

**A SURVEY OF PRONUNCIATION LEARNING STRATEGIES AMONG
EFL LEARNERS IN HIGHER EDUCATION CONTEXT**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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APPROVAL SHEET

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الجامعة الإسلامية
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STATEMENT OF WORK'S ORIGINALITY

I honestly and sincerely state that making this thesis that I write does not take from other people's work without permission. However, as a usual scientific work, it certainly includes sources of accurate data according to experts, therefore I have made quotations and references accordingly.

Yogyakarta, March 24th 2021

The Researcher



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MOTTO

“Everything has its own time, let the time continue like water but still carry out
with hard work and pray to Allah SWT”



DEDICATION

I dedicate this thesis to the people below who are meritorious and dear to my life:

1. Mr. Wardoyo (Alm); Even though I didn't have time to see you again in this world, I'm sure you still love and love me there. Hopefully this can make you proud of me. Happy in heaven, dad, I will always give prayers and I will always remember our memories. I love you very much and you are the best father I have, Al-Fatehah.
2. Mrs. Amini; a person who I love very much and I care more than anything except Allah SWT. Without the love, support, prayers, and financial needs that I have needed for 21 years, I would not have arrived at this stage. Thank you for looking after and caring for me for the past 4 years without being accompanied by my father. I love you very much, Mom.
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Assalamualaikum warrahmatullahi wabarakatuh.

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Concluding, I believe this thesis is far from perfect and the best. For this reason, I hope that improvements and suggestions from readers of my thesis are needed in order to improve the quality of this thesis in the future. In addition, I hope that my thesis will be useful for everyone who has read it.

That's all from me and Wassalamualaikum warahmatullahi wabarakatuh.

Yogyakarta, March 24th 2020

The Researcher



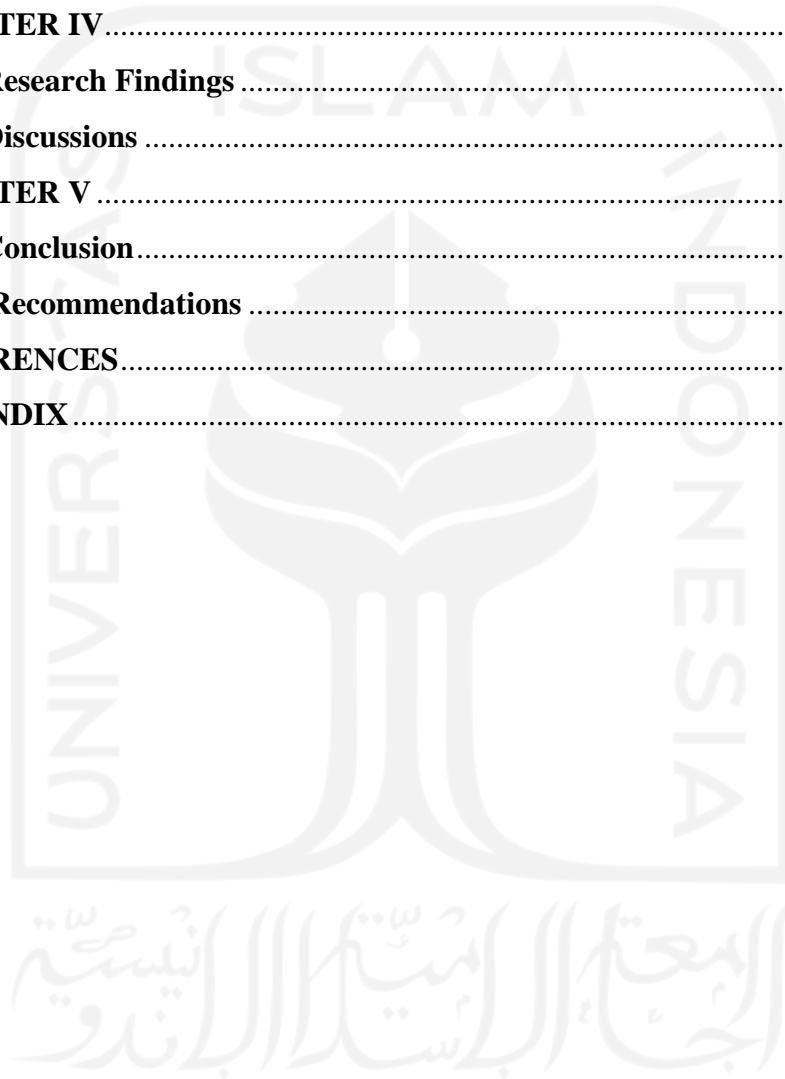
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A SURVEY OF PRONUNCIATION LEARNING STRATEGIES AMONG EFL LEARNERS IN HIGHER EDUCATION CONTEXT

ABSTRACT

The purpose of this study is to identify the pronunciation learning strategies of EFL learners in Islamic University of Indonesia. This present study use quantitative research method & purposive sampling. The context of this research is pronunciation learning strategies of students in English Language Education. There are 82 students for all respondents in batch 2017. The instrument collecting data is "Strategies for Pronunciation Improvement (SPI)" consisting of 45 items that were adapted from (Eckstein, 2007; Sardegna, 2009a, 2009b, 2011, 2012). The analysis technique in this research is using descriptive analysis and the data were analyzed using SPSS and Microsoft Excel.

The findings revealed that the majority of students employed Strategies for Improving Sounds (SIS), followed by Strategies for Improving Phrases (SIP), and the last is Strategies for Improving Polysyllabic Words (SIPW). Furthermore, recommendations were proposed: 1) the lecturer should first provide examples of how to read and practice the mouth movements or the rubber bands themselves; 2) the Department of English Language Education should provide facilities and infrastructure for learning pronunciation.

Keywords: pronunciation learning strategies, EFL Learners, higher education

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study. It covers the background of the study, identification of the problem, formulation of the problem, objective of the study, and significance of the study.

1.1 Background of the Study

Pronunciation is the creation of discourse sounds for correspondence. It is the most difficult area of English also this is one of the most piece of English to speak with others since there are contrasts between the symbol and its sounds (Mutlasih, 2015). Pronunciation is the method of expressing a word in an acknowledged way or accepted manner an essential component of communication competence (Otlowski, 1998). The position of Indonesia which is included in the context of English as foreign language (EFL) makes English especially pronunciation almost ignored. (Tominaga, 2009) states that where understudies and educators have a seldom chance to communicate in the objective language outside of the. Other than that such investigation is significant on the grounds that pronunciation learning happens step by step and to a great extent relies upon understudies' self-managed endeavors and practice outside of class (Dickerson, 1994).

Pronunciation as one of the important aspects in English, by knowing the method for communicating and expressing a sound or word is significant in English in light of the fact that to misspeak a word may change the importance of the word (Shabani & Ghasemian, 2017). The example for the word; thread (tredh) literally in bahasa means “*benang*”. But in forums or social media like twitter, threads usually refer to posts created to discuss a specific topic. The problem is most of them read it with the sound of threat (tret) that using t not d, in bahasa means “*ancaman*” also they said treat (trit) in bahasa which means “*memperlakukan*”. Thus, pronunciation with good learning strategies will improve communication skill. In other words selection

of appropriate learning strategies can help students for their pronunciation skills.

However, there were some factors that caused students' higher education difficulties in learning pronunciation from Gilakjani et al., (2011). The first is *Accent*; One of the things that EFL students often forget in pronunciation is the accent. Numerous grown-up students of English have unfamiliar accents that recognize them as nonnative speakers Gilakjani et al., (2011). The biggest factor is the position of English as a foreign language in Indonesia and the everyday environment that can lead to pronunciation errors. The students also only focus on how to interpret word by word or sentence in English but do not care about the pronunciation.

Second, *Stress, intonation, and rhythm*; Students are not much aware of the prosodic features of language or phonology, where these three aspects are included. Sholeh & Muhaji (2015) explains that Indonesian language tends not to focus on the accentuation in the way to express the greater part of its words except if there is a sure capacity identified with extraordinary accentuation on the importance of the word. Therefore, students often make these three things ignored and can result in mispronunciation

Third, *Motivation and Exposure*; The longer a student learns English, the more they are aware of the need for English in accordance with their respective goals. Moyer (2007) discovered that experience with and positive direction to the language gives off an impression of being significant variables in creating native-like pronunciation. However, the position of English in Indonesia is not as a main language but as a foreign language and the need to speak English has not been realized by students. Therefore, Indonesian students are still not maximized to learn pronunciation properly because they think it is not too important. Thus, EFL learners need to select appropriate learning strategies for learners so they can improve their pronunciation.

Fourth, *Attitude*; This is certainly related to the characteristics of the students. Sparks & Glachow (1991) states that understudies who have learning inspiration with an uplifting demeanor towards the objective language and its speakers are more fruitful than understudies with a more negative mentality. Meanwhile, Indonesia as a foreign language where students have not prioritized English, especially pronunciation, will make this condition even more difficult.

Five, *Instruction*; The position of the teacher or educator plays an important role in building pronunciation in order to increase students' insight into English. However instructors will in general view articulation as the most un-helpful of the fundamental language abilities and accordingly they sacrifice encouraging pronunciation to spend important class energy on different spaces of language (Elliot, 1995). This will hinder students in learning pronunciation because students and instructors do not work together.

Six, *Age*; When studying pronunciation, students certainly have a variety of responses in doing it. It depends on how they learn pronunciation properly or not. Lenneberg (1967) argues that there is an organic or neurological period which closes around the age of 12; after this period it turns out to be very hard to accomplish the total authority of pronunciation. This is one of the main factors that makes it more difficult for students in the higher education context to learn pronunciation.

Seven, *Personality*; A person's success in speaking English depends on their self. Miller (2003) states Non-etymological elements identified with a person's character and learning objectives, mentality towards the objective language, culture, local speakers, and sort of inspiration which are past the educator's control, all have their offer in the improvement of elocution abilities. Apart from that Miller (2003) also argued that speech patterns are influenced by how much duty the students take, how much the students rehearse outside of class, and how prepared the students are.

The last aspect is, *Mother tongue influence*; The mistakes in English pronunciation, especially consonant sounds caused by the mother tongue were highly interfered. Sholeh & Muhaji (2015) emphasized that most understudies actually experience issues eliminating the impact of their first language. The impact of this native language makes understudies experience issues in articulating English all the more normally. When communicating in English the verbally expressed words are heard to will in general be more quality of the native language; For instance, the highlight is thicker in Javanese, Flores, or Ambon. This causes many students to tend to take a long time to get good pronunciation.

According to Oxford (1990) characterizes the particular learning strategies as explicit activities taken by the student to make pronunciation learning simpler, quicker, progressively charming, increasingly self-coordinated, increasingly viable, and increasingly transferable to new circumstances. Therefore, after students have mature learning strategies, it will strengthen them in Pronunciation learning.

Gilakjani et al., (2011) classifies that some concrete strategies or students need that they can do when learning pronunciation. The first is *Conversation*; If many learners practice their conversations with native speakers or people who are fluent in English, of course this will have an impact on improving their English especially on pronunciation. Burns & Joyce (1997) stated what will help them most is a lot of authentic conversation practice. This shows that from conversations we can hone speaking skills that refer to pronunciation. Second, *Drilling*; Drilling is meant here is practice. The key to learning pronunciation is to keep practicing to do better, for example practicing stress, rhythm, intonation, chants and tongue twisters. Repetition is also very necessary in this aspect. Learners can practice saying whatever they want and have on their mind. Third, *Expert Guidance*; In learning something, of course we find it difficult and even don't know anything. Learners will be greatly helped by having teachers or other

educators who are proficient in their fields. Especially in pronunciation learners need an exact portrayal of how to consider sounds in wording they can comprehend (Gilakjani et al., 2011). Fourth, *Critical Listening*; Something that can be heard can be processed by the brain. One way to do critical listening is by listening to your own voice recordings and then comparing them with native speakers. This aims to correct which pronunciation we have not maximized. In addition, to make it easier, of course, we need technology to do it.

1.2 Identification of the Problem

In English as an foreign language (EFL) settings where understudies and educators have seldom chance to communicate in the objective language outside of the homeroom (Tominaga, 2009). Other than that such investigation is significant on the grounds that pronunciation learning happens step by step and to a great extent relies upon understudies' self-managed endeavors and practice outside of class (Dickerson, 1994).

1.3 Formulation of the Problem

Regarding the issues mentioned above, this study tries to answer the following questions: ‘What are the pronunciation learning strategies of EFL learners in higher education context?’

1.4 Objective of the Study

Based on the formulation above, the writer decides the objective of the study to identify the pronunciation learning strategies of EFL learners in higher education context.

1.5 Significance of The Study

The result of the research can bring benefit to the students because they know how to map their strategies in learning pronunciation. Furthermore In addition, after knowing what strategic learning is needed, students can

optimize their learning process based on the learning strategies that have been determined and can spur learning enthusiasm because they already have a good plan. In addition, this data can be one of references for English Language Education in creating additional activities for students for pronunciation learning.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher elaborates literature reviews that were used in this study. The literature review described some theories related to Learning Strategies, Pronunciation Learning Strategies in EFL Learning Context, Review On Relevant Studies, and Theoretical Framework.

2.1 Learning Strategies

Learning Strategies is one of the most important aspects in learning, especially learning English as foreign language because English is not a part of Indonesian national language. Learning strategies can be defined as a learner's consciously picked instruments for dynamic, self-directed improvement of language learning (Oxford et al., 2014). Utilizing compelling learning strategies during self-study is urgent for positive long haul learning results and scholastic accomplishment (de Boer et al., 2014). On the other hand, the use of learning strategies can facilitate students in the learning process because students already know or have planned what they want to do during the learning process. So as to consider and acquire positive and long haul learning results, understudies should utilize compelling learning strategies, for instance taking a training test or scattering study meetings after some time (Biwer, F et al., 2020).

There are three types of learning strategies in Education (Weinstein., et al., 2011), that is rehearsal strategies, elaboration strategies, and organization strategies. Rehearsal strategies utilize monotonous presentation to what the understudy is attempting to learn, for instances: rehashing a definition again and again, utilizing flash cards, tuning in repeatedly to tape chronicles or web recordings of talks or podcasts, and featuring material in a book (Weinstein., et al., 2011). Furthermore, Weinstein et al., (2011) describes elaboration as strategies to concentrate on higher-request thinking and, along these lines, require dynamic intellectual preparation to expand on or change data in a

manner to advance more noteworthy comprehension. Such elaboration techniques incorporate rewording, looking into, applying realities to various settings, and friend educating. Elaboration methodologies can be additionally sorted out into (a) basic structures (for example summing up), where an essential degree of complex intellectual preparing is required, and (b) complex structures (for example critical thinking), which a more profound degree of complex intellectual handling is required (van Rossum and Schenk 1984; Weinstein 2006, 2011; Willoughby et al. 1997). The last learning strategy is organization strategies that elaborates systems that emphasize rearranging and expounding new material in some sort of realistic structure. Making traces, cause–impact outlines, mind maps, and relationship charts are only a couple of the basic changes understudies can use to help make significance for new material they are considering (Nilsson & Mayer, 2002). With techniques like that he never utilized successfully, can positively affect foreign language results. In addition the application of learning strategies is needed so that students do not go wrong and stay on the track with the learning process.

2.2 Pronunciation Learning Strategies in EFL Learning Context

Pronunciation as one of the important aspects in English, by knowing the method for communicating and expressing a sound or word is significant in English in light of the fact that to misspeak a word may change the importance of the word (Shabani & Ghasemian, 2017). Pronunciation is a basic part of the oral aptitudes procured while learning a subsequent language (foreign language) (Li & Somlak, 2017). Pronunciation is a basic sub skill in speaking therefore it is important to learn the correct way especially in Indonesia, students have difficulties in pronouncing English words due to the influence of students' first language, environment, and culture. Tsang (2019) argues that English accents and pronunciation 'despite everything' matter to students to different degrees despite the fact that we are living in a time in which multiculturalism and a decent variety of accents are noticeable in numerous classrooms. For that to learn pronunciation, learning strategies are

very necessary because this requires detail. Language learning strategies have been portrayed as "explicit activities taken by the student to make learning simpler, quicker, progressively pleasant, increasingly self coordinated, progressively powerful, and progressively transferable to different circumstances" (Oxford, 1990). Thus, EFL learners need to select appropriate learning strategies for students so they can improve their pronunciation.

Sardegna et al., (2018) classifies the aspects of pronunciation learning strategies, three strategy types that are prediction strategy, production strategy and perception strategy. First prediction strategies, which related to strategies used to figure out the correct pronunciation of words and phrases (e.g., I use pronunciation rules to decide which syllable to stress) Sardegna et al., (2018). Meanwhile, production strategies refers to strategies used to improve the ability to articulate L2 words and phrases (e.g., I practice reading aloud with an audience in mind) and the third strategy is perception strategy which pertained to strategies used to aid comprehension of spoken language (e.g., I listen attentively to native speaker production). This component can be used as a reference for pronunciation learning strategies to be better for the students.

2.3 Review On Relevant Studies

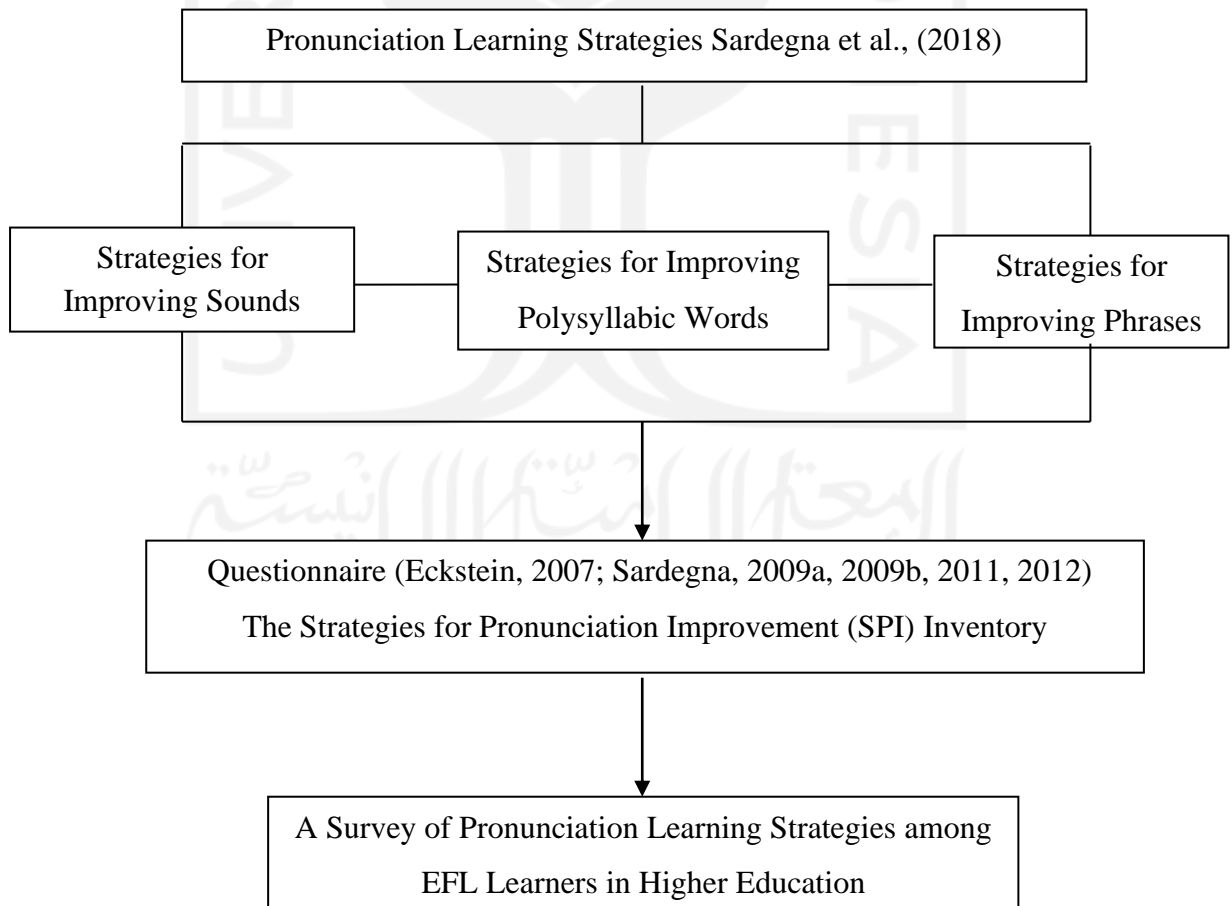
There are some previous researchers that are relevant to this study. The first research entitled "Self-Efficacy, Attitudes, and Choice of Strategies for English Pronunciation Learning" Sardegna et al., (2018). The purpose of the study was to identify the strategies that they used to improve their speech clarity. In these studies the researcher focuses on helping second language students accomplish justifiable speech instead of accomplishing a local like accent. The results showed that perceived practical and linguistic values related to pronunciation learning led students to be concerned about their pronunciation and thus increased their intentional behavior to improve their pronunciation skills. Also, the greater the intentional behavior, the more likely students were to select strategies to advance their pronunciation skills. Furthermore findings from these studies indicated that adult ESL learners who

received instruction focusing on pronunciation learning strategies improved their pronunciation skills significantly during the 4-month course and maintained significant progress over time (from 5 to 25 months after instruction).

The second research is “Pronunciation Difficulties Encountered By Efl Students In Indonesia: Sebuah Studi Kasus Pada Mahasiswa Kelas Integrated Course Semester 1 Fkip Bahasa Inggris Universitas Kanjuruhan Malang” Sholeh & Muhaji (2015). The purpose of the study was to specifically investigating and explaining pronunciation skills as well as problems or difficulties related to pronunciation faced by students. This study also aims to provide solutions that can be used to help overcome students' pronunciation problems. The results showed that factors originating from the students themselves that cause them difficulty in improving their pronunciation skills. These factors are neglect of their oral production, especially in correct pronunciation, laziness to check whether they have used correct pronunciation or not and learn the pronunciation of new words, and unconsciousness of the importance of correct pronunciation. in communicating using English. The sample of this research is English Education Study Program students class The first semester Integrated Course of the FKIP Kanjuruhan University Malang consists of 33 people.

2.4 Theoretical Framework

In general, this study contains a choice of Strategies for Improving Sounds, Strategies for Improving Polysyllabic Words and Strategies for Improving Phrases. In the meantime, this study uses a questionnaire to find out what strategies are used by the students. The SPI inventory is a self-report questionnaire of 45 items using 5-point Likert scales (1 = strongly disagree, 5 = strongly agree) that author developed to capture participants' choice of pronunciation learning strategies for improving their English pronunciation skills. The factors of Pronunciation Learning Strategies were conceptualized and adapted from Sardegna et al., (2018) which are Strategies for Improving Sounds, Strategies for Improving Polysyllabic Words and Strategies for Improving Phrases.



CHAPTER III

RESEACRH METHODOLOGY

This chapter will be highlighting the research method which is used for collecting data in this research. It covers research design, population and sample, data collecting technique, and also data analysis techniques.

3.1 Research Design

This present study is using quantitative research which is designed with a survey method. Check & Schutt (2012) argues that survey research is the assortment of data collected from a sample of individuals through their reactions to queries. The design was chosen because the focus of the research is to map respondents' response on pronunciation learning strategies.

Referring to Sardegna et al. (2018), the outcome of the research instrument was the SPI inventory to assess reported use of pronunciation strategies and the LAP inventory to assess self-efficacy and learner attitudes toward pronunciation learning. It was used and recommended as an effective measuring tool to investigate changes for English Pronunciation Learning of students. However, this research only uses the SPI inventory to assess the reported use of pronunciation strategies as an instrument because it only focuses on learning strategies in pronunciation on students.

The instrument of this research is the questionnaire. Also, the data of pronunciation learning strategies analyzed by using SPSS 16 (Statistical Package for the Social Sciences) and Microsoft Excel 13.

3.2 Population and Sample

3.2.1 Population

Sugiyono (2018) states that population is the area of generalization consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn

conclusions. This research was aimed at all students of the English Educational Department academic batch 2017 at a private university. The population in this research are from English Educational Department will be observed with the survey.

3.2.2. Sample

The research sample is part of the number and characteristics possessed by the population, Sugiyono (2018). Stipulation of the quantity of samples to be prepared from the all out populace should be finished by utilizing suitable sampling techniques. In this study, researchers used purposive sampling as the sample. Sugiyono (2018) states that purposive sampling is classified as a type of non-probability sampling or sample penetration technique, which means that it does not provide equal opportunities for each population, then adjusted to certain considerations or criteria. In the purposive sampling method, the research sample must be selected based on certain considerations or criteria in order to obtain a representative sample. The criteria set in this study to be sampled are students with active status studying at the Islamic University of Indonesia batch 2017, students majoring in English Education, and also students who have taken and passed the Intro to Pronunciation and World Englishes Pronunciation course.

This study takes 82 respondents according to the total of students who have passed the course. The subjects will be male and female. This sample consisted of 18 males (24.4%) and 66 females (75.6%). Researchers want to identify their learning strategies after passing the course.

3.3 Data Collecting Technique

This sub-chapter explores data collecting techniques which are instrument, validity, and reliability.

3.3.1 Instrument

Instruments is a tool used by researchers to collect data to be systematic & easy (Arikunto, 2010). The instruments in this research is Strategies for Pronunciation Improvement (SPI) Inventory from Eckstein, 2007; Sardegna, 2009a, 2009b, 2011, 2012. A questionnaire including 45 structured questions was used to obtain the data, based on the pronunciation learning strategies to assess reported use of pronunciation strategies. The questionnaire with 3 biographical information and 45 questions related to the study topic.

The Strategies for Pronunciation Improvement (SPI) Inventory is a self-report questionnaire to assess reported use of pronunciation strategies. The instrument has 45 items, there are:

1. Strategies for Improving Sounds (15 items) consisting questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15
2. Strategies for Improving Polysyllabic Words (12 items) consisting questions number 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27
3. Strategies for Improving Phrases (18 items) consisting questions number 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45

Hereinafter, the scale of the data used in this questionnaire is the Likert scale with scoring techniques as followed:

Table 3. 1 The Score for Likert Scale

Likert Scale	Score
<i>Always</i>	5
<i>Often</i>	4
<i>Sometimes</i>	3
<i>Rarely</i>	2
<i>Never</i>	1

Structured items asked participants to provide quantitative responses by selecting the response item options of their choosing. It collected all the questionnaires for analysis. The Strategies for Pronunciation Improvement (SPI) Inventory is composed of 45 items which all the items have positive statements and of course related to this research.

3.3.2 Validity

Validity is a standard measure that shows accuracy in quantitative study. Messick (1989) explains that validity is an incorporated evaluative judgment of how much experimental proof and hypothetical methods of reasoning help the sufficiency and propriety of derivations and activities dependent on test scores or different methods of appraisal.

This research uses content validity. Azwar (2015) explains that content validity is the validity estimated through testing the feasibility or relevance of the test content through rational analysis by a competent panel or through expert judgment. Researchers consulted the validity of instruments to obtain expert judgment and make sure the instruments meet the requirement of answering research questions.

The validity test is used to determine the validity of the questionnaire in collecting data. The validity test was carried out with the Pearson bivariate correlation formula with SPSS version 16.0 as a tool. Questionnaire items in the validity test are said to be valid if the value $r\text{-count} > r\text{-table}$ at a significance value of 5%. Siregar (2012) states that conversely, the item is said to be invalid if the value $r\text{-count} > r\text{-table}$ at a significance value of 5% with the formula, that is $(n-2)$. With this formula, $(n-2) = (82-2)$ is generated, and from these calculations the resulting $r\text{-table}$ is 0.220.

The validity decision is based on the value calculated (Pearson Correlation) $> R\text{-table}$ of 0.220 (N=82). All items in this questionnaire

were declared valid because the value of the Corrected Item Total Correlation / r-count exceeds the limit of the r-table 5% (N = 82), that is 0.220.

3.3.3 Reliability

Brennan (2001) states reliability is a characteristic of the score, not about the test or the form of the test is high. The reliability test was carried out on the question items which were declared valid and used to determine the consistency of the questionnaire. A variable is said to be reliable or reliable if the answers to the questions are always consistent. The reliability test was carried out using the "Alpha Cronbach" formula. Significance test carried out at level $\alpha = 0.05$. The instrument can be said to be reliable if the alpha value is greater ($>$) than r-table (.220).

Table 3. 2 Reliability Test

Case Processing Summary			
		N	%
Cases	Valid	82	100.0
	Exclude ^a	0	.0
	Total	82	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	N of items
Alpha	
.946	45

The reliability coefficient of the instruments is .946, it can be concluded that the reliability of the test instrument is very high. Meanwhile, the reliability scores of SPI instrument from each factor are; Strategies for improving sounds (15 items; $\alpha = .856$), Strategies for

improving polysyllabic words (12 items; $\alpha = .853$) and Strategies for improving phrases (18 items; $\alpha = .890$).

3.4 Data Analysis Technique

The techniques of data analysis explain the data indicator and the research hypothesis test. The questionnaires used in this research consist of 45 items. Data processing techniques use Microsoft Excel 2013 and the computational calculation program of SPSS Statistic 16. Descriptive statistics were used to find out the percentages, frequencies, mean, and standard deviation of the variable.

3.4.1 Data Indicator

The score can be interpreted using the interpretation key provided. Oxford & Burry Stock (1995) classifies the data should be acknowledged as high frequency if the average score was mean of >3.5 ; as mid frequent if the average score was mean of 3.4-2.5; and as low frequent if the average score was <2.4 .

3.4.2 Steps of Data Analysis Technique

The techniques of data analysis explain the data indicator and the research hypothesis test. The questionnaires used in this research consist of 45 items. Data processing techniques use Microsoft Excel 2013 and the computational calculation program of SPSS Statistic 16. The steps taken are as follows:

1. Select questionnaires as the instrument; The Strategies for Pronunciation Improvement (SPI) Inventory from (Eckstein, 2007; Sardegna, 2009a, 2009b, 2011, 2012).
2. Translate the questionnaire Bahasa Indonesia.
3. Test the item with 10 respondents using the same criteria before sharing it with all respondents in the population.
4. Checking validity and reliability of the instrument.

5. Distribute the instrument to 82 students English Language Education Department Students.
6. Analyze the result by using Microsoft Excel 2013 and SPSS 16 to identify or analyze the data from the questionnaires into a statistical package to find Standard Deviation and Mean..
7. Interpret the data based on the result.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the findings obtained from the questionnaire to identify the pronunciation learning strategies of EFL learners in higher education context in English Educational Department batch 2017 at a private university.

4.1 Research Findings

The questionnaire consists of participants' personal information and the factors of pronunciation learning strategies. The data results of participants' information as followed:

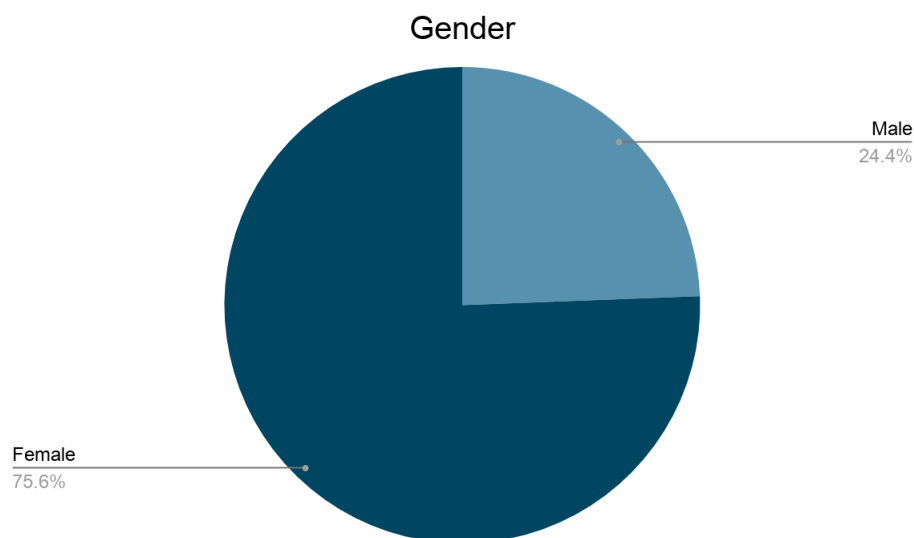


Figure 4. 1 Chart of Participants' Gender

The participants of this research were all students in the 2017 batch with a total of 82 people who have taken and passed the *Intro to Pronunciation* and *World Englishes Pronunciation* course. From Figure 4.1, the data result is participant dominated by the female with 75.6% and 24.4% for male from the total of participants.

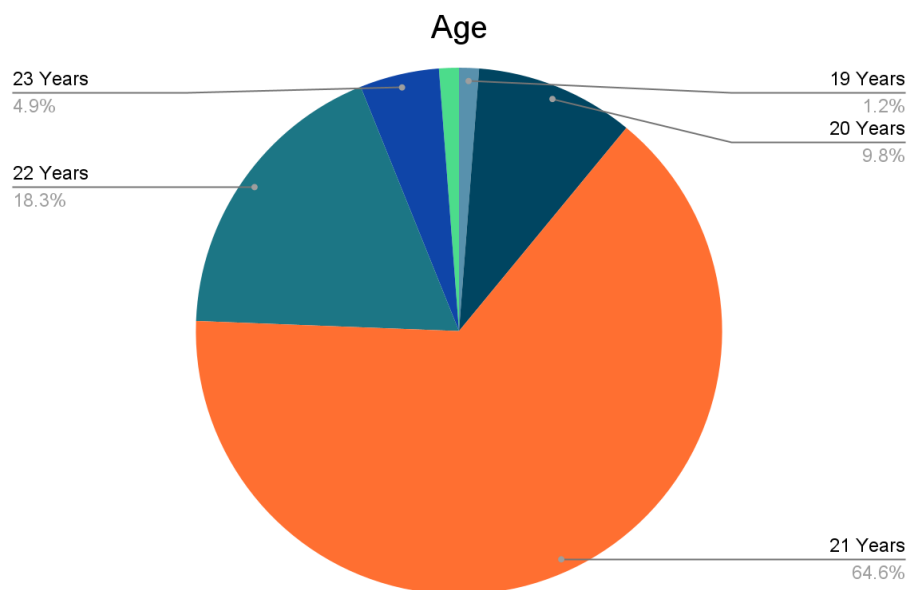


Figure 4. 2 Chart of Participants' Age

Furthermore, the participants of this research have a variety of different ages. Figure 4.2 showed that most of the participants are the age of age 21 years with a total of 64.6%, followed by age 22 years with a total of 18.3%, then age 20 years with a total of 9.8%, afterward age 23 years with a total of 4.9%, and the least is 19 years with a total of 1.2% also age 24 years with a total of 1.2%.

How long have you been studying English?

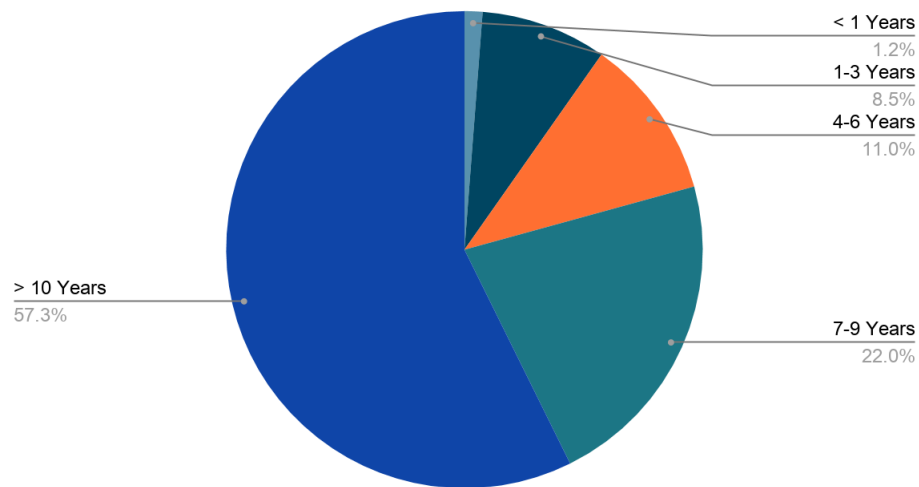


Figure 4. 3 Chart of how long did the Participants learn English?

The last aspect for personal information from participants in this research is how long did the participants learn English. Figure 4. 3 indicates the most time period with specifications >10 years as much as 57.3%, followed by 7.9 years as much as 22.0%, then 4-6 years as much as 11.0%, afterward 1-3 years as much as 8.5%, and the least is <1 years as much as 1.2%.

To answer the research question, a descriptive statistic was carried out to identify factors of pronunciation learning strategies of English Educational Department batch 2017 at the Islamic University of Indonesia after taking and passing the *Intro to Pronunciation* and *World Englishes Pronunciation* course. The factor of pronunciation learning strategies is presented in Figure 4. 4 below:

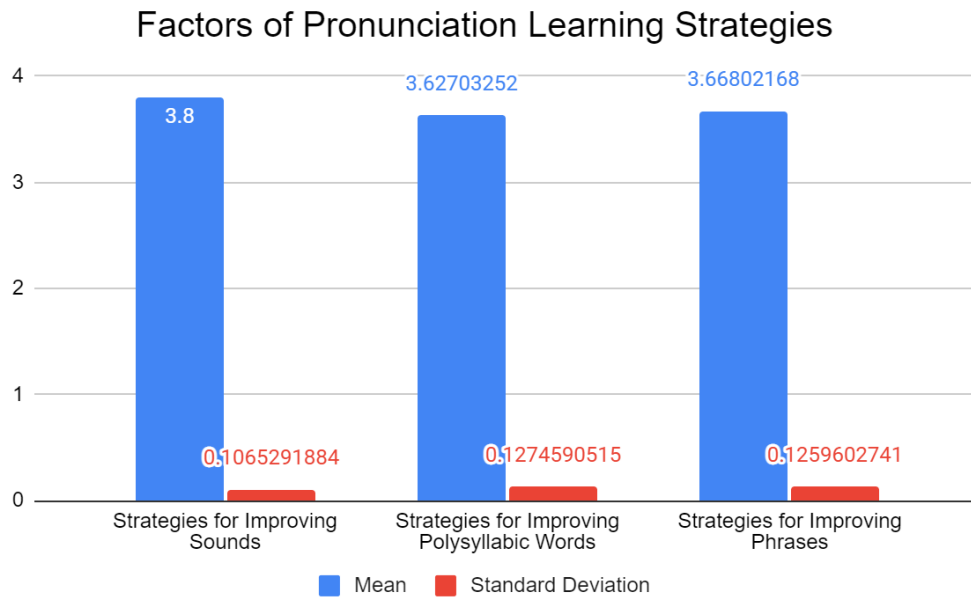


Figure 4. 4 Chart Factors of Pronunciation Learning Strategies

Based on the diagram above, the highest score is Strategies for Improving Sounds (SIS) with the mean ($M=3.8$) and standard deviation ($SD=0.1$), followed by Strategies for Improving Phrases (SIP) with the mean ($M=3.6$) and standard deviation ($SD=0.1$), and the lowest score is Strategies for Improving Polysyllabic Words (SIPW) with the mean ($M=3.6$) and standard deviation ($SD=0.1$). It indicates that Strategies for Improving Sounds (SIS) is the most significant factor of pronunciation learning strategies.

Furthermore, the three factors above show the results of the mean is high frequency. It is based on Oxford and Burry Stock (1995) classifies the data should be acknowledged as high frequency if the average score was mean of > 3.5 . Therefore, these three factors have exceeded the mean of > 3.5 which is all stated as high frequency.

Questionnaire Items

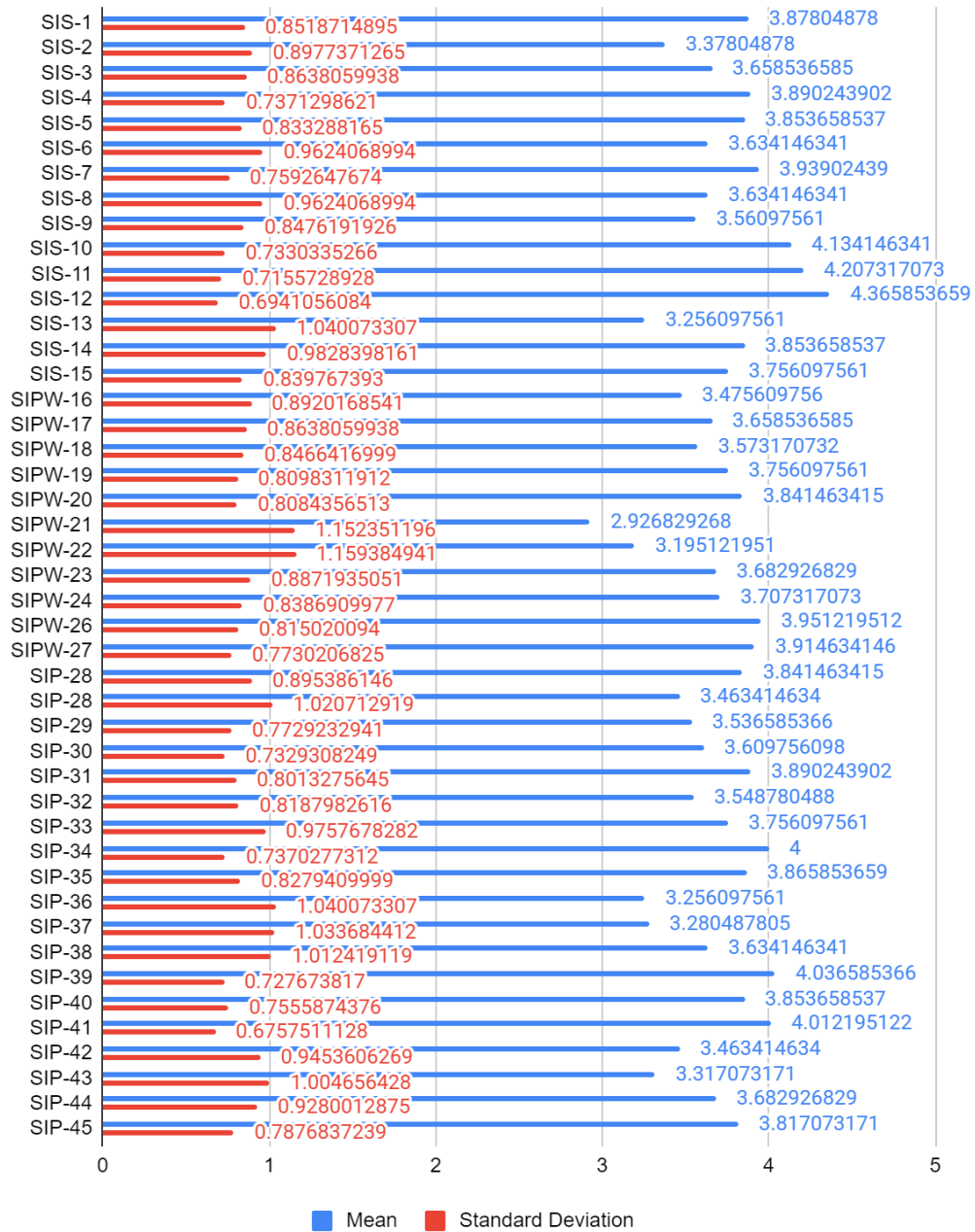


Figure 4. 5 Result of Each Item

According to the data above from 82 participants, the result shows the most affecting factor was found in item SIS-12 (*I practice using repetitions.*) with mean ($M=4.3$) and standard deviation ($SD=0.6$). Meanwhile the least affecting factor were found in item SIPW-21 (*I practice stress word replacement using*

rubber bands or movements.) with mean (M=2.9) and standard deviation (SD=1.1).

Furthermore, the items are analyzed for each factor. The first item analysis is Strategies for Improving Sounds (SIS), as presented in the figure below:

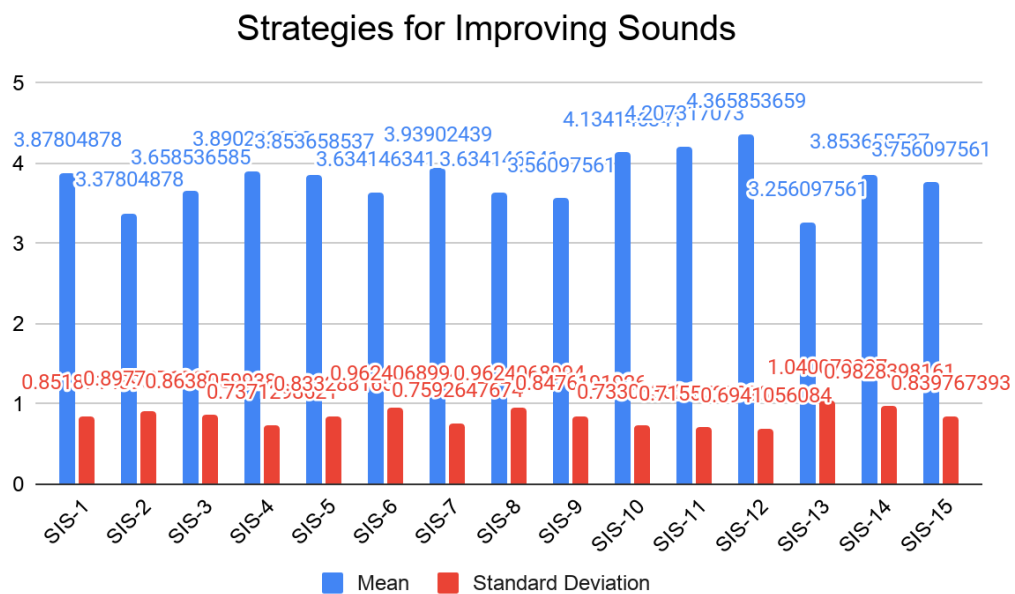


Figure 4. 6 Chart of Strategies for Improving Sounds Factor

Based on the chart above, the result for Strategies for Improving Sounds factor of Pronunciation learning strategies: the most affecting factor was found in item SIS-12 (*I practice using repetitions.*) with mean (M=4.3) and standard deviation (SD=0.6). Meanwhile, the least affecting factor was found in item number SIS-13 (*I use a mirror to practice my mouth movements.*) with the mean (M=3.2) and standard deviation (SD=1.0).

The second item analysis is Strategies for Improving Polysyllabic Words (SIPW) as presented below:

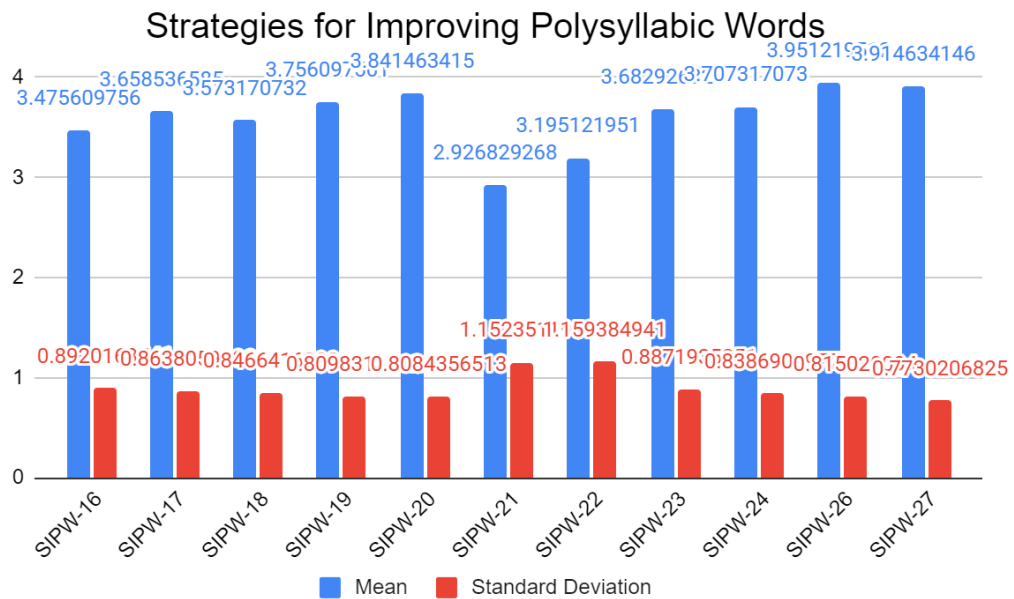


Figure 4. 7 Chart of Strategies for Improving Polysyllabic Words

Based on the chart above, the result for Strategies for Improving Polysyllabic Words factor of Pronunciation learning strategies: the most affecting factor was found in item SIPW-27 (*I listen to academic lectures to improve my understanding of words that have 2 or more syllables.*) with mean ($M=3.9$) and standard deviation ($SD=0.7$). Meanwhile, the least affecting factor was found in item number SIPW-21 (*I practice stress word replacement using rubber bands or movements.*) with the mean ($M=2.9$) and standard deviation ($SD=1.1$).

Finally, the last item analysis is Strategies for Improving Sounds (SIS) as presented in Figure 4. 8:

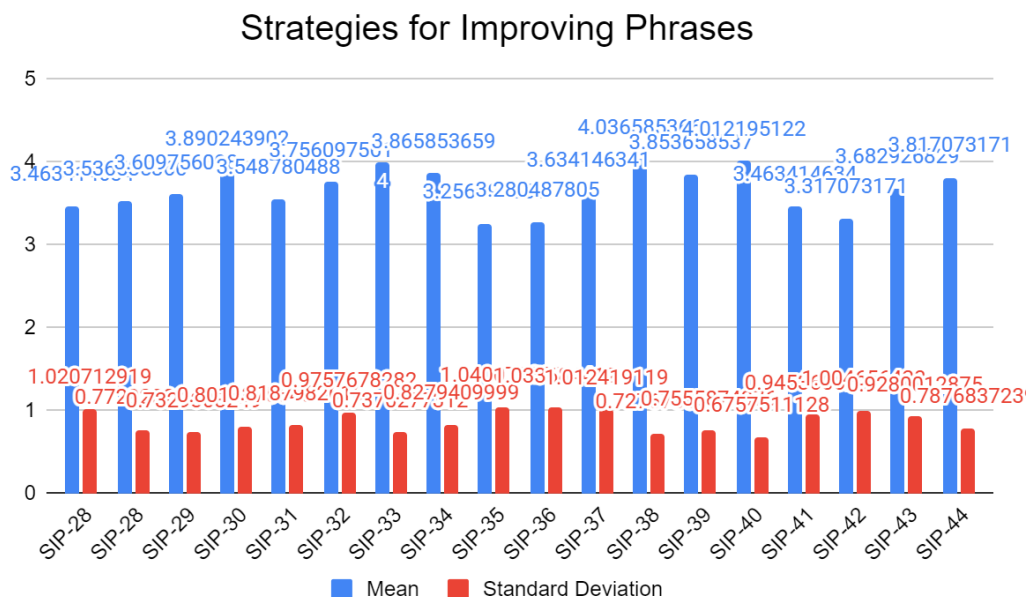


Figure 4. 8 Chart of Strategies for Improving Sounds Factor

Based on the chart above, the result for Strategies for Improving Phrases factor of Pronunciation learning strategies: the most affecting factor was found in item SIP-39 (*I correct my pronunciation while speaking.*) with mean (M=4.0) and standard deviation (SD=0.7). Meanwhile, the least affecting factor was found in item number SIP-36 (*I practice with the help of rhythmic movements or objects (e.g., pen, stick) marking rhythm beats.*) with the mean (M=3.2) and standard deviation (SD=1.0).

4.2 Discussions

In this study, three factors of Pronunciation learning strategies are identified in the following order: the factor of Strategies for Improving Sounds (SIS) was reported as the most affecting factors in pronunciation learning strategies, it is followed by Strategies for Improving Phrases (SIP) as the second of most affecting factors, and Strategies for Improving Polysyllabic Words (SIPW) were the least affecting factor.

First the most affecting factor and the highest mean score of of Strategies for Improving Sounds (SIS) was found in item SIS-12 (*I practice using*

repetitions.) with mean ($M=4.3$) and standard deviation ($SD=0.6$). This result is in line with another research, stated that, sounds are the most important thing in the aspect of pronunciation because they provide the sound of letters, accents and the actual number of syllables (Mulatsih, 2015). In her research, Mulatsih, D (2015) found that the sound produced through English songs was able to improve the pronunciation of Unswagati students as evidenced by the mean of differentiate between pre-test and post-test = 1.92 and $T_{\text{account}} = 11.66$. Based on the result of computation, it is found that the account is bigger than the t_{table} ($11.66 > 2.02$). it means that the alternative hypothesis (H_a) is accepted. Students are more interested in learning pronunciation using English songs, since they get something new and fun while they are examining and they don't feel anxious and exhausted. In addition, to improve sounds in pronunciation, media e.g. song and other learning tools like special applications for pronunciation are also helpful to support their learning proficiency progress.

This study also shows that the most affecting factor and the highest mean score of Strategies for Improving Polysyllabic Words is item SIPW-27 (*I listen to academic lectures to improve my understanding of words that have 2 or more syllables.*) with mean ($M=3.9$) and standard deviation ($SD=0.7$). It showed that the academic field had a major influence on the process of students in higher education to learn pronunciation that had not been studied before because it covered a wider range of syllables than in school which might only learn English and did not include pronunciation. In the previous study from Grandyna (2018) was found that the strategies that teachers can use in solving student pronunciation problems are; increasing teaching equality, introduction students to pronunciation rules, and using various teaching techniques and classrooms activities.

In showing pronunciation, the educator ought to have status and horde of information. Since as an instructor who encourages understudies in the country where English is not their second language with various foundation, the educator should realize how to show pronunciation and cause the understudies to comprehend English articulation, (Grandyna, 2018). It can be concluded that the

teachers at the university level or lecturers, are very influential with it because students tend to use role models when learning pronunciation.

Lastly, the most affecting factor and the highest of the mean score of Strategies for Improving Phrases is item SIP-39 (*I correct my pronunciation while speaking.*) with mean (M=4.0) and standard deviation (SD=0.7). It showed that the respondents have self awareness when learning pronunciation because they correct their own pronunciation when speaking. Furthermore, their own awareness can help with pronunciation development because they want to learn again and again in order to correct mistakes that have been made during a mispronounce. Vacacela & Ramirez, (2020) emphasise that self-awareness is a reasonable technique to income the improvement of grown-ups' pronunciation that will create certainty and long last learning. It can be concluded that if the students have the ability, awareness will automatically arise so that they can continue to improve themselves to learn correct pronunciation.

CHAPTER V

CONCLUSION

This chapter concludes the content of this report. A summary of the research is presented, and findings of the study are discussed and interpreted. In addition, recommendations for further research have ended the chapter.

5.1 Conclusion

The purpose of this study was to identify pronunciation learning strategy at one private university about the way they learn or what strategies they use in pronunciation. Meanwhile there are 3 factors in this research; Strategies for Improving Sounds (SIS), Strategies for Improving Polysyllabic Words (SIPW), and Strategies for Improving Phrases (SIP). Furthermore, pronunciation learning strategies of EFL learners in higher education contexts that are most widely used are Strategies for Improving Sounds (SIS), in which the statement states that "*I practice using repetitions*" is the dominant categorized.

Based on the results with this study, students in the higher education context can learn pronunciation independently, want to try learning and be able to practice it while being supported by adequate lecture activities. This implies that students and lecture activities indirectly work together and learn to improve the quality of pronunciation learning strategies for the students and the academic field had a major influence on the process of students in higher education to learn pronunciation also the students have self awareness when learning pronunciation because they correct their own pronunciation when speaking.

5.2 Recommendations

The results of the study reveal that the lowest score from the factor in this research is Strategies for Improving Polysyllabic Words (SIPW) in item SIPW-21 (*I practice stress word replacement using rubber bands or movements.*) with the mean ($M = 3.6$) and standard deviation ($SD = 0.1$). One reason is that students may not know how to use rubber bands or movements when learning

pronunciation and they tend to prefer repeating their sounds when they make mistakes in learning pronunciation because it's easier to put into practice.

Therefore, my advice as a researcher in this thesis for lecturers in the English pronunciation course. In delivering material or pronunciation assignments that use rubber bands or movements, the lecturer should first provide examples of how to read and practice the mouth movements or the rubber bands themselves. Do not just rely on dictionaries or online pronunciation apps, so students can see right away and imitate their movements well.

In addition, my suggestion for the Department of English Language Education is to provide facilities and infrastructure for learning pronunciation like providing printed dictionary or rubber bands that can be borrowed by students while a class is in progress or when there is a task to make video pronunciation using rubber bands. This is based on the experience of some students who do not have rubber bands then they have to buy for it.

Last but not least, the researcher really welcomes input, acknowledges and appreciates valuable and constructive comments from all critical readers of this thesis which will be used for the next development and be better for this thesis. I hope this thesis can be useful for all readers.

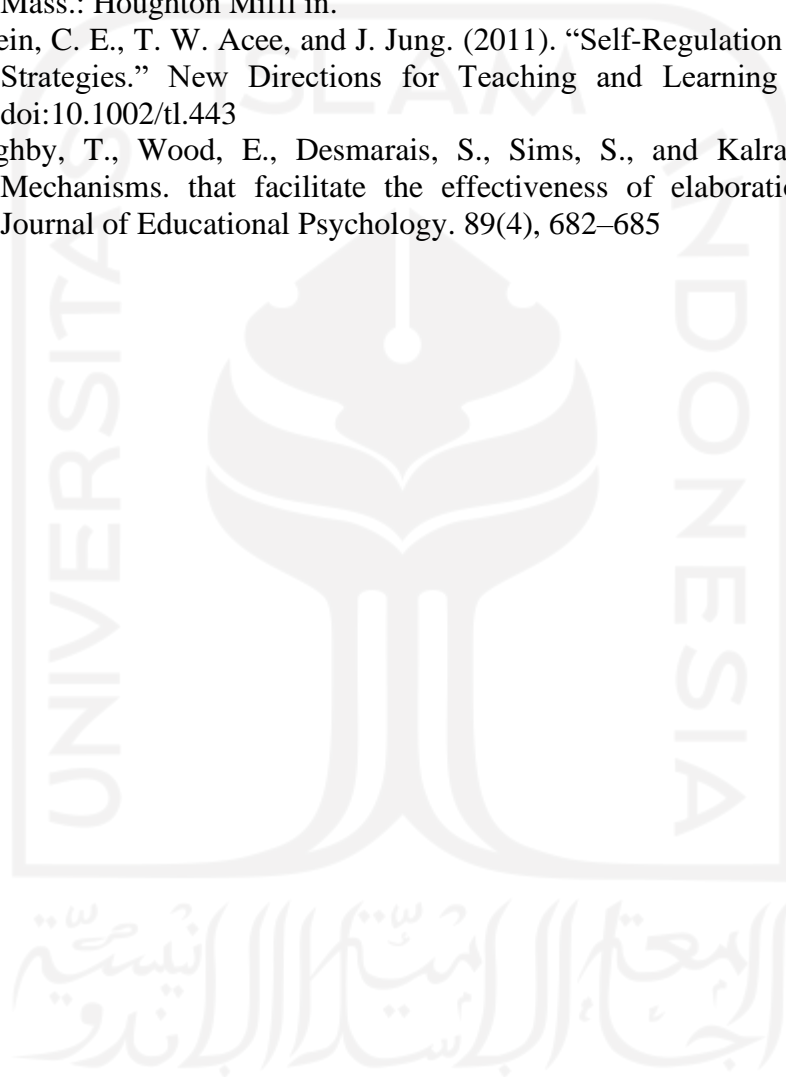
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APPENDIX

1. Validity Test

The summary of the results of the validity test that consist of 45 items as shown in the following table:

Table 3. 3 Validity Test

Items	Pearson Correlation	Sig.	R-Tabel 5% (N=82)	Criteria
SIS-1	0.412	0.000	0.220	Valid
SIS-2	0.285	0.010	0.220	Valid
SIS-3	0.509	0.000	0.220	Valid
SIS-4	0.557	0.000	0.220	Valid
SIS-5	0.531	0.000	0.220	Valid
SIS-6	0.546	0.000	0.220	Valid
SIS-7	0.547	0.000	0.220	Valid
SIS-8	0.524	0.000	0.220	Valid
SIS-9	0.494	0.000	0.220	Valid
SIS-10	0.563	0.000	0.220	Valid
SIS-11	0.486	0.000	0.220	Valid
SIS-12	0.466	0.000	0.220	Valid
SIS-13	0.430	0.000	0.220	Valid
SIS-14	0.633	0.000	0.220	Valid
SIS-15	0.680	0.000	0.220	Valid
SIPW-16	0.631	0.000	0.220	Valid
SIPW-17	0.669	0.000	0.220	Valid

SIPW-18	0.544	0.000	0.220	Valid
SIPW-19	0.427	0.000	0.220	Valid
SIPW-20	0.691	0.000	0.220	Valid
SIPW-21	0.463	0.000	0.220	Valid
SIPW-22	0.603	0.000	0.220	Valid
SIPW-23	0.638	0.000	0.220	Valid
SIPW-24	0.553	0.000	0.220	Valid
SIPW-25	0.599	0.000	0.220	Valid
SIPW-26	0.592	0.000	0.220	Valid
SIPW-27	0.624	0.000	0.220	Valid
SIP-28	0.581	0.000	0.220	Valid
SIP-29	0.581	0.000	0.220	Valid
SIP-30	0.542	0.000	0.220	Valid
SIP-31	0.439	0.000	0.220	Valid
SIP-32	0.659	0.000	0.220	Valid
SIP-33	0.533	0.000	0.220	Valid
SIP-34	0.636	0.000	0.220	Valid
SIP-35	0.544	0.000	0.220	Valid
SIP-36	0.600	0.000	0.220	Valid
SIP-37	0.646	0.000	0.220	Valid
SIP-38	0.607	0.000	0.220	Valid
SIP-39	0.501	0.000	0.220	Valid
SIP-40	0.543	0.000	0.220	Valid
SIP-41	0.478	0.000	0.220	Valid

SIP-42	0.494	0.000	0.220	Valid
SIP-43	0.527	0.000	0.220	Valid
SIP-44	0.509	0.000	0.220	Valid
SIP-45	0.566	0.000	0.220	Valid

2. Questionnaire

Items, statements and factor of The Strategies for Pronunciation Improvement (SPI) Inventory as shown below;

Background Information

1. Inisial Name:
2. Gender:
 - Male
 - Female
3. Age:
4. How long have you been studying English:
 - <1 Years
 - 1-3 Years
 - 4-6 Years
 - 7-9 Years
 - >10 Years

The Strategies for Pronunciation Improvement (SPI) Inventory

Please select a number indicating **how much you use the strategy** listed.

1 = Never; 2 = Rarely; 3 = Sometimes; 4= Often; 5 = Always

If you don't understand what is being described to you, please ask the person in charge.

Table 3. 4 Distribution of Questionnaire Item

I. What strategies do you <u>USE</u> to improve your <u>sounds</u>* before you talk and while you talk?		DEGREE OF USE
	*Sounds for pronouncing vowels such as <i>a, e, i, o, u</i> , and sounds for pronouncing consonants such as <i>b, c, ch, d, f, j</i> .	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always
Items	Statements	Factor
SIS-1	I look up difficult sounds in a dictionary and hear them pronounced.	1 2 3 4 5 Strategies for Improving Sounds
SIS-2	I rely on phonetic symbols (e.g., /æ/) to determine which sound to produce(e.g., Say æ/ in <i>cat</i>).	1 2 3 4 5 Strategies for Improving Sounds
SIS-3	I apply spelling rules to determine what sounds to produce.(e.g., Say a ‘ch’ sound when ‘ure’ follows a ‘t’ as in <i>nature, culture</i>).	1 2 3 4 5 Strategies for Improving Sounds
SIS-4	I predict the right articulation (where to place my tongue, what to do with my lips) right before I say the sound.	1 2 3 4 5 Strategies for Improving Sounds
SIS-5	I predict which vowel sounds are short and which are long by looking at the spelling.	1 2 3 4 5 Strategies for Improving Sounds
SIS-6	I use descriptions, charts, facial diagrams, video recordings to help me pronounce difficult sounds.	1 2 3 4 5 Strategies for Improving Sounds

SIS-7	I practice consonants and vowels in words before I say them in sentences.	1 2 3 4 5 Strategies for Improving Sounds
SIS-8	I practice word pairs. (e.g., <i>low</i> vs. <i>row</i> ; <i>bad</i> vs. <i>bed</i>).	1 2 3 4 5 Strategies for Improving Sounds
SIS-9	I practice linking and contracting sounds by adding one word at a time. (e.g., <i>it's/ it's at / it's at eight/ it's at eight twenty</i> OR <i>eight twenty/ at eight twenty/is at eight twenty/ it's at eight twenty</i>).	1 2 3 4 5 Strategies for Improving Sounds
SIS-10	I practice sounds after I figure out or find out how to pronounce them.	1 2 3 4 5 Strategies for Improving Sounds
SIS-11	I practice sounds that I hear.	1 2 3 4 5 Strategies for Improving Sounds
SIS-12	I practice using repetition.	1 2 3 4 5 Strategies for Improving Sounds
SIS-13	I use a mirror to practice my mouth movements.	1 2 3 4 5 Strategies for Improving Sounds
SIS-14	In order to improve my sounds, I listen to online/recorded materials.	1 2 3 4 5 Strategies for Improving Sounds

SIS-15	I discriminate sounds in listening exercises (e.g., <i>What sound do you hear /l/or /r/?</i>).	1 2 3 4 5 Strategies for Improving Sounds
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II. What strategies do you USE to improve your ability to stress long/polysyllabic words* and compound words accurately?**

*Long/polysyllabic word: *to presént, a présent, presentátion*

**Compound word: *phóne number, a scíence project, hómework*

(one of the two words that form the compound receives the main stress)

DEGREE OF USE
1 = Never
2 = Rarely
3 = Sometimes
4 = Often
5 = Always

Items	Statements	Factor
SIPW- 16	I look up long/polysyllabic words and compound words in the dictionary to find out which syllable receives the main stress.	1 2 3 4 5 Strategies for Improving Polysyllabic Words
SIPW- 17	I use spelling rules to decide which syllable to stress in a word.	1 2 3 4 5 Strategies for Improving Polysyllabic Words
SIPW- 18	I draw stresses on top of words to remind me which syllables receive main stresses.	1 2 3 4 5 Strategies for Improving Polysyllabic Words

SIPW- 19	I consult pronunciation materials (textbooks, online resources, software programs) to decide how to stress words.	1 2 3 4 5 Strategies for Improving Polysyllabic Words
SIPW- 20	I practice word stress alterations (<i>commúnicate</i> vs. <i>communicátion</i>) following stress rules.	1 2 3 4 5 Strategies for Improving Polysyllabic Words
SIPW- 21	I practice word stress alterations using rubber bands or gestures.	1 2 3 4 5 Strategies for Improving Polysyllabic Words
SIPW- 22	I record myself saying long words to assess and/or correct my pronunciation.	1 2 3 4 5 Strategies for Improving Polysyllabic Words
SIPW- 23	I read aloud long/polysyllabic words and compound words repeatedly in order to improve them.	1 2 3 4 5 Strategies for Improving Polysyllabic Words
SIPW- 24	I use difficult words in conversation so that I can improve how I pronounce them.	1 2 3 4 5 Strategies for Improving Polysyllabic Words

SIPW- 25 I listen to recorded words (e.g., from electronic dictionary/ pronunciation materials). 1 2 3 4 5
Strategies for Improving Polysyllabic Words

SIPW- 26 I pay special attention to the stress in long/polysyllabic words and/or academic words when I hear them. 1 2 3 4 5
Strategies for Improving Polysyllabic Words

SIPW- 27 I listen to academic lectures to improve my ability to understand polysyllabic words. 1 2 3 4 5
Strategies for Improving Polysyllabic Words

III. What strategies do you USE to improve your ability to produce the correct stress and intonation in phrases or sentences? DEGREE OF USE

1 = Never
2 = Rarely
3 = Sometimes
4 = Often
5 = Always

Primary stress: (i.e., the most prominent stress in the phrase)
Intonation: (i.e., rising, falling, etc.)

Items	Statements	Factor
SIP-28	I divide my sentences into meaningful units or phrases before I read them aloud.	1 2 3 4 5 Strategies for Improving Phrases
SIP-29	I apply pronunciation rules to figure out the words that carry the primary stress.	1 2 3 4 5 Strategies for Improving Phrases

SIP-30	I apply pronunciation rules to figure out the intonation of a phrase.	1 2 3 4 5 Strategies for Improving Phrases
SIP-31	I follow my intuitions to figure out the intonation and primary stress of a phrase.	1 2 3 4 5 Strategies for Improving Phrases
SIP-32	I decide the intonation and primary stress of a phrase based on meaning.	1 2 3 4 5 Strategies for Improving Phrases
SIP-33	I repeat the primary stresses and intonations that I hear on the TV/radio/websites.	1 2 3 4 5 Strategies for Improving Phrases
SIP-34	I repeat phrases after a teacher/native speaker or a recording.	1 2 3 4 5 Strategies for Improving Phrases
SIP-35	I practice intonations and/or primary stresses on my own by reading aloud sentences or dialogs.	1 2 3 4 5 Strategies for Improving Phrases
SIP-36	I practice with the help of rhythmic gestures or an object (e.g., pen, stick) that marks rhythm beats.	1 2 3 4 5 Strategies for Improving Phrases
SIP-37	I record myself saying phrases to assess and/or correct my pronunciation.	1 2 3 4 5 Strategies for Improving Phrases

SIP-38	I practice reading aloud with an audience in mind.	1 2 3 4 5 Strategies for Improving Phrases
SIP-39	I self-correct my pronunciation while speaking.	1 2 3 4 5 Strategies for Improving Phrases
SIP-40	I sharpen my listening skills by listening for the primary stress or intonation of the phrase.	1 2 3 4 5 Strategies for Improving Phrases
SIP-41	I listen attentively to native speaker production.	1 2 3 4 5 Strategies for Improving Phrases
SIP-42	I listen to news broadcasts.	1 2 3 4 5 Strategies for Improving Phrases
SIP-43	I request native speakers'/teachers' feedback on my pronunciation.	1 2 3 4 5 Strategies for Improving Phrases
SIP-44	I ask someone for help when pronouncing difficult words or phrases.	1 2 3 4 5 Strategies for Improving Phrases
SIP-45	I talk with friend(s)/spouse/teacher(s)/native speakers to improve my pronunciation.	1 2 3 4 5 Strategies for Improving Phrases

3. Kuisisioner

Item, pernyataan, dan faktor Inventaris Strategi untuk Peningkatan Pengucapan (SPI) seperti yang ditunjukkan di bawah ini;

Informasi latar belakang

1. Nama Inisial:
2. Jenis kelamin:
 - Pria
 - Wanita
3. Usia:
4. Berapa lama kamu telah belajar bahasa Inggris:
 - <1 Tahun
 - 1-3 Tahun
 - 4-6 Tahun
 - 7-9 Tahun
 - > 10 tahun

Inventaris Strategi untuk Peningkatan Pengucapan (SPI)

Pilih nomor yang menunjukkan **seberapa banyak Anda menggunakan strategi** yang terdaftar.

1 = Tidak pernah; 2 = Jarang; 3 = Kadang-kadang; 4 = Sering; 5 = Selalu

Jika Anda tidak mengerti apa yang dijelaskan kepada Anda, tanyakan kepada orang yang bertanggung jawab.

Table 3. 5 Distribusi Item Kuisioner

I. Strategi apa yang Anda <u>GUNAKAN</u> untuk meningkatkan <u>suara</u> * Anda sebelum Anda berbicara dan saat Anda berbicara?	DERAJAT PENGGUNAAN	
*Bunyi untuk melafalkan huruf vokal seperti <i>a, e, i, o, u</i> , dan bunyi untuk pelafalan konsonan seperti <i>b, c, ch, d, f, j</i> .	1 = Tidak pernah 2 = Jarang 3 = Kadang-kadang 4 = Sering 5 = Selalu	
Item	Pernyataan	Faktor
SIS-1	Saya mencari suara-suara sulit dalam kamus dan mendengarkannya ketika diucapkan.	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-2	Saya mengandalkan simbol fonetik (mis., / Æ /) untuk menentukan bunyi mana yang akan dihasilkan (mis., Ucapkan æ / pada kucing).	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-3	Saya menerapkan aturan ejaan untuk menentukan bunyi apa yang dihasilkan. (Mis., Ucapkan bunyi a 'ch' saat "ure" mengikuti "t" seperti di alam, budaya).	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-4	Saya memprediksi artikulasi yang tepat (tempat lidah saya, apa yang harus dilakukan dengan bibir saya) tepat sebelum saya mengucapkan bunyi.	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-5	Saya memprediksi suara vokal mana yang pendek dan panjang dengan melihat ejaannya.	1 2 3 4 5 Strategi untuk Meningkatkan Suara

SIS-6	Saya menggunakan deskripsi, bagan, diagram wajah, rekaman video untuk membantu saya mengucapkan suara yang sulit.	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-7	Saya mempraktikkan konsonan dan vokal dalam kata-kata sebelum saya mengucapkannya dalam kalimat.	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-8	Saya berlatih pasangan kata. (mis., rendah vs baris; buruk vs. tempat tidur).	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-9	Saya berlatih menautkan dan mengontrak suara dengan menambahkan satu kata setiap kali. (mis., itu ada di / di delapan / di delapan dua puluh atau delapan dua puluh / di delapan dua puluh / di delapan dua / di delapan dua puluh).	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-10	Saya berlatih suara setelah saya mencari tahu atau mengetahui bagaimana cara mengucapkannya.	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-11	Saya berlatih suara yang saya dengar.	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-12	Saya berlatih menggunakan pengulangan.	1 2 3 4 5 Strategi untuk Meningkatkan Suara

SIS-13	Saya menggunakan cermin untuk melatih gerakan mulut saya.	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-14	Untuk meningkatkan suara saya, saya mendengarkan materi online / rekaman.	1 2 3 4 5 Strategi untuk Meningkatkan Suara
SIS-15	Saya membedakan suara dalam latihan mendengarkan (mis., Suara apa yang Anda dengar / l / atau / r /?).	1 2 3 4 5 Strategi untuk Meningkatkan Suara

II. Strategi apa yang Anda GUNAKAN untuk meningkatkan kemampuan Anda dalam menekankan kata panjang / bersuku kata banyak * dan kata majemuk ** secara akurat?

DERAJAT PENGGUNAAN
 1 = Tidak pernah
 2 = Jarang
 3 = Kadang-kadang
 4 = Sering
 5 = Selalu

* Kata panjang / bersuku kata banyak: *to presént, a présent, presentátion*

** Kata majemuk: *phóne number, a sciénce project, hómework*

(salah satu dari dua kata yang membentuk kata majemuk menerima tekanan utama)

Item	Pernyataan	Faktor
SIPW-16	Saya mencari kata-kata panjang / polisilabik dan kata majemuk dalam kamus untuk mencari tahu suku kata mana yang mendapat tekanan utama.	1 2 3 4 5 Strategi untuk Meningkatkan Kata-kata bersuku kata banyak

SIPW- 17	Saya menggunakan aturan ejaan untuk memutuskan suku kata mana yang ditekankan dalam sebuah kata.	1 2 3 4 5 Strategi untuk Meningkatkan Kata- kata bersuku kata banyak
SIPW- 18	Saya menggambar tekanan di atas kata-kata untuk mengingatkan saya suku kata mana yang menerima tekanan utama.	1 2 3 4 5 Strategi untuk Meningkatkan Kata- kata bersuku kata banyak
SIPW- 19	Saya mencari keterangan dengan materi pelafalan (buku teks, sumber online, program perangkat lunak) untuk memutuskan bagaimana menekankan kata-kata.	1 2 3 4 5 Strategi untuk Meningkatkan Kata- kata bersuku kata banyak
SIPW- 20	Saya mempraktikkan pergantian kata stres (berkomunikasi vs komunikasi) mengikuti aturan stres.	1 2 3 4 5 Strategi untuk Meningkatkan Kata- kata bersuku kata banyak
SIPW- 21	Saya berlatih pergantian kata stres dengan menggunakan karet gelang atau gerakan.	1 2 3 4 5 Strategi untuk Meningkatkan Kata- kata bersuku kata banyak

SIPW- 22	Saya merekam diri saya mengucapkan kata-kata panjang untuk menilai dan / atau mengoreksi pengucapan saya.	1 2 3 4 5 Strategi untuk Meningkatkan Kata-kata bersuku kata banyak
SIPW- 23	Saya membaca dengan keras kata-kata panjang / polisilabik dan kata majemuk berulang kali untuk meningkatkannya.	1 2 3 4 5 Strategi untuk Meningkatkan Kata-kata bersuku kata banyak
SIPW- 24	Saya menggunakan kata - kata sulit untuk meningkatkan pelafalan saya.	1 2 3 4 5 Strategi untuk Meningkatkan Kata-kata bersuku kata banyak
SIPW- 25	Saya mendengarkan kata - kata dalam bentuk rekaman (mis. kamus elektronik/ material pelafalan).	1 2 3 4 5 Strategi untuk Meningkatkan Kata-kata bersuku kata banyak
SIPW- 26	Saya memperhatikan penekanan panjang/ kata yang memiliki 2 atau lebih suku kata/ atau kata - kata akademik saat mendengarkan.	1 2 3 4 5 Strategi untuk Meningkatkan Kata-kata bersuku kata banyak

SIPW- 27	Saya mendengarkan kuliah akademik untuk meningkatkan pemahaman saya tentang kata - kata yang memiliki 2 atau lebih suku kata.	1 2 3 4 5 Strategi untuk Meningkatkan Kata-kata bersuku kata banyak
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III. Strategi apa yang Anda GUNAKAN untuk meningkatkan kemampuan menghasilkan tekanan dan intonasi yang benar dalam frasa atau kalimat?

Stres primer: (yaitu, stres yang paling menonjol dalam frasa) Intonasi: (yaitu naik, turun, dll.)	1 = Tidak pernah 2 = Jarang 3 = Kadang-kadang 4 = Sering 5 = Selalu
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Item	Pernyataan	Faktor
SIP-28	Saya memisahkan kalimat saya menjadi kata yang bermakna atau frasa sebelum membacanya.	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-29	Saya menerapkan aturan pengucapan untuk mencari tahu kata-kata yang membawa tekanan utama	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-30	Saya menerapkan aturan pengucapan untuk mengetahui intonasi frasa.	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-31	Saya mengikuti intuisi saya untuk mencari tahu intonasi dan tekanan utama frasa.	1 2 3 4 5 Strategi untuk Meningkatkan Frase

SIP-32	Saya menentukan intonasi dan tekanan utama frasa berdasarkan makna.	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-33	Saya mengulangi tekanan dan intonasi kata yang saya dengar di TV / radio / situs web.	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-34	Saya mengulangi frasa setelah guru / penutur asli, atau rekaman.	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-35	Saya mempraktikkan intonasi dan / atau tekanan kata saya sendiri dengan membaca kalimat atau dialog dengan keras.	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-36	Saya berlatih dengan bantuan gerakan berirama atau objek (mis., Pena, tongkat) yang menandai ketukan irama.	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-37	Saya merekam sendiri ungkapan-ungkapan untuk menilai dan / atau mengoreksi pelafalan saya.	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-38	Saya berlatih membaca dengan suara keras dengan audiens dalam pikiran.	1 2 3 4 5 Strategi untuk Meningkatkan Frase
SIP-39	Saya mengoreksi pengucapan saya saat berbicara.	1 2 3 4 5 Strategi untuk Meningkatkan Frase

SIP-40	Saya mempertajam keterampilan mendengarkan saya dengan tekanan kata atau intonasi frasa.	1 2 3 4 5	Strategi untuk Meningkatkan Frase
SIP-41	Saya mendengarkan dengan penuh perhatian pada cara penutur asli berbicara.	1 2 3 4 5	Strategi untuk Meningkatkan Frase
SIP-42	Saya mendengarkan siaran berita.	1 2 3 4 5	Strategi untuk Meningkatkan Frase
SIP-43	Saya meminta umpan balik penutur asli / guru 'pada pengucapan saya.	1 2 3 4 5	Strategi untuk Meningkatkan Frase
SIP-44	Saya meminta bantuan seseorang ketika mengucapkan kata atau frasa yang sulit.	1 2 3 4 5	Strategi untuk Meningkatkan Frase
SIP-45	Saya berbicara dengan teman / pasangan / guru / penutur asli untuk meningkatkan pengucapan saya.	1 2 3 4 5	Strategi untuk Meningkatkan Frase

