most students have heart situation feeling if they have bad pronunciation in English.

As overall, most of students answer have positive attitude in affective aspect. It can be seen whether they answer uncertain in some questions. They are happy enough with their accent. They do not want to change their own accent in English, but they feel nervous while speaking English with bad pronunciation. In other case, they just

⁹⁰ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 80

⁹¹ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi ..., 80

⁹² Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi ..., 80

have little doubt toward their English accent. However, they should improve their English pronunciation to get more positive attitude in affective aspect.

c. The Positive Attitude toward English Pronunciation in Behaviour Aspect

From chart 4.22 above, it can be seen whether the most students have positive attitude in behaviour aspect. It can be seen whether 37% students answer uncertain for most behaviour questions. As Rosenberg and Hovland state, behaviour means the attitude of someone based on their behaviour or their action toward something.⁹³ Another expert, Montano & Kasprzyk also state, whether the behaviour is the result of individual's belief that build their attitude.⁹⁴ It can be defined as the behaviour aspect is reflected to the belief and feeling of someone towards something. Then, in this sub-chapter will be explained about the behaviour of most students towards English pronunciation.

In B1 question, most students do whether they speak English in their own accent. Because most of students are Indonesian, and they are not speaking in English, because English is not their national language, it can happen whether their accent in their first language influence their English speaking. As Kenworthy states in Brown's book, this situation is called as innate phonetic ability.⁹⁵ However, the students can also decrease their accent in their first language while speaking English and change it little by little with English accent from media that they use for learning English.

In B2 question, most of students are uncertain whether the native speakers can understand their English accent. It can happen while they speak in English because their English is still influenced by their accent in their first

⁹³ J. Richard. Eiser, The Expression..., 11

⁹⁴ Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude & Motivation in Bilingual Education",...., 320

⁹⁵ H. Douglas Brown, Teaching by Principles: An Interactive Approach ... ", 285

language. However, native speakers can still understand what students say to them, but in some cases there are some words that are misunderstanding, because the influence of the first language.

In B3 question, most students do whether they get some difficult to speak English with native-speaker accent. Speaking like native speakers is quite hard for them because they are not a native speaker and also English is not their national language or the language that they use for communication. Watkins states in his book, which the communicative competence is not kind of native-speakers like competence.⁹⁶ However, the students should learn about English speaking to native speakers, to avoid misunderstanding in pronouncing words and to make them choose which the accent that they will choose for their speaking ability.

Then, in B4 question, most students are uncertain whether they used to imitate native speakers while speaking English. It happens because the difference of the language and the accent between the students and native speakers and also the influence of students' native language while speaking English. However, they can improve their speaking using media that they use for learning English.

In B5 question, most students do not do whether they will be an English teacher with their accent. In B6 question, the most students are uncertain whether they will be acceptable in international companies using their accent. Both of two questions, according to Kenworthy in Brown's book, about motivation and concern about good pronunciation.⁹⁷ This about the motivation of someone to get better pronunciation in English just to reach something, and it can be about their dreams. For B5 question, the most students are not motivated learning English pronunciation to be an English teacher. Most of them little bit motivated to be acceptable in international companies, but most of

⁹⁶ Peter Watkins, *Learning to Teach English: A Practical Introduction for New Teachers*. (Surrey: Delta Publishing, 2008), 50

⁹⁷ H. Douglas Brown, Teaching by Principles: An Interactive Approach ... ", 285

them have their own dreams as their motivation in learning English pronunciation. Some students use their English for they dreams, such as flight attendant, MC(Master of Ceremony), sport commentator, tour guide, entrepreneur, Reporter, Sociologist, English speaker, Architect, International Relation staff, Medical Analyst, Soldier, English Litterateur, Minister Law& Human Right Staff and IT Expert. Some students want to be an English teacher, but not as many as other job. In this case, they are happy and confident use their English pronunciation to reach their dream. It also makes them learning hard about English or pronunciation in English to make their dreams come true.

In B7 question, students do if their English pronunciation can be chance for them to get international scholarship. As the previous paragraph, this about the motivation of someone for having good pronunciation or good English. Most of students are motivated to learn English and English pronunciation because they would like to reach their dream, get an international scholarship.

In brief, the most students have positive attitude in behaviour aspect, which most of them answer uncertain for most behaviour questions. Then, it needs more improving in pronunciation to get better English, but students should not imitate native speakers' accent to get better English. They can speak English well use their accent but with great pronunciation, as native speakers pronounce the words. However, the students have positive attitude in behaviour aspect.

From the chart 4.22, it can be seen whether the cognitive gets the highest percentage from all of the attitude aspects. The affective aspect holds the second place and the last place is held by behaviour aspect. Most of people has asked whether why behaviour always gets the last place in the level of attitude. Then, will be the attitude of someone positive although they get low behaviour or they have negative behaviour? As Bordens & Horowitz state, whether the positive or negative attitude of someone, and it can make

change to be a positive or negative attitude.⁹⁸ Then, if someone have good feeling and positive thought, it can be concluded whether they have positive attitude, even though the behaviour shows negative or positive but lower than affective or cognitive. It can be happened because it needs time to make the behaviour of someone being positive. Then, reflecting the thought and feeling of someone toward something into behaviour is quite hard because, they should get used to the change.



⁹⁸ Kenneth S. Bordens - Irwin A. Horowitz, Social Psychology 3rd Edition,201

CHAPTER V CONCLUSION & SUGGESTION

In this chapter, the researcher presents about the conclusion of this research. The researcher also presents the suggestion for some parties that relate to this research about attitude towards pronunciation in English.

A. Conclusion

The result of this research shows that students give positive attitude towards pronunciation in English. The students give positive attitude in term of cognitive aspect, affective aspect and behaviour aspect. In cognitive aspect, the students have the concept in their mind about the importance of pronunciation in speaking English. They also learn and improve their English pronunciation from some references to get better English pronunciation. In affective aspect, the students are glad speaking English with their accent, and they are also confident speaking English using their own accent and they are also proud enough of their English pronunciation. However, they also like to improve their English pronunciation. They also feel nervous if they speak English with bad pronunciation. In behaviour aspect, the students speak English with their own accent. Their speaking is also understood by native speaker, although in some cases their words is misunderstanding. They also like to use their English pronunciation to reach the higher education or their future work. However, they are not used to imitate the native speakers while speaking English because they think they get some difficult while they try to speak English like native speakers.

B. Suggestion

Related to the result, the researcher provides some suggestion for some parties that relate with this research. The suggestion will be given to some parties.

a. For students

Relating to the students' attitude towards English pronunciation, the students are better to improve their English pronunciation well. This is also important to improve the English skill as general everywhere, not only in school. Then, also learn everything about English, because can communicate in English is important to face the world. Then, students should be confident speaking English with their own accent, to have identity while speaking to people from other countries. But, learning about English accent is also important. The desire of having native speakers' English pronunciation is also suggested, because it can make speaking easy to understand.

b. For teacher

Relate to students' attitude towards English pronunciation, English teachers should have positive attitude in English skill. Because teacher is the main influencer for students in learning English. Teacher should give motivation to students for having good English and what the benefit that students can get if they are good in English.

c. For further researcher

For the next researcher, the students' attitude towards English pronunciation can be investigated further. There are so many research that can be investigated relate to this study. Other participants or teacher's perception towards students' attitude can also be investigated, or comparing the attitude between two classes also can be done or investigate pronunciation in English in more specific aspect.

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