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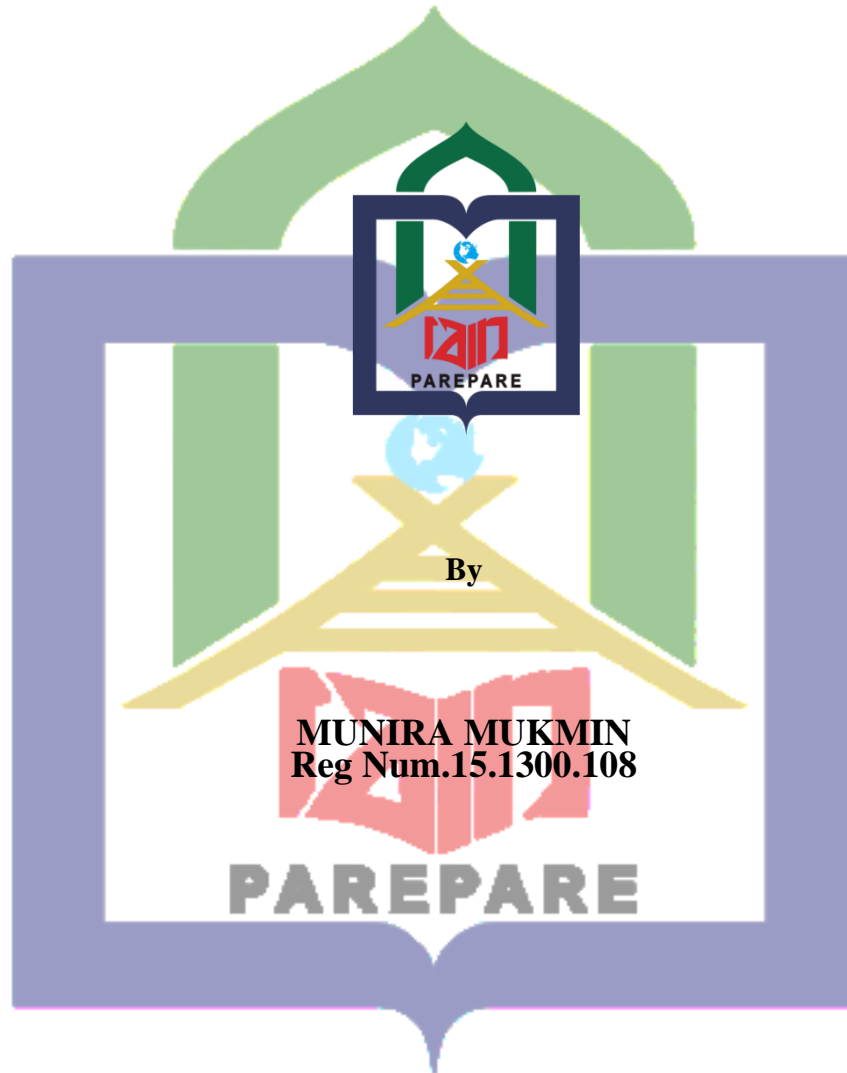
THE STUDENTS' PRONUNCIATION AWARENESS (A CASE STUDY OF THE STUDENTS' ENGLISH EDUCATION ROGRAM STATE ISLAMIC INSTITUTE PAREPARE)

By

MUNIRA MUKMIN
Reg Num.15.1300.108

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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By

MUNIRA MUKMIN
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Title of Skripsi : The Students' Pronunciation Awareness (a Case Study of The Students' English Education Program State Islamic Institute Parepare)

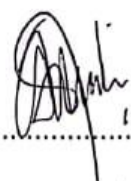Student Reg. Number : 15.1300.108
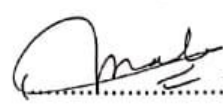
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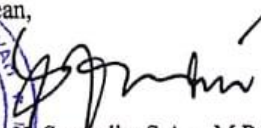Nip. : 19731116 199803 2 007

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SKRIPSI

THE STUDENTS' PRONUNCIATION AWARENESS (A CASE STUDY OF THE STUDENTS' ENGLISH EDUCATION ROGRAM STATE ISLAMIC INSTITUTE PAREPARE)

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that it fulfilled the requirements

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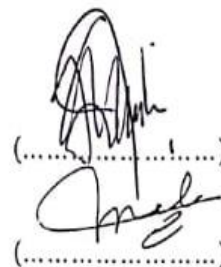
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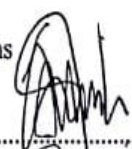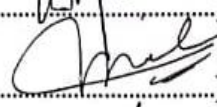|		
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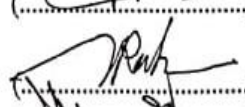
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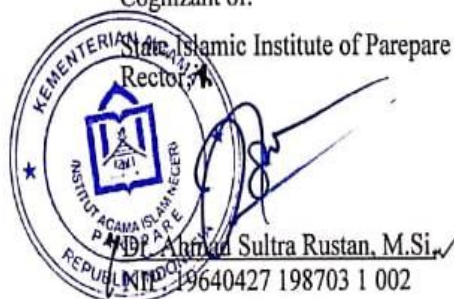
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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

First and foremost, I would like to express my deepest gratitude to Allah s w t , the almighty for the blessing given to me in completing this final project.

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The words are not enough to appreciate their help and contribution in writing this "Skripsi", may Allah SWT bless them all. Finally, researcher realizes that this research "Skripsi" is not perfect yet. Therefore, the researcher would like to accept critics and suggestion from everyone who reads this research.

Finally, the researcher expects this "Skripsi" will give valuable information for development of education and become the inspiration for people who read it.

Parepare, 7th January 2020

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Tittle of Skripsi   : The Students' Pronunciation Awareness (A Case Study of the Students' English Department State Islamic Institute Parepare.

   Stated that this skripsi is her own writing and it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 7th January 2020

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ABSTRACT

Munira Mukmin. *The Students' Pronunciation Awareness (A Case Study at the Students' English Department State Islamic Institute Parepare),* (Supervised by Hj. Nurhamdah and Maghdalena).

The purpose of this study is to analyze the Students' Pronunciation Awareness in English Department State Islamic Institute Parepare. The results of this study are beneficial for lecturer and students because they will get novel information about students' problem in learning pronunciation and it can be a reference to find out a suitable methodology in learning process.

The subject of this study was randomly selected at senior students of English Program of IAIN Parepare. The researcher conducted the research in descriptive qualitative approach. The data was collected by questionnaire and Interview guide.

After analyzing the data, the researcher found that most of students were aware about the importance of pronunciation and they were tending to use proper pronunciation in daily life conversation. Although, the pronunciation of students were not supported by the mastery of pronunciation features.

By data of interviewing analysis, the researcher found that there are several difficulties in pronunciation area that the students faced in communication: (1) in stress area, mostly the students get wrong in place the stress in the word and sentence, (2) unfamiliar vowel and consonant, (3) lack of intonation.

Keywords: *Students*, *Pronunciation, awareness.*

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CHAPTER I

INTRODUCTION

1.1. Background

English Pronunciation is one of the basic skills and plays an important role in learning English. In order to be acceptable in English communication, English students' should be able to use proper pronunciation. Being able to properly pronounce words can be of critical importance in certain situation. Then, by using proper pronunciation as well, the listener is convenient to understand what the speaker said.

According to Dalton and Seidlhofer pronunciation in general term as the production of significant sounds. According to them, sound is significant in two senses.

> First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible.[1]

Based on the first sense above, pronunciation as the production is defined that the learners have to be aware about their pronunciation to be acceptable in English. Then, pronunciation as the reception is defined that the learners must pay attention to whether the listener understands of what the speaker is spoken.

The ability to communicate in English that support by proper vocabulary and grammar is not enough because if someone conveys a language with the wrong pronunciation, it can lead to misunderstanding in communication. Besides, there is no

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[1] Dalton and Seidlhofer, *Language Teaching, a scheme for teacher education: Pronunciation* (New York: Oxford University Press, 2001), p. 3.

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doubt that knowledge of language structure material is crucial in communication, and they most definitely cannot apply to all situations. Thus, rich vocabulary and knowledge of grammar rules is not essential for being capable of communicating in English.

Pronunciation is the common problem of the students' in learning English yet the students are not aware that they are lack in English Pronunciation. In reality, lack of pronunciation awareness is considered an insignificant problem in English. Kelly in *Teaching Pronunciation: A Course Book and Reference Guide* state that pronunciation is the Cinderella area of foreign –language teaching, where linguist in Western have studied vocabulary and grammar much longer than pronunciation, thus grammar and vocabulary have been much better understood by English learner than pronunciation[2] For the reason mostly the students of English department lack of pronunciation and much concern in vocabulary and grammar.

The lack of students' pronunciation awareness indirectly influences the ability of students' to communicate. Many English students' often face some difficulties in pronouncing English words; even they are students of English Education Program. As stated on the result of research done by Anggun Kusuma Dewi in Unnes at the sixth semester of English Education Program shows that the students' ability   in pronouncing –ed ending is still poor. Based on the analysis, the most difficult type of –ed ending faced by the students was –ed ending with special pronunciation (-ed ending which do not follow the rule). Only 26.5% of them were able to

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[2] Marianne Celce-Muria, et.al, *Teaching Pronunciation: A Course Book and Reference Guide* (New York: Cambridge University Press, 2010), p. 2.

pronounce it correctly.[3] Theoretically, the students may know the rules of pronouncing the words properly, but they are still difficult to pronounce them orally, because English sounds do not exist in their mother tongue. Then, bad pronunciation can result in a failure to convey the message and can cause troubles in communication when they are least expected and welcome even among native speaker.[4]

Pronunciation course is one of the compulsory courses at the English Education Program of IAIN Parepare for the students of English Education Program studies about pronunciation. Although some of students good in English grammar, they are not familiar with sounds in English pronunciation.

Based on the description about the phenomenon of lack pronunciation awareness above the researcher is interested to know the students' pronunciation awareness in State Islamic Institute of Parepare especially at the students that have learned about basic concept of pronunciation. To find out the fact, the researcher decided on her research "The students' Pronunciation Awareness (a study at the students of English Department State Islamic Institute Parepare)".

1.2. Problem Statement

In relation with the background above, the problem of the research are:

1. How is pronunciation awareness of the students of English Education Program?

2. How is the rate pronunciation awareness of the students of English Education Program?

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[3]Anggun Kusuma Dewi "*Pronunciation Problems Faced by the English Department in Pronouncing Ed- ending"* (Unpublished Semarang: Semarang State University, 2009)

[4]Saundz.com/the/importance/of/proper/pronunciation/

1.3.Objective of the Research

The objectives of the research are:

1. To know the pronunciation awareness of English Education Program students'.

2. To know the students pronunciation awareness rate of English Education Program students'.

1.4. The significance of the Research

The results of the study expect to use by the researcher, students, educational institution, and all of the readers for the following purposes:

1. The researcher can use this graduating paper as an additional source to develop pronunciation awareness.

2. The researcher hopes that this research will help other researches to do some related researches in deeper, further and better technique.

3. The readers can get more understanding about how importance the pronunciation awareness to be communicative in English.

4. The researcher hopes the lecturer of pronunciation more aware about the student's pronunciation especially pronunciation of English Department and help them to have proper pronunciation with current and interesting method.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Previous Related Research Finding

Some researchers have conducted studies in accordance with language awareness as follow:

Increasing the students' awareness of stressed syllable in pronouncing English words is one of Ahmad Dahlan Journal of English Study (ADJES) that conducted by Anggara Jatu Kusumawati. She explored about how to increase the student's awareness of stressed syllable in pronouncing English words based on activity- based approach. The researcher used old technique in her approach which consists of IPA habituation, drills, and stress marking. By using the old approach Anggara found that the student's ability in pronouncing English words improves a great deal. The average result of student's awareness went up significantly, and it means the old technique still effective to improve student's pronunciation especially dealing with the awareness of stressed syllable.[1]

Hanna Kivisto-de Souza in her research "*Phonological Awareness and Pronunciation in a Second Language*" showed the object of the research is to increase the phonological awareness in adult language learners to examine the correlation between L2 Phonology and L2 Pronunciation. The present study has filled the gap in the literature on listening comprehension regarding integrating listening and pronunciation by suggesting a new way to apply in order to develop EFL learners" listening skills. This study gives the stakeholders; the administrators,

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[1]Anggara Jatu Kusumawati, *Increasing the student's awareness of stressed syllable in pronouncing English words* (Ahmad Dahlan Journal of English Studies (ADJES) www.journal.uad.ac.id (Accessed March 20th 2019), p. 1-8.

Curriculum designers, material developers, and teachers the opportunity to draw on the findings. The main finding of the study was that L2 phonological awareness was found bear to positive relation to L2 Pronunciation. Then, two important implications appear from this finding. First, it was propose that in the examination looking at individual variety in the degree of foreign accent. Second, more investigation were called for so as to examine the interrelation between L2 phonological awareness, L2 Pronunciation, and phonetic training as an expansion in L2 phonological awareness would in probability advantage L2 Pronunciation. [2]

Research on *Pronunciation Awareness Training as an aid to Developing EFL Learners Listening Comprehension Skill* by Sevil AK found that Pronunciation Awareness Training is effective in unfolding Listening skills of tertiary level EFL students. The findings revealed that the experimental groups and control group have showed a significant development even at the end of research period the experiment group's showed a significant development much higher than the control group which indicates the effect of pronunciation training on listening comprehension skill. [3]

Some of the studies above have the same variables with the author's research, but the study of Anggara and Hanna there is one variable same that is awareness that Anggara discusses about the students' awareness of stressed syllable in pronouncing English words and Hanna is about Phonological Awareness and Pronunciation in a Second Language. While the research that will be conduct by the author is

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[2] Hanna Kivisto-de Souza, "*Phonological Awareness and Pronunciation in a Second Language*", (Unpublished dissertation University of Barcelona, 2015), p. 408.

[3] Sevil AK, "*Pronunciation Awareness Training as an aid to Developing EFL Learners Listening Comprehension Skill*" (Unpublished a Master Thesis Bilkent University, 2012), p. 70.

Pronunciation Awareness. Then, in Sevil's research all of the variable are same but Hanna's research is quantitative, while the research that will be carried out by the author is qualitative descriptive.

2.2. Some Pertinent Ideas

In this part, some pertinent ideas explain the concept of the variable of the research.

2.2.1. The Concept of Pronunciation

2.2.1.1. Definition and Importance of Pronunciation

Burgess and Spencer in Sevil AK "*Pronunciation Awareness Training as an aid to Developing EFL Learners Listening Comprehension Skill*" define pronunciation as "the practice and meaningful use of TL [target language] phonological features in speaking, supported by practice in interpreting those phonological features in TL discourse that one hears". They concluded that, in pronunciation interpreting and producing phonological features successively are the nature of listening and speaking practice process.[4]

According to Cook in Pourhosein Gilakjani "*What Factor Influence The English Pronunciation of EFL Learners?*" Pronunciation is the production of English sounds. This is by repeated them and by being corrected when they are produced incorrectly. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.[5]

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[4] Sevil AK, "*Pronunciation Awareness Training as an aid to Developing EFL Learners Listening Comprehension Skill*" (Unpublished a Master Thesis Bilkent University, 2012), p. 26.

[5] Pourhosein Gilakjani, "*What Factor Influence The English Pronunciation of EFL Learners?*", (Modern Journal of Language Teaching Methods (MJLTM) mail.mljtm.org (Accessed March 28th 2019), p. 316.

According to Longman Dictionary pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the listener.[6]

According to Wikipedia Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect "correct pronunciation" in other word pronunciation is the way a particular individual speaks a word or language.[7]

Based on the several definition of pronunciation above the author conclude that pronunciation is the way of sounds production which is pay attention about phonological features to make the listener understand what he is listening to. In other words pronunciation is combination of speaking and listening process.

2.2.1.2. The Goal of Pronunciation

Pronunciation is a component of a language and communication that passes on wide range of sorts significance and envelope linguistic capability at micro and macro level for both production and perception of speech involving (1) the segmental dimension of individual phonemes (consonant and vowel) (2) supra segmental or prosodic dimension of connected speech that includes linking and articulation, tone and intonation, stress and rhythm, and voice quality and articulatory setting. Terms and

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[6]Jack C. Richards, & Smith Richard, "*Longman Dictionary Language Teaching and Applied Linguistics*". Fourth editition, (UK: Pearson Education Limited., 2010), p. 387. http://gen.lib.rus.ec/search.php (March 27th 2019).

[7] https://en.m.wikipedia.org/wiki/Pronunciation (accessed March 27th 2019)

ideas are presented, and precedents outline the numerous capacities passed on communication by pronunciation, including speaker identity, and the potential for genuine misconception brought about by pronunciation mistakes or differing conventions. It is perceived how pronunciation goes far beyond correct articulation to consolidate numerous layers of language capability and kinds of informative fitness. A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to. Therefore, the important question is this: what shapes of acceptable pronunciation?

James in Abbas Pourhosein Gilakjani "*English Pronunciation Instruction: Review Literature*" stated that the aim of learning pronunciation for some learners is the native-like accent. This can probably be a primary objective but it cannot be the ideal goal of teachers who intend to improve their learners' pronunciation. Then, he also stated that acceptable pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. In level 3, people understand the speaker and the speaker's English is acceptable to listen to.

According to Morley, intelligible pronunciation is a necessary part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively.[8]

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[8]James on Pourhosein Gilakjani, "*English Pronunciation Instruction: Review Literature*", International Journal of Research in English Education, ijreeonline.com (accessed November 4th 2017)

Based on the point of view above the goal of pronunciation is acceptable in English communication. Then, to be acceptable in English the speakers' have to avoid misconception. The native-like accent pronunciation is not primary objective of learning pronunciation but proper pronunciation is necessary part to be able communicate effectively.

2.2.1.3. Features of Pronunciation

Pronunciation has two main features, also known as components; segmental and supra segmental features. Segmental features include individual sounds; vowels and consonants. On the other hand, supra segmental features include features beyond sounds; such as intonation, rhythm, and stress.

1. Segmental Features of Pronunciation

According to Roach in Pourhosein Gilakjani "*English Pronunciation Instruction: Review Literature*" Segmental features are the separate sound units which also correspond to phonemes. These features may cause difficulties for learners, particularly if learners' mother tongue does not have some sounds English language has or if the place of articulation for the same sounds in native and target languages are different. Segmental aspects of the sound system include individual vowels and consonants. The sound systems of consonants, vowels or their combinations are called *phonemes*. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word.[9]

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[9] Pourhosein Gilakjani, *A Study of Factor Affecting EFL Learners English Pronunciation Learning and Strategies Instruction*, International Journal of Humanities and Social Science, vol. 2, no. 3, www.ijhssnet.com (accessed March 28th 2019), p . 125.

1. Vowel

Vowels are the tool of poets, since it is vowels that allow poets to create assonance and rhyme, and thus to shape language musically and make it pleasing to the ear. A more scientific answer would be that vowels are the core, or "peak" of the syllable.[10]

Vowel sounds are articulated as single sounds. They can be short or long.

For example: short vowel *ae* as in *cat*.

Long vowel *ae* as in *cart*.

Diphthongs are two vowel sounds put together

For example: ei as in *Kate* or as in *boy*

2. Consonant

In classifying consonants, some linguists have different opinions, but more or less they are the same. According to Ramelan English has 24 consonants. They are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [t], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].

He also classified consonants into three types as follow:

a. Based on the place where the optimum obstruction takes place: bilabial consonants, labio-dental consonants, apico-dental or just dental consonants, alveolar consonants, palatal, velar, and glottal.

b. Based on the way in which the air is obstructed by the articulators: plosive or stop consonants, affricate consonants, fricative consonants, nasal consonants, lateral consonants, rolled consonants, and semi-vowel or glide consonants.

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[10]Marianne Celce-Muria, et.al, *Teaching Pronunciation: A Course Book and Reference Guide* (New York: Cambridge University Press, 2010), p. 113.

c. Based on the activity of the vocal cords: voiced and voiceless consonants.[11]

2. Supra segmental Features of Pronunciation

Supra segmental features of pronunciation relate to sounds at the macro level. Advances in research have developed descriptions of the suprasegmental features of speech extending across whole stretches of language *(prosody)*. Effective communicative pronunciation competence can be achieved more through improving supra-segmental production in preference to segmental. Linking, intonation and stress are important features for effective pronunciation at the supra segmental level.

1. Stress

Stress in a word or sentence can be seen in the form of syllables or words that are longer and higher in pitch. According to Crystal word stress "refer[s] to the degree of force used in producing a syllable. The usual distinction is between stressed and unstressed syllables, the former being more prominent than the latter. In word stress, different syllables are emphasized and thus change the meaning they convey, i.e.: *REcord* (n) vs *reCORD* (v) or *conTENT* (adj.) vs *CONtent* (n).

Field argues that, "if a mistresses item occurs toward the beginning of an utterance, it might well lead the listener to construct a mistaken meaning representation*;* this representation would then shape the listeners expectations as to what was likely to follow.

Kenworthy on Sevil AK *Pronunciation Awareness Training as an aid to Developing EFL Learners Listening Comprehension Skill* studies have shown that,

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[11] Ramelan on Anggun Kusuma Dewi Seidlhofer, "*Pronunciation Problems Faced by the English Department in Pronouncing Ed- ending"* (Unpublished Semarang: Semarang State University, 2009), p. 7.

when the foreign language speaker has put the stress in the wrong place that may raising mispronounced the sounds in the words and it is leading native speaker cannot understand a foreign language speaker. This argument associates with the reverse relation: if a learner / foreign language speaker cannot distinguish the stress patterns, it may cause him/her to misconception the utterances. When word stress and sentence stress are combined accompanied by pauses, rhythm occurs (Celce-Murcia et al., and Wong explained rhythmic features as "syllable length, stressed syllables, full and reduced vowels, pauses, linking and blending sounds between words, and how words are made prominent by accenting syllables and simultaneously lengthening syllables".[12]

2. Intonation

Another crucial feature among supra segmental is intonation. According to Yates intonation is the "musical score" of a language and each "tune" has a special meaning.[13] Roach (2009) finds this definition restricted and explains intonation as "in its broader and more popular sense it [intonation] is used to cover much the same field as „prosody", where variations in such things as voice quality, tempo and loudness are included" (p. 56). Intonation has rising and falling patterns.

For example:

What are you doing?   *Are you hungry?*

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[12] Sevil AK, "*Pronunciation Awareness Training as an aid to Developing EFL Learners Listening Comprehension Skill*" (Unpublished a Master Thesis Bilkent University, 2012), p. 30.

[13]Yates Jean, *Pronounce It Perfectly in English* (United States: Barron's Educational Series, Inc. 1995), p. 176.

In English, information questions (wh-) have falling intonation- voice goes down at the end. On the other hand, Yes/No questions have rising intonation- voice goes up at the end.

Supra segmental features are the particularly components of pronunciation which express the real meaning of a sentence. For example the following sentence is open to various interpretations:

She likes professor"s classes.

If not in context, standing alone, this sentence may bear multiple interpretations. In a speech, it is the supra segmental that clarifies the meaning because the tone of the speaker as s/he utters the statement may imply tens of different meanings. The above given sentence may be uttered to ask a question: *Does she like professor"s classes?* Without using interrogative form, using rising intonation in affirmative form can build questions. Similarly, as the tone of voice can be a strong indicator of the real message; it may signal that the speaker is just being ironic, meaning to say *she does NOT like the professor"s classes.*

3. Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. We also shorten some sounds and leave others out altogether. The ability of speak English "smoothly", to utter words or syllables that are appropriately connected, entails the

use of linking (or liaison), which is connecting of the final sound of one word or syllable to the initial sound of the next.[14]

We also shorten some sounds and leave others out altogether.

Consonant to vowel, example: *an _Australian _animal*

Consonant to consonant, example: *next _week; seven _months*

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

For examples: where (r_) are you?;

you (w_) ought to;

Saturday (y_) evening

sounds that are shortened. When words begin with an unstressed sound they are often pronounced as a short schwa ( ) sound:

for example: *when do they arrive?*; *five o'clock*

Some sounds are so short that they virtually disappear (become elided):

For example: *does (_h)e like soccer?*

we might as well (h_a)ve stayed at home

2.2.1.4. Factors Affecting the Learning of English Pronunciation

In this section, the researcher mentions some of the important factors that affect the learning of pronunciation. They are as follows:

1. Age

The impact of age on language acquisition and specifically pronunciation may make adults find pronunciation more troublesome than children do and that they

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[14]Marianne Celce-Muria, et.al, *Teaching Pronunciation: A Course Book and Reference Guide*, p. 165.

presumably will not achieve native-like pronunciation. According to the "Critical Period Hypothesis" proposed by Lenneberg there is a biological or neurological period, which finishes around the age of 12; after this period it turns out to be very hard to accomplish the total dominance of a second language, particularly pronunciation. In any case, the level of pronunciation accuracy, according to Avery and Ehrlich on Pourhossein Gilakjani "a Study of the Situation Pronunciation Instruction in ESL/EFL classroom" varies considerably from one individual to another. To them, this inconsistency in pronunciation among adult learners means that ESL classroom time can profitably be dedicated to improving students' pronunciation.

2. Exposure to Target Language

When we discuss of the exposure that a learner has to the target language, it may come in the form of their current day-to-day life as well as the amount of prior instruction a learner received in the target language. According to the language learning theories, learners secure language basically from the information they get and they should get a lot of comprehensible input before they are required to speak. Adult learners may have little opportunity to encircle themselves with the native target language input. Whereas children who are possibly in English-speaking schools for quite a long time amid the day, their adult counterparts are likely to live and work in what these theorists call ‑linguistic ghettos where they again have little meaningful exposure to the target language thus inhibiting their acquisition.

Learning a new language and speaking it is especially difficult for foreign language learners because effective oral communication requires the ability to utilize

the language appropriately in a variety of interactions. Verbal communication also affects the supra-segmental features of speech such as pitch, stress and intonation. Such features are often not learned from reading a textbook or dictionary. Beyond the supra-segmental features, are the non-linguistic elements involved in language such as gestures, body language, and facial expressions that carry so much meaning yet are not learned through explicit instruction, but rather through sheer experience in a language and culture. Due to minimal exposure to the target language and contact with native speakers, adult English language learners often do not acquire a native-like level of pronunciation, regarding fluency, control of idiomatic expressions and cultural pragmatics (gestures, body language, and facial expressions).

3. Motivation and Exposure

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation the review by Marinova- Todd et al., research on adult acquisition of English concluded that adults can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. Moyer found that experience with and positive orientation to the language appears to be important factors in developing native-like pronunciation. In a study of learners of Spanish, Shively found that accuracy in the production of Spanish is significantly related to age at first exposure to the language, amount of formal instruction in Spanish, residence in a Spanish- speaking

country, amount of out-of-class contact with Spanish, and focus on pronunciation in class. Therefore, the teachers should encourage learners to speak English outside the classroom to improve their pronunciation and accent in class, and provide them with assignments that structure those interactions.

4. Attitude

It appears as if a few students are progressively capable at getting good pronunciation. Even within one homogenous classroom, there is frequently a substantial inconsistency among the pronunciation ability of the students. This wonder has leaded numerous researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition. In a study on pronunciation accuracy of university students studying intermediate Spanish as a foreign language, Elliot found that subjects' attitude toward acquiring native or near-native pronunciation, as estimated by the Pronunciation Attitude Inventory (PAI), was the essential variable in relation to target language pronunciation. In other words, if the students were increasingly worried about their pronunciation of the target language, they tended to have better pronunciation of the target allophones. According to Sparks and Glachow's work on personality found similar results with the statement above. They state that students with motivation to learn with positive attitudes towards the target language and its speakers were more fruitful than were students with less positive attitudes. They refer to Gardner and Lambert's research on motivation where in two types are highlighted. The first type of motivation is instrumental, which is motivation to learn the L2 for the value of linguistic achievement. Second is integrative motivation, which describes the desire to continue learning about the second language culture. . As indicated by Gardner

and Lambert students with integrative motivation would be relied upon to work more enthusiastically to develop communication abilities in the second language because they are more likely than their less interested counterparts to seek out native speakers of the language.

5. Instruction

Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but infrequently proceeds with this concentration past the early on level. Absence of accentuation on pronunciation advancement might be because of a general absence of intensity with respect to the second language acquisition researchers, second language teachers and students, that pronunciation of a second language is not very significant. Furthermore, Pennington maintains that pronunciation, which is commonly seen as a part of linguistic rather than conversational fluency, is regularly regarded with little significance in a communicatively oriented classroom. According to Elliot teachers tend to view pronunciation as the least useful of the basic language skills and subsequently they for the most part penance encouraging pronunciation so as to invest profitable class energy in different regions of language. Or maybe, teachers legitimized neglecting pronunciation believing that for adult foreign language learners, it is increasingly hard to achieve target language pronunciation skills than other features of second language acquisition. Perhaps, teachers just do not have the foundation or devices to properly teach pronunciation and this manner it is neglected

6. Mother tongue influence

The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. For example,

nonnative speakers' production of English rhythm was investigated in several studies. Wenk on Pourhosein Gilakjani, "*A Study on the Situation on the Pronunciation in ESL/EFL Classroom",* concluded that the transfer from the learners' native language influenced their production of English-like stress alternation across a phrase. In this respect, Avery and Ehrlich point out that the sound arrangement of the local language can impact the students' pronunciation of a target language in at least three ways. First, when there is a sound in the target language, which is missing from the students' native sound inventory, or the other way around, students will be unable to create or even see the sound(s). Second, when the rules of combining sounds into words (i.e., phonotactic constraints/rules) are distinctive in the students' mother tongue they cause issues for students in light of the fact that these standards are language explicit as they differ starting with one language then onto the next. Thirdly, since the rhythm and melody of a language determine its patterns of stress and intonation, learners may move these patterns into the target language. In summary while there are different variables that impact the student's L2 pronunciation acquisition, the elements checked on above may help ESL/EFL teachers think about what students from various backgrounds are probably going to confront when learning English as a second language. These components would empower the teachers to distinguish the difficulties in the pronunciation of the target language experienced by non-native speakers in order to conquer them overcome their foreign accent and thusly improve their pronunciation. In addition, they would also empower teachers to provide efficient pronunciation instruction, and design their teaching methodology according to students' needs.[15]

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[15] Pourhosein Gilakjani, *A Study on the Situation on the Pronunciation in ESL/EFL Classroom*, Jounal of Studies in Education, vol., 1 no. 1, www.macrothink.org (accessed March 28th 2019)

2.2.2. The Concept of Awareness

2.2.2.1. Definition of Awareness

According to Mappiare, *Awareness menunjuk pada pengetahuan atau pemahaman penuh atas kesadaran dalam mengalami diri sendiri dan diri dalam kaitannya dengan orang-orang lain, dan merupakan teori dalam terapi gestalt,* Awareness is something that points to knowledge or understanding of consciousness oneself in relation to the others and it is a theory in gestalt therapy[16].

According to J.P. Chaplin, *Awareness, kesadaran, kesiagaan, atau kesediaan, mengetahui sesuatu, keadaan pengenalan, atau pemahaman-pemahaman peristiwa-peristiwa lingkungan atau kejadian-kejadian internal (batiniah),* awareness is consciousness, vigilance, and readiness, knowing things or introductory state or understanding of environmental events or internal events[17].

According to Solso, Awareness is a general framework of consciousness, which includes attention, wakefulness, and architecture, recall of knowledge, emotive, novelty, emergence, subjectivity, and selectivity.[18]

According to Neville I AM is the self-condition of the absolute, the foundation on which everything rests. I AM is feeling of permanent awareness. The point of consciousness is the feeling of I AM. I may forget about who I am, where I

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[16] A. Mappiare A.T., *Kamus Istilah Konseling dan Terapi* (Jakarta: PT. Raja Grafindo Persada, 2006), p. 28.

[17] J.P. Chaplin, *Kamus Lengkap Psikologi*, (Jakarta: PT. RajaGrafindo Persada, 2011).

[18] Solso, et.al, *Pearson New International Edition Cognitive Psychology* (England: Pearson Education Limited, 2014), p. 2

am, what I am, but I cannot forget that I AM. The awareness of being remains,

regardless of the degree of target fullness of who, where, and what Iam.[19]

Consciousness is the awareness of environmental and cognitive events such as the sights and sounds of the world as well as of one's memories, thoughts, feelings, and bodily sensations. By this definition consciousness has two sides. Consciousness includes a realization of environmental stimuli. For example, you might suddenly become mindful of a bird's song, a sharp toothache, or the visual recognition of an old friend. Consciousness also includes one's cognizance of mental events those thoughts that result from memories and your own internal sense of awareness and self. For example, you might think of the name of the bird, the telephone number of your dentist, or how shy you get in large groups.[20]

As individuals take part in ordinary activities, they care for *awareness* of others around them, which adds up to an understanding regarding what others do, where they are, or what they state. This understanding can help people in making inferences regarding intentions, actions or even emotions of others and provides a context for their shared activities and social interactions. Awareness of others extends to people not in the immediate vicinity but of whom one can have an understanding of whereabouts and current activities, within some time frame, e.g., knowing the whereabouts of a friend or their state of mind after a recent meeting or thanks to a recent communication.

According to Michelle situation awareness knows what is going on around you. Inherent in this definition is a notion of what is important. Situation awareness is most frequently defined in operational terms.[21]

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[19]Neville Goddard, *The Power of Awareness,* 1952 (accessed on 28th June 2019), p. 4.

[20]Solso, et.al, *Pearson New International Edition, Cognitive Psychology,* p. 246.

[21]Michelle, *Situation Awareness, analysis and measurement (*London:Lawrance Eirlbaum Associates, 2000), p. 5.

Based on several definitions above, the researcher concludes that awareness is condition where someone tries to understanding the environment or knowledge through thoughts, feelings, and bodily sensations as memory and can be raised when needed.

2.2.2.2. Levels of Awareness

There are several opinions about level of awareness; as for opinions about awareness, there are three levels, four levels, and five levels.

a. Three Levels of Awareness

One of famous theory about levels of awareness is Freud theory stated that three levels awareness in human mind, they are:

1. *The conscious,* consist of what someone aware of any particular point in time. It includes what you are thinking right now.

2. *The Preconscious* contains of information that is just below the surface of awareness. It can be thought of as memory or recollection.

3. *The Unconscious,* contains memory, thought, and desires that are buried deep in ourselves, even though we are not aware of their existence.[22]

b. Four Levels of Awareness

According to Geller, there are four levels of awareness as follows:

1. Unconscious incompetence or blissful ignorance, the first stage where someone doesn't know what to do (not knowing that you don't know something).

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[22]Freudhistoryand concept.blogspot.com/2008/04/3-levels-of-awareness.html (accessed 8th July 8, 2019)

2. Conscious incompetence or painful awareness, the second stage is where someone knows what should be done, but there needs to be learning how to do it correctly (realization that you don't know something).

3. Conscious competence or the educated individual third stage where someone has been able to do something right because he has understood the rules correctly (who learns from others).

4. Unconscious competence or second nature, the fourth stage where a person already has a habit and knows exactly what he is doing (when it is all so obvious really).[23]

c. Five level of Awareness

According to Solso, there are five facets or level of consciousness or awareness as follow:

1. Attention, the concentrating of comprehension on internal or external things.

2. Wakefulness, the continuum from rest to sharpness.

3. Architecture, the physical area of mental structures (the procedures empower by these structures) that support the cognizance.

4. Recall of knowledge, the accessing of personal and world information.

5. Emotive, the affective associative with consciousness. Consciousness is often expressed as sentience, a feeling or emotion.[24]

Based on several opinions above, the researcher refers to opinion of Solso which divides awareness into 5 levels because the theory of Solso explained the level

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[23]Lontar.ui.ac.id/file?file=digital/122795-S-5345-Studi%20tentang-Literatur.pdf teori geller tentang kesadaran (accessed 12th July 8, 2019)

[24]Robert.L Solso, *The Psychology of Art and the Evolution of the Conscious Brain* (London: The MIT Press, 2003), p. 26.

of consciousness in the cognitive field clearly which is relevant to the research. The five levels in the awareness model are an attempt to reduce the variance in defining the subjective experience we call consciousness. Only one of these levels, architecture, deals with a physiological process; the rest deal with psychological process.

Firstly, attention, this part of awareness levels that concentration of the mental resources on external and internal events. For example when a lecturer explains material when we do not have attention, we will not understand what is explained.

Secondly, wakefulness, this part of awareness alertness; preservation this is a condition experienced by a person during his lifetime. For example, when we drink coffee we will not be sleepy when doing assignment. Then we will consciously work on our assignment in apposition of alertness.

Thirdly, architecture, this part of awareness levels that contain of physical location of physiological structures and process. Although it is not shown, we know that under the case of the brain is a very complicated cerebral cortex that is filled with neurological activity. the effect of a physical logical structure, where awareness is not a single process carried out by a single neuron, but maintained through a number of neurological processes associated with interpretation of sensory, semantic, cognitive, and emotional phenomena, both physically and imaginatively. These actions seem to take place automatically as a result of experience. Other actions require conscious and complex intervention.

Fourth, recall of knowledge, this part of awareness levels that is remembering knowledge namely the process of retrieving information about the person concerned and the world around it. Awareness enables humans to gain access

to knowledge through the process of recall (and recognition) of information about themselves and about the world. The process is carried out mainly with the help of attention processes carried out internally and externally. This part of the definition of awareness has three components: recall of knowledge about personal self, recall of general information, and recall of the collective knowledge of the individual concerned.

Fifth, emotive or sentience, It has a subjective, phenomenological component that arouses someone's passion. Emotions are caused by internal state as we respond to external events. Sentience refers to your raw feelings and how you expressed your feelings.

2.2.2.3.Function of Awareness

Pierson & Trout stated that the only reason to have consciousness is to make volitional movement possible. Volitional movements are those that are made by choice, not by instinct or reflex. In having consciousness, and thus volitional movement, we can direct our attention and behaviors to aspects of the environment that will lead to better outcomes. They argue that neural processes alone cannot perform these functions as effectively as neural processes combined with consciousness.[25] Damasio stated that awareness or consciousness serves to allow us to plan our behaviors instead of relying purely on instincts. By doing that gives us greater survivability in the

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[25] Pierson, Lee & Monroe Trout, (2005) What is consciousness for? Available at: http://cogprints.org/4482/01/ whatisconsciousnessfor.pdf

environment. In psychology the word awareness is known as consciousness.[26] Baars and McGovern suggest several functions of consciousness as follow:

1. **Context-setting** function whereby the systems act to define an incoming stimulus in terms of context and knowledge in memory, which serves to clarify understanding of the stimulus.

2. **Adaptation and Learning,** which posits that consciousness involvement is required to successfully deal with novel information.

3. **Prioritizing** and access function whereby consciousness is necessary to access the vast amounts of information available in the unconscious.

4. **Recruitment and control function** where consciousness taps into motor systems in order to carry out voluntary actions.

5. **Decision-making** and executive function, which serves to bring necessary information and resources out of the unconscious to aid in making decisions and exerting control.

6. **Error Detection and Editing.** This function is focused on consciousness tapping into unconscious rule systems that let us (the conscious "us") know when we have made a mistake.

7. **Self-monitoring.** Self-monitoring, in the form of self-reflection, inner speech, and imagery, help us control our consciousness and unconsciousness functioning.

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[26]Damasio, A. R. ,*How the brain creates the mind,* (United States, 1999)Scientific American, 12, p. 4–9.

8. **Organization and Flexibility.** This function allows us to rely on automatic functions in predictable situations, but also allows us to tap into specialized knowledge sources in unpredictable situations.[27]

2.2.3. Pronunciation Awareness

Pronunciation is acceptable in English communication. Then, to be acceptable in English the speakers' have to avoid misconception. The native-like accent pronunciation is not primary objective of learning pronunciation but proper pronunciation is necessary part to be able communicate effectively.

One way to construe the positive impacts of overt instruction on pronunciation development, chiefly in the light of results by Couper, is at least to speculate a link between explicit instruction and enhanced learner awareness. Although language awareness is a wide-ranging and many-sided construct, yet some aspects of this fact refer to be aware of "the way language works to convey meaning" and also to getting of "how language is acquired". However, both aspects of language awareness are clearly attuned with Couper's conception of pronunciation training as meaningful practice. Research exploring connections between instruction and learner awareness of spoken language has primarily emphasized on the usefulness of a meta-cognitive approach to L2 listening. This approach includes producing learners' awareness of listening processes by focusing their attention to use meta-cognitive strategies, involving anticipating listening contents, evaluating comprehension and success in understanding. Normally, this kind of research showed positive impacts of increasing meta-cognitive

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[27] Baars, B. J., & McGovern, K. Cognitive views of consciousness: What are the facts and How can we explain them? In M. Velmans (Ed.), The science of consciousness: Psychologycal, neuropsychological, and clinical reviews (London: Routledge, 1996), p. 63–95.

awareness in listening L2. However, regarding L2 pronunciation researches of instruction awareness connection have been unusual.[28]

2.3. Operational Definition of the Research

Conceptual review in research is the relationship between concept one and other concepts of the problem to be studied. In addition, conceptual information in various languages can be used to explain the topics to be examined. Including the conceptual in this study as follows:

2.3.1. Pronunciation is the students' sounds production after they learn about pronunciation.

2.3.2. Awareness is the students' consciousness about what they have learned.

2.3.3. Pronunciation Awareness is the students' awareness about pronunciation features that they have learned. The native-like accent pronunciation is not primary objective of learning pronunciation but proper pronunciation is necessary to communicate effectively

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[28] Gulzar Ahmad, Javed Iqbal Barki, Muh. Yasin Shakir, *Urdu EFL Students' Pronunciation, Awareness and Instruction in Pakistan*, Journal of Policy Research, 1 (3), http://rfh.org.pk/jur/megazine-category/jpr (accessed 28th March 2019).

2.4. Conceptual Framework

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                    ┌─────────────────────┐
                    │  Theory of Awareness │
                    │      by Solso        │
                    └─────────────────────┘
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Attention	Wakefulness	Architecture	Recall of knowledge	Emotive

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              ┌──────────────────────────────┐
              │      Level of Awareness       │
              │         by Geller             │
              │  1. Unconscious incompetence  │
              │  2. Conscious incompetence    │
              │  3. Conscious Competence      │
              │  4. Unconscious compentence   │
              └──────────────────────────────┘

                   ┌──────────────────┐
                   │  The Students'   │
                   │  Pronunciation   │
                   │  Awareness       │
                   └──────────────────┘
```
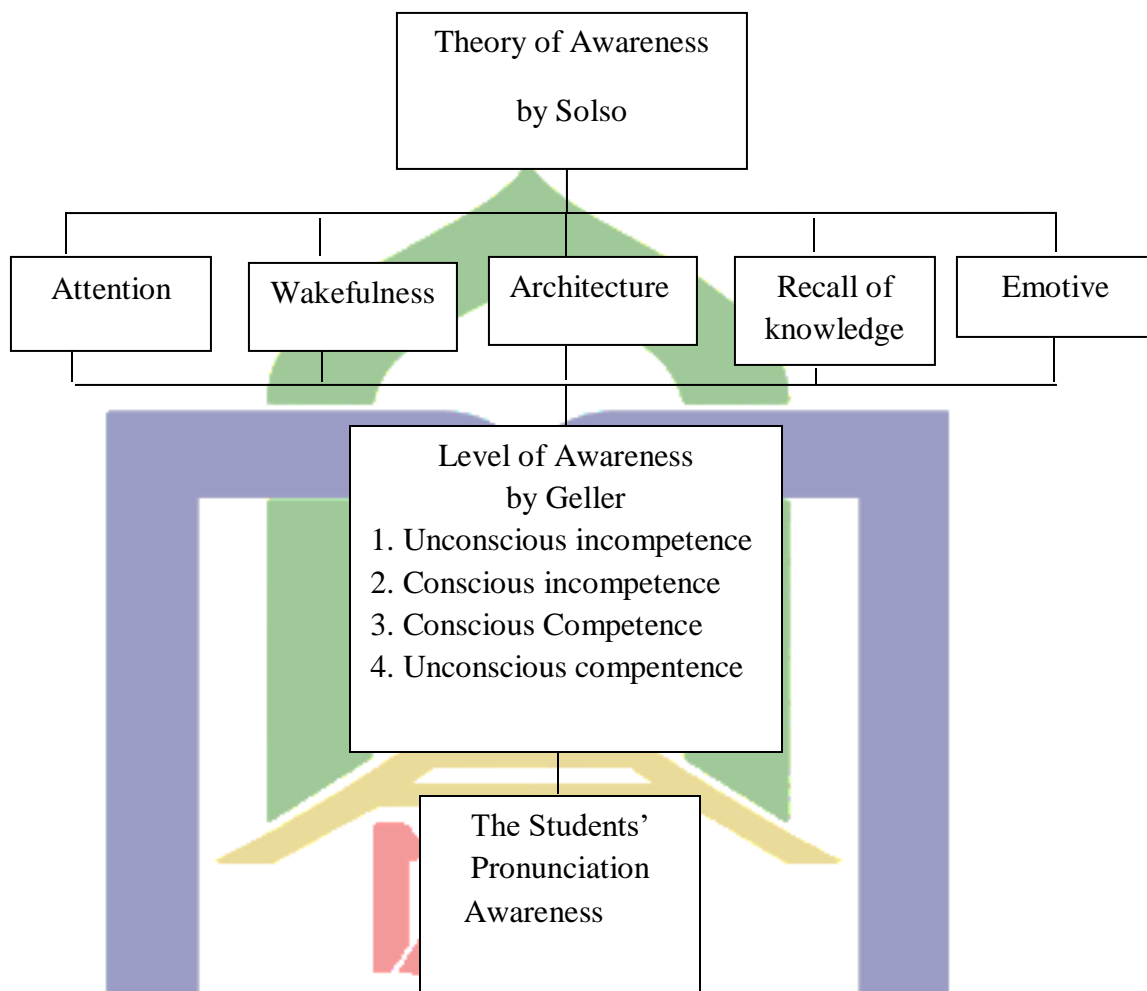
In this conceptual framework, the researcher explained that there are five element in awareness base on Solso's theory they are, attention, wakefulness, architecture, recall of knowledge, and emotive. Then, to get the final conclusion about the students' pronunciation awareness, the researcher classified the students' pronunciation awareness according to Geller theory.

CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design, location duration of the research, Focus of Study, kinds of source data, technic of collecting data and instrument, and technique of data analysis.

3.1. Research Design

The title of the prospective adoptive researcher is The students' Pronunciation Awareness (a study at English Education Program), then in this study the researcher will use qualitative descriptive method. Sugiono argues that:

> "Qualitative research is often called the method of naturalistic because the research is done on the natural condition (natural setting), also known as ethnography, because this method initially is more widely used for the research in the field of cultural anthropology, also called qualitative methods for the data collected and analysis is more qualitative".[1]

3.2. Location and Duration of the research

The location of the research took a place at at of State Islamic Institute (IAIN) Parepare. The researcher had conducted the research more than one month for collecting data.

3.3. Focus of the Research

The focus of this study is to know the students' pronunciation awareness where the researcher analyzed the awareness of students in five facets that according to Solso, they are attention, wakefulness, architecture, recall of knowledge, and emotive. Then, after the researcher get the data about students' pronunciation

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[1] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), p. 14.

awareness, for more the researcher was identify the students' pronunciation awareness level according to Geller theory.

Researcher has conducted the research in English Education Program at the students that have learned about basic concept of pronunciation such as, sounds, stress, and intonation. The researcher used technique simple random sampling in this research because technique simple random sampling is technique for getting samples that are directly carried out on the sampling unit, and then each sampling has the same opportunity to represent the population. The population of the research took all of the students of the English Education Program who have studied pronunciation courses. The samples of the research were around forty students of English Education Program, forty students answer the questionnaire and fifteen students as respondent of interview. The result of questionnaire and transcript of interview can be seen in appendices, but the researcher just attaches the representative interview.

3.4. Kinds and Source of Data

Based on the source, research data can be grouped into two types of data, namely primary and secondary data.

3.4.1 Primary data is data that is disseminated by researchers directly from the data. Primary data also called original data or the most recent new data for dates to obtain primary data, which collected directly. Primary data obtained directly from the students of English Department State Islamic Institute of Parepare. They are selected randomly from chapter 2015 and 2016. The selected students are the respondents who have learned Pronunciation practice. The respondents filled the questionnaire and some of them were participated in interview.

3.4.2 The secondary data in this study is data that has been processed in the form of a written script or document.[2] Secondary data is data that is collected directly; data obtained from existing data and has a relationship with the information to be studied. Secondary data can be obtained from various kinds of books, newspapers, documents, internet, journals, and other data that can be used as supplementary data. This is data obtained from the institution in the form of numbers student.

3.5. Techniques of Collecting Data and Instruments

Data is information that collected by conducting research. To get the reliable data, the researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. There are two data collecting technique. Those are interview, questionnaire, and documentation.

Instrument is a tool that is required to get information. The researcher herself is the main research instrument. According to Lincoln and Guba stated that the instrument of choice in naturalistic inquiry is the human[3]. In this research the researcher analyzed the students pronunciation awareness by directly interview several students to find out the rate of students pronunciation awareness. In this research, the researcher utilizes interview and Questionnaire as the instruments.

In this research, the researcher used interview supported by questionnaire as technique of collecting data.

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[2] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung : PT Remaja Rosdakarya. 1997), p. 112.

[3] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2017), p. 223.

3.5.1. Interview

In Qualitative research, interviews are one of the techniques of collecting data by searching for information through question and answer that is done directly to the respondent. In accordance with the type of research used, qualitative descriptive is one of the most appropriate techniques used in this study is interview to obtain data according to research needs, while the object of this interview are to know the students' pronunciation awareness.

3.5.2. Questionnaire

Questionnaire is the list of questions or statements that are given to participants. According to Sugiyono questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent[4]. In this research the researcher gave the students questionnaire to support interview data.

3.6. Technique of Data Analysis

3.6.1. Data Analysis of Interview

After collecting the data, the researcher analyzed the data. Data analysis is systematically process to analyze data that have collected. To analyze the data, the researcher used descriptive qualitative to analyze the data. The researcher divided the activity in analyzing data into three activities; they are data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher got much data. Hence, the researcher must selected data that gave valuable information in research. Thus, at first the researcher has to do reduction to analyze the data. Based

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[4]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2017), p. 142.

on the concept of data reduction, reducing the data in this researcher is chosen by identifying the student's pronunciation awareness, how interest the student in pronunciation, and the basic capability of students about pronunciation features.

Data display means the process to simply the data in form of sentence or table. In displaying data, the researcher describes data that reduced into sentence form.

For the last process is conclusion and verification. In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher makes conclusion from the data display.

In short, the steps in analyzing the data are: (1) the researcher collects the data through interview and questionnaire. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusion is drawn. Moreover, to get validity of data, the interview is supported by questionnaire.

3.6.2. Data Analysis of Questionnaire

Table 3.1: Licker scale of questionnaire

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Undecided (U)	3	Undecided (U)	3
Disagree (D)	2	Disagree (D)	4
Strongly Disagree (SD)	1	Strongly Disagree (SD)	5

Table 3.2: The interpretation score of questionnaire classification

Percentage	Category	
81% - 100%	Very strong	
61% - 80%	Strong	
41% - 60%	Undecided	
21% - 40%	Low	
0% - 20%	Strongly Low	

FINDING AND DISCUSSION

This chapter presents the research finding and their discussion. The objective of this research was to find out the pronunciation awareness at the students of English Education Program. In order to achieve the objective of this research, the researcher did some step to collect the data. The first step questionnaire and second step is interview.

4.1. Finding

4.1.1   The Finding through Questionnaire

The finding answers the question problem how the rate of students' pronunciation awareness is. After calculating the data the researcher categorizes the students' awareness based on questionnaire used lickers scale and classified the students' pronunciation awareness rate percentage. The result of data shows as follow:

Table 4.1 Positive Statement (Item 1: Pronunciation is an important part in learning English)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	34	170
2	Agree	4	5	20
3	Neutral	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	1	1
Total			40	191

Source: Questionnaire Item 1

Table 1 shows that almost the students were strongly agree about pronunciation class is important part in learning English, it can be assumed that students did not take for granted the pronunciation class and take advantage of learning pronunciation class, by continuum can be shown below:

	0	20	40	60	80	100
		SD	D	N	A	SA

The data above shows that pronunciation is important part in learning English for the students in English Education Program, namely 191/200 x 100% = 95.5% so, it was categorized very strong.

Table 4.2 (Item 2: Acquiring proper pronunciation is necessary)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	15	75
2	Agree	4	21	84
3	Neutral	3	3	9
4	Disagree	2	0	0
5	Strongly Disagree	1	1	1
	Total		40	169

Source: Questionnaire Item 2

Table 2 indicates that mostly the students were strongly agree that pronunciation is necessary, it meant that the students is considered to pronunciation as primary subject in learning English, by continuum can be shown below:

	0	20	40	60	80	100
		SD	D	U	A	SA

The data above shows that pronunciation is necessary for the students in English Education Program, namely 169/200 x 100% = 84.5% so, it was categorized very strong.

Table 4.3 Negative Statement (Item 3: Good pronunciation skills in English are not as important as learning vocabulary and grammar)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	4	8
3	Neutral	3	4	12
4	Disagree	4	20	80
5	Strongly Disagree	5	12	60
	Total		40	160

Source: Questionnaire Item 3

Table 3 direct that 20 (50%) students who revealed disagree that good pronunciation skills in English are not important as learning vocabulary and grammar, even a half students in positive toward pronunciation, there are some students who think pronunciation is not more important than grammar and vocabulary, by continuum can be shown below:

0	20	40	60	80	100
	SA	A	U	D	SD

The data above shows that pronunciation is important as learning vocabulary and grammar, namely 160/200 x 100% = 80% so, it was categorized Agree.

Table 4.4 Positive Statement (Item 4: Good pronunciation helped me to reduce any misunderstanding in English communication)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	27	135
2	Agree	4	12	48
3	Neutral	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	1	1
	Total		40	184

Source: Questionnaire Item 4

From table 4 the students revealed that pronunciation is preventive step when they were communication in English, it can be showed on the table above where almost the students said that pronunciation helps the students to reduce misunderstanding in English communication was at Strongly Agree, by continuum can be shown below:

	0	20	40	60	80	100
		SD	D	U	A	SA

The data above shows that pronunciation helps the students to reduce misunderstanding in English communication, namely 184/200 x 100% = 92% so, it was categorized very strong.

Table 4.5 Negative Statement (Item 5: Vowel and consonant are part of supra segmental features in pronunciation)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	13	13
2	Agree	2	11	22
3	Neutral	3	9	27
4	Disagree	4	2	8
5	Strongly Disagree	5	5	25
	Total		40	95

Source: Questionnaire Item 5

Table 5 even though the students revealed pronunciation is important as on the table 1, they were not supported by knowledge of pronunciation features, it can't be seen in this table where 24 (60%) students in negative answer when statement indicate their knowledge about supra segmental features, by continuum can be shown below:

	0	20	40	60	80	100
		SA	A	U	D	SD

The data above shows the knowledge of students about supra segmental features, namely 95/200 x 100% = 47% so, it was categorized undecided.

Table 4.6 Negative Statement (Item 6: Stress, linking, and intonation are part of segmental features in pronunciation)

No	Question alternative	Score	Frequency	Sum of Score

1	Strongly Agree	1	17	17
2	Agree	2	9	18
3	Neutral	3	7	21
4	Disagree	4	2	8
5	Strongly Disagree	5	5	25
	Total		40	96

Source: Questionnaire Item 6

Table 6 indicates that almost the students strongly agree about the statement, it meant that the students were in negative answer when they asked about pronunciation features, and it is not relevant as table 1 that the students is considered pronunciation is important, by continuum can be shown below:

0	20	40	60	80	100
	SA	A	U	D	SD

The data above shows the knowledge of students about segmental features, namely 96/200 x 100% = 48% so, it was categorized undecided.

Table 4.7 Negative Statement (Item 7: One /wɒn/ the word rhymes same with *John*.)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	5	5
2	Agree	2	11	22
3	Neutral	3	15	45
4	Disagree	4	5	20
5	Strongly Disagree	5	4	20

Total	40	102

Table 7 point out that almost the students were in undecided answer about the statement, it meant the students were still lack in difference vowel rhyme of word, and it is not relevant as table 2 that the students assumed pronunciation as primary subject in learning English t, by continuum can be shown below:

0	20	40	60	80	100
	SA	A	U	D	SD

The data above shows the skill of students in difference vowel rhyme of word, namely 102/200 x 100% = 51% so, it was categorized undecided.

Table 4.8 Positive Statement (Item 8: Booth /buːθ/ the word rhymes exactly with truth)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	7	35
2	Agree	4	9	36
3	Neutral	3	12	36
4	Disagree	2	10	20
5	Strongly Disagree	1	2	2
	Total		40	129

Table 8 although the students revealed pronunciation is necessary as on the table 2, they were they were still lack in difference aspiration rhyme of word, it can't be seen in this table where only 16 (40%) students gave correct answer and the other

answer incorrectly and undecided when statement indicate their knowledge about difference aspiration rhyme of word, by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

The data above shows the skill of students in difference aspiration rhyme of word, namely 129/200 x 100% = 64% so, it was categorized agree.

Item 4.9: (Item 9: Learning English Pronunciation is similar to learning the other subjects.)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	16	64
3	Neutral	3	10	27
4	Disagree	2	9	18
5	Strongly Disagree	1	2	2
	Total		40	126

Source: Questionnaire Item 9

Table 9 represent that half of the students revealed agree that learning English pronunciation is important as learning the other subjects, even though almost a half of students do not think learning pronunciation is important as learning the other subject , by continuum can be shown below:

0	20	40	60	80	100
	SD	D	U	A	SA

The data above shows that learning English pronunciation is important as learning the other subjects, namely 126/200 x 100% = 63% so, it was categorized Agree.

Table 4.10 Positive Statement (Item 10: I tend to use proper pronunciation in speaking English)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	12	60
2	Agree	4	18	48
3	Neutral	3	7	21
4	Disagree	2	3	6
5	Strongly Disagree	1	0	0
	Total		40	135

Source: Questionnaire Item 10

Table 10 register that almost the students were maintained their self to use proper pronunciation in English communication, it can be seen where 30 (75%) students gave positive answer about students tend to use proper pronunciation in speaking English. It can be assumed that students try to take advantage of learning pronunciation class, by continuum can be shown below:

0	20	40	60	80	100
	SD	D	U	A	SA

The data above shows that the students tend to use proper pronunciation in speaking English, namely 135/200 x 100% = 67.5% so, it was categorized agree.

4.1.2 The finding through Interview

The finding answers the question problem how the students' pronunciation awareness is. At the second part analyzed about tabulates and analyzed the data from interview into present as follows:

Based on the result of interview for question *what do you think about English pronunciation class*, almost all of the students stated that learning English Pronunciation are very important to motivate, English pronunciation is needed for students' in English Education Program, and English pronunciation class is their fun class. Several students also stated that they like English pronunciation because of the lecturer.

Representative statements:

"English pronunciation in the class is highly important because can improve revise student' bad pronunciation also able to motivate them to speak in their social activity".[1]

"I think English pronunciation class is one of the crucial think that we have to know specially when we in English department because pronunciation as we know that one of the main point when we want mastery in English".[2]

"I think English pronunciation class is fun class because we can learn many things about vowel, consonant, intonation, and stress and it can help us to make our pronunciation better".[3]

"I think English pronunciation is very interesting because the lecturer is mam Hamdah so the class running well".[4]

When the students' asked do you feel positive about learning English pronunciation, all of the students' answered "*yes*".

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[1] Student 14, interviewed on September 23, 2019 by WhattsApp.

[2] Student 5, Interviewed on September 19, 2019 by WhattsApp.

[3] Student 4, Interviewed on September 17, 2019 on her Cottage.

[4] Student 6, Interviewed on September 18, 2019 on Campus IAIN Parepare.

Representative statement:

"Yes it is very positive, I think English pronunciation is very fun, and then the lecturer that taught me about pronunciation is used method that attracts me to have fun in class".[5]

To know specifically the researcher asked why pronunciation is important to you, mostly the students stated that pronunciation important to avoid miscommunication and be understandable.

Representative statement:

"Sometimes the way we pronounce the word, I mean the meaning of word can be difference according to our pronounce it"[6]

"Because when we have good pronunciation everyone can understand us well and when we don't have good pronunciation, people can't understand what we want to say".[7]

When the students' asked about pronunciation features such as segmental features, supra segmental features, and their parts, there are two kind of answer that are most of students forgot the pronunciation features and a few of students still remembered the features of pronunciation even the students' couldn't give detailed explanations.

1. Representative statement of rusty pronunciation features

   "Actually, I forgot".[8]

2. Representative statement of considering pronunciation features.

   "In English pronunciation we learn about vowels, consonants, sound, stress, etc."[9]

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[5] Student 1, Interviewed on September 17, 2019 on Campus IAIN Parepare.

[6] Student 6, Interviewed on September 18, 2019 on Campus IAIN Parepare.

[7] Student 14, interviewed on September 23, 2019 by WhattsApp.

[8] Student 3, interviewed on September 18, 2019 by WhattsApp.

[9] Student 4, Interviewed on September 17, 2019 on her Cottage.

When the students' asked *what is their main goal for pronunciation,* almost the students stated that their goal for pronunciation are to be understandable, fluently, and interact with native speaker to avoid misunderstanding.

Representative statement:
"I hope when I speak or interact with native speaker, they understand what I said and there is no misunderstanding between us".[10]

Based on interview about pronunciation area that might cause problems in their communication, the students stated that the most problem their faced are intonation, accent, stress, and unfamiliar word. Then, another student that stress causes misunderstanding in English communication.

Representative statements:
"Because in our original language we have our own style in speak word so sometimes style or dialect in our mother tongue effect our English, and I think many people faced those problems."[11]

"Because we are not native speaker, then sometimes when we have a wrong stress it means we get wrong meaning and it causes misunderstanding in communicating"[12]

When the students asked about any useful pronunciation activities they have done in class, almost the students answer tongue twister and some students also adding the other activities that are imitating and values topic.

Representative statements:
"The activities are tongue twister strategy, because before I learn pronunciation I shy to speak English with the other, but after learning pronunciation I'm sure to speak with the other students".[13]

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[10] Student 10, Interviewed on September 27, 2019 by WhattsApp.

[11] Student 4, Interviewed on September 17, 2019 on her Cottage.

[12] Student 1, Interviewed on September 17, 2019 on Campus IAIN Parepare.

[13] Student 2, Interviewed on October 16, 2019 by WhattsApp.

"In values topic game there are question like tell me about your bedroom, then I explain anything in my bedroom then if I make wrong pronunciation my friend or teacher revise it".[14]

Based on interview about how pronunciation affects their English skills, all of the students refer to one answer that is pronunciation effect their English skills.

Representative statements:

"Because when we want to mastery in English the pronunciation also is main goal to make our English skill better and improve, and when we have good pronunciation it will make us more confidence in speaking"[15]

"it's effect English skill because what I know and all of us know that in English there four skill that we have to mastery, but for master that skill we have to master the subs skill to like grammar, pronunciation also, so I think pronunciation is very effect our English skill".[16]

4.2. Discussion

4.2.1. The Pronunciation Awareness of English Education Program students' IAIN Parepare

Pronunciation is acceptable in English communication. Then, to be acceptable in English the speakers' have to avoid misconception, this part contains the students' pronunciation awareness analyzed in relation with Solsos' theory about awareness; they are attention, emotive, architecture, recall of knowledge, and wakefulness.

1. **Attention**, this part covers mental resources on external and internal events. After interviewed some students who have learned Pronunciation Practice with question designed to know students' attention, the researcher found that all of the students ware have attention to pronunciation, and they think

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[14] Student 14, interviewed on September 23, 2019 by WhattsApp.

[15] Student 5, Interviewed on September 19, 2019 by WhattsApp.

[16] Student 1, Interviewed on September 17, 2019 on Campus IAIN Parepare.

pronunciation ware fun class and important especially for English Students. However the students have attention to pronunciation, but there are some students' were not supported by internal attention because of their lack in material. Some students stated that their attention because of the lecturer, it means the attention of some students' classified external attention which students' attention is only supported by external factors they are, motivation of the lecturer and the lecturer itself.

> *"I think English pronunciation class is fun class because we can learn many thing about vowel, consonant, intonation, and stress and it can help us to make our pronunciation better".[17]*

> *"I think English pronunciation class is one of the crucial think that we have to know specially when we in English department because pronunciation as we know that one of the main point when we want mastery in English"[18]*

> "*I think English pronunciation is very interesting because the lecturer is mam Hamdah so the class running well*".[19]

Based on explanation above external attention were helpful to improve internal attention of students. The attention of students must be supported by more adequate external factors, so the students' internal attention can be stimulated.

2. **Emotive**, this part is subjective, phenomenological component that arouses someone's passion. Emotions are caused by internal state as we respond to external events. After interviewed some students who have learned Pronunciation Practice with question designed to know students' emotive, the researcher

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[17] Student 13, Interviewed on September 17, 2019 on Campus IAIN Parepare.

[18] Student 5, Interviewed on September 19, 2019 by WhattsApp.

[19] Student 6, Interviewed on September 18, 2019 on Campus IAIN Parepare.

found that all of the students' have a good responds in learning pronunciation and mostly the students was feeling positive to pronunciation class. Most of students also revealed that English pronunciation is important part to support their English communication. The positive responds of students officially was influenced by external events that supported the students' passion where the external events stimulated the feeling of students. In this case, the external events are the lecturer, methodology, and environment; it means all of the components attract the students' passion in learning pronunciation.

> "*I think English pronunciation is very fun, then the lecturer that taught me about pronunciation is used method that attract me to have fun in class*".[20]

> "*Pronunciation is important to us, because definitely pronunciation help to avoid misunderstanding to the other people*". [21]

3. **Architecture,** this part covers physical location of physiological structures and process where awareness is not a single process carried out by a single neuron, but maintained through a number of neurological processes associated with interpretation of sensory, semantic, cognitive, and emotional phenomena, both physically and imaginatively. These actions seem to take place automatically as a result of experience. To know the students' architecture, the researcher asked the students about their goal and suggestion for English pronunciation class as interpretation of their experience. The students revealed that pronunciation methodology should be interesting and fun.

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[20] Student 1, Interviewed on September 17, 2019 on Campus IAIN Parepare.

[21] Student 8, Interviewed on September 20, 2019 on her Cottage.

> *"I think its depend on the lecturer, I hope the method more fun, more interesting as we know that students like the study because the method of the material or learning method".*[22]

To know more about the students architecture the students was asked about pronunciation area that cause problem when their communicating. Mostly the students revealed that their problem was in stress area because their mother tongue effect their English include in stressing word when their communicating.

> *"Because in our original language we have our own style in speak word so sometimes style or dialect in our mother tongue effect our English, and I think many people faced those problems".*[23]

Based on the explanation above, the students could gave explanations about their goals for pronunciation, suggestion, and identify their problem in learning pronunciation as interpretation of their experience, and it is include awareness in architecture facets.

4. **Recall of Knowledge,** this part covers remembering knowledge namely the process of retrieving information about the person concerned and the world around it. To know the students recall of knowledge the researcher asked about pronunciation features and their part. And then, after interviewed some students who have learned Pronunciation Practice with question designed to know students' recall of knowledge only several students remember the knowledge well.

> *"Vowel, are indicated in upper or left of the chart. diphthongs, are indicate in upper right. Consonants, in the lower half. Voicing, is a sound*

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[22] Student 1, Interviewed on September 17, 2019 on Campus IAIN Parepare.

[23] Student 4, Interviewed on September 17, 2019 on her Cottage.

vibration of the vocal cords; voiceless when vibration is absent like f,k,p and voiced when vocal cords are vibrate like b, d, g, j".[24]

But, there is a student did not remember anything about pronunciation features.

Student 3, *"I don't know anything about this, maybe I knew but for now I forgot".*

Based on explanation above, the students still lack in recall of knowledge facets of awareness. Even, there are several students gave an answer for the questions.

5. **Wakefulness,** this part of awareness alertness; preservation this is a condition experienced by a person during his lifetime. To know students' wakefulness the students asked useful pronunciation activities they have done in class. And then, after interviewed some students who have learned Pronunciation Practice with question designed to know the students' wakefulness. Almost all of the students revealed that useful pronunciation activities they have done in class are tongue twister and imitating.

   "Off course tongue twister, why did I say so because when I was third semester our lecturer given us tongue twister test, I think when we got the test indirectly we learn about pronunciation in the fun way." [25]

The other student also admitted other useful pronunciation activity is vales topic game.

   "The activities are tongue twister strategy and values topic game. In values topic game there are question like tell me about your bedroom, then I explain anything in my bedroom then if I make wrong pronunciation my friend or teacher revise it".[26]

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[24] Student 5, Interviewed on September 19, 2019 by WhattsApp.

[25] Student 8, Interviewed on September 20, 2019 on her Cottage.

[26] Student 14, Interviewed on September 23, 2019 by WhattsApp.

Based on explanation above the students have a capability to explain their experience when learning pronunciation class and it is including awareness in wakefulness facets.

These findings reinforce Solso's theory that there are 5 facets in awareness namely, attention, emotive, architecture, recall of knowledge, and wakefulness. This is proven by research conducted at English Education Program State Islamic Institute (IAIN) Parepare.

Based on finding that adopted theory of Solso, the researcher cannot draw a conclusion because mostly the students have good awareness in attention, architecture and emotive aspect and it meant that the students aware about the importance of pronunciation. In the other side, most of students also still lack of awareness in wakefulness, and recall of knowledge aspect and it meant that the students were lack in pronunciation feature skill, thus this finding need a four level awareness theory of Geller to classify and place the level of student's pronunciation awareness as final conclusion.

According to four level awareness theory of Geller, the students pronunciation awareness categorized in second level namely conscious incompetence where students conscious about how importance pronunciation but they were not supported by competence skill.

4.2.2. The students' Pronunciation awareness rate

The result of students' questionnaires students' pronunciation awareness rate at the students of English Department IAIN Parepare who have learned Pronunciation Practice have been gathered and analyzed by using scale of Liker. The questionnaires were filled by 40 students which taken on 13 of October 2019. The questionnaires were consisting of 10, 6 of them were positive and the rest were negative. Each item was provided with 5 alternatives of interest scale categories they were strongly agree, agree, undecided, disagree and strongly disagree.

In the item 1 the most of students stated strongly agree about the statement. It meant that the pronunciation is important part in learning English for the students in English Department.

In the item 2 the most of students stated strongly agree about the statement. It meant that pronunciation is necessary for the students in English Department.

In the item 3 the most of students stated strongly agree about the statement. It meant that pronunciation is important as learning vocabulary and grammar.

In the item 4 the most of students stated strongly agree about the statement. It meant that pronunciation helps the students to reduce misunderstanding in English communication.

In the item 5 the most of students stated undecided about the statement. It meant that the students' knowledge about supra segmental is poor because they were not given an exact answer then the statement need a certain answer.

In the item 6 the most of students stated undecided about the statement. The statement shows the knowledge of students about segmental features. It meant that the students' knowledge about segmental features in pronunciation is poor because they were not given an exact answer.

In the item 7 the most of students stated undecided about the statement. The statement shows the skill of students in difference vowel rhyme. It meant the students' skill in difference vowel rhyme of word is poor because they were not given an exact answer.

In the item 8 the most of students in agree position about the statement. It meant the skill of student in difference aspiration rhyme quite good.

In the item 9 the data shows that learning English pronunciation is similar in learning the other subjects. And then the most of students in agree position about the statement. It meant the students' revealed English pronunciation is similar in learning the other subjects.

In the item 10 the most of students in agree position about the statement. It meant that the students tend to use proper pronunciation in speaking English.

Based on the category of questionnaire analysis, it is shown that most of students were in strongly position of category with 40% of strongly agreement. The rest of them were in 30% in undecided category and 30% in agreement category. In item 1, 2, 4, 8, 9, and 10 (positive statement), the most of students stated their agreement and in item 3, 5, 6, and 7 (negative statement), the most of the students stated undecided which the items were about the knowledge of students.

Based on the data above, the rate of students' pronunciation awareness were categorized conscious incompetence where someone knows what should be done, but there needs to be learning how to do it correctly as theory of Geller where the students aware about how important proper pronunciation for support communication in English but they are not supported by knowledge about pronunciation to support their pronunciation skill.

CHAPTER V

CONCLUSION

5.1. Conclusion

Based on the analysis described in this thesis using domain analysis techniques, which discusses "The students' Pronunciation Awareness (a study at the students of English Department State Islamic Institute Parepare" conclusions can be drawn as follows:

1. The students' pronunciation awareness is measured by interview that have been conducted by the researcher more than one month found that the students were categorized quite awareness especially in attention, emotive, and architecture facets which oriented toward implementation of the pronunciation or practical oriented. However from five facets of awareness (attention, emotive, architecture, recall of knowledge and wakefulness) there are part that students still lack they are recall of knowledge and wakefulness which oriented toward learning process.

2. The result of students' questionnaires students' pronunciation awareness rate at the students of English Education Program IAIN Parepare who have learned Pronunciation Practice have been gathered and analyzed by using scale of Liker. The pronunciation awareness rate of students at the students of English Education Program State Islamic Institute Parepare is categorized conscious incompetence level, and it is relate with Geller theory about level of awareness.

5.2. Suggestion

Based on research and discussion, researchers offer two points of ideas aimed at lecturers and researchers. These points are described as follows:

1. The lectures is one of main factor that effect the awareness of students in learning process, so the lecturers better prepare their self with a current methodology that will be interest the students in learning process. The better the lectures in presenting the material and choosing the method, the more students' interest in learning and it will increase students' awareness and feel positive about the subjects.

2. The results of this study can be used as lecturers as additional information about what the students problem faced when the students learning pronunciation and communication.
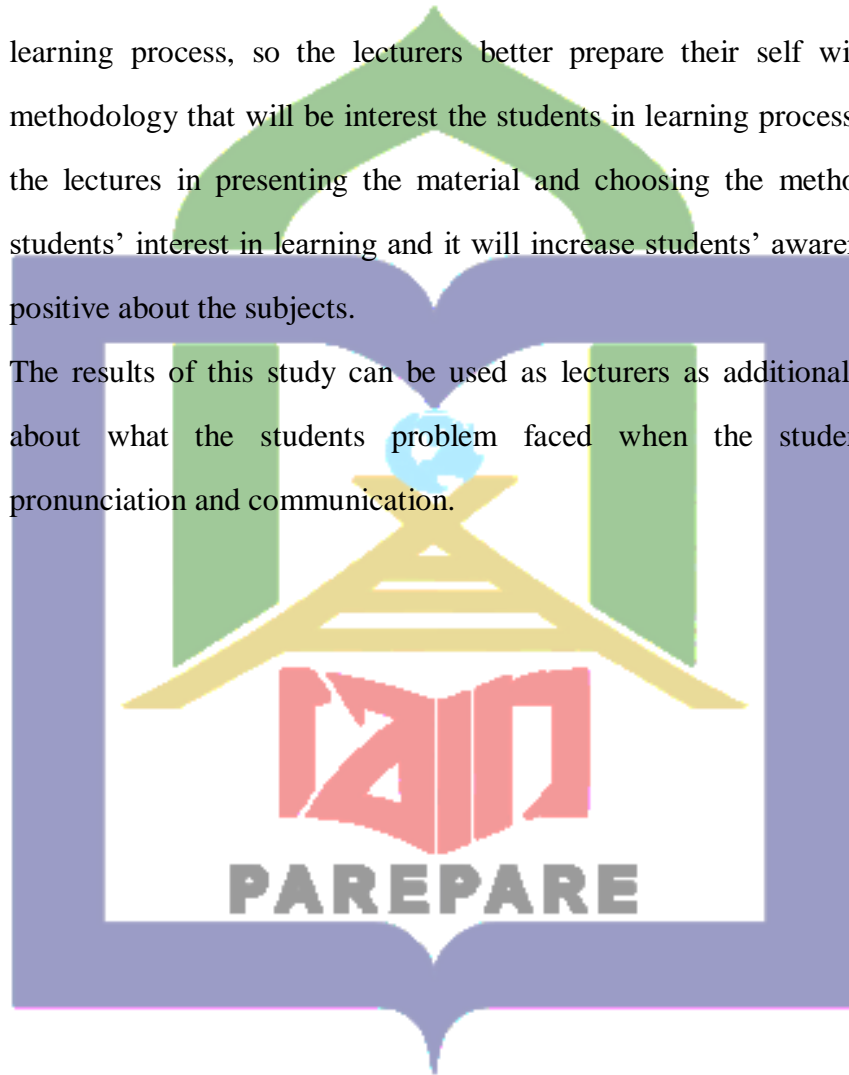
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APPENDICES

Appendix 1: Questionnaire

Name _____

Reg. Numb _____

Please put a tick mark on the best answer for each of the following question:

The answers' statement

SA = Strongly Agree   U = Undecided   SD =Strongly Disagree

A = Agree   Da = Disagree

No.	Statements	The Answers				
		SA	A	U	Da	SD
1.	Pronunciation is an important part in learning English.					
2.	Acquiring proper pronunciation is necessary.					
3.	Good pronunciation skills in English are not as important as learning vocabulary and grammar.					
4.	Good pronunciation helped me to reduce any misunderstanding in English communication.					
5.	Vowel and consonant are part of supra segmental features in pronunciation					
6.	Stress, linking, and intonation are part of segmental features in pronunciation.					
7.	**One** /wɒn/ the word rhymes same with *John.*					
8.	**Booth** /buːθ/ the word rhymes exactly with *truth.*					
9.	Learning English Pronunciation is similar to learning the other subjects..					
10.	I tend to use proper pronunciation in speaking English					

Score of Qustionnaire

No.	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1.	5	5	4	5	2	5	3	3	4	5
2.	5	5	4	5	2	2	3	3	3	4
3.	5	4	3	4	2	2	4	2	3	3
4.	5	4	4	5	4	4	2	5	4	2
5.	1	1	3	1	5	5	5	1	3	2
6.	5	5	4	5	1	1	4	2	1	4
7.	5	5	4	5	1	1	1	5	2	4
8.	4	4	4	5	5	5	3	2	4	3
9.	4	4	4	4	5	5	4	2	4	4
10.	5	4	4	5	1	2	5	2	5	4
11.	5	4	4	5	2	2	4	2	3	3
12.	5	5	5	5	1	1	2	5	2	5
13.	5	5	5	5	1	1	2	5	2	5
14.	5	5	5	5	1	1	2	4	2	2
15.	5	4	4	5	1	1	1	2	4	5
16.	5	5	5	4	4	4	1	5	2	4
17.	5	4	4	4	2	3	3	3	4	4
18.	5	5	5	5	1	1	5	5	2	5
19.	5	4	4	4	5	5	2	2	2	4
20.	4	5	3	5	1	1	1	5	3	3
21.	5	4	5	5	3	3	2	4	2	5
22.	5	4	2	5	1	1	4	4	3	3
23.	5	4	5	4	2	2	3	4	3	4
24.	5	3	5	5	5	5	3	4	4	5
25.	5	4	3	4	3	3	5	1	3	5
26.	5	4	4	5	2	2	2	3	4	5
27.	4	3	4	4	3	3	2	3	4	4
28.	4	4	4	4	3	3	2	3	3	3
29.	5	3	5	5	2	2	2	4	3	3
30.	5	4	5	4	2	2	3	3	4	4
31.	5	5	5	4	2	1	3	3	4	5
32.	5	5	5	4	2	2	3	3	4	4
33.	5	4	2	5	3	1	3	3	4	4
34.	5	4	2	5	3	1	3	3	4	4
35.	5	4	2	5	3	1	3	3	4	4
36.	5	5	4	5	1	1	3	5	4	4
37.	5	4	4	5	1	1	3	4	1	4
38.	5	4	4	5	2	4	3	4	2	4
39.	5	5	4	5	3	3	4	2	5	5
40.	5	5	4	5	3	3	4	2	5	5
Jml	191	169	160	184	95	96	102	129	126	159

Appendix 2: Interview Guide

1. Have you learned about English pronunciation? (attention)

2. If yes, what do you think about English pronunciation class?

3. Do you feel positive about learning English pronunciation? (emotive)

4. If yes, why is pronunciation important to you?

5. What do you know about English pronunciation features? (recall of knowledge)

6. Can you explain them?

7. What are segmental and supra segmental features in English pronunciation?

8. What is your main goal for pronunciation? (architecture)

9. Can you identify any areas of pronunciation that might cause problems when you are communicating?

10. Why do you say so?

11. Can you think of any useful pronunciation activities you have done in class? (wakefulness)

12. What are they?

13. Do you think learning pronunciation effect your English skills? (emotive)

14. How do you think pronunciation effect English skill?
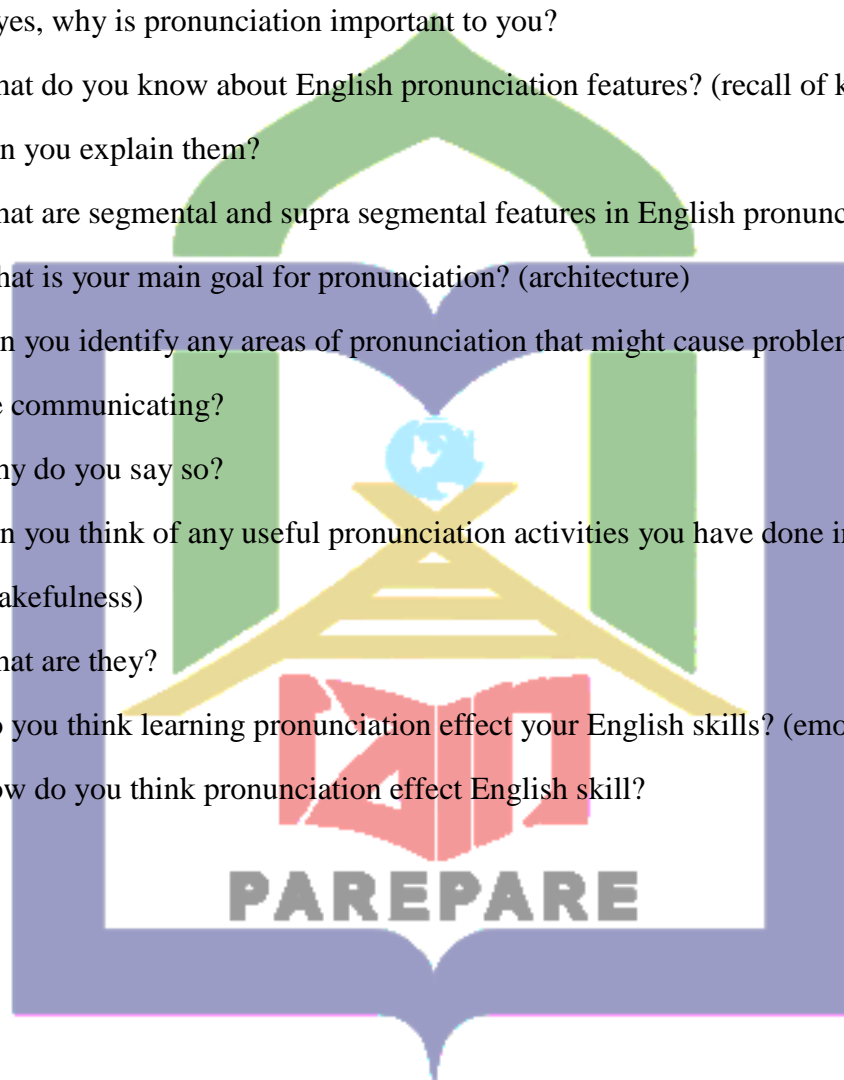
Transcript of Representative Interview

STUDENT 1

➢ *Have you learned about English pronunciation? (attention)*

YES, I have

➢ *If yes, what do you think about English pronunciation class?*

I think it's fun because I like the lecturer.

➢ *Do you feel positive about learning English pronunciation? (emotive)*

Yes its very positive

➢ Why do you say so?

Because I think English pronunciation is very fun, then the lecturer that taught me about pronunciation is used method that attract me to have fun in class

➢ *If yes, why is pronunciation important to you?*

Pronunciation is important for me because I can speak up in the class in front of the people influence/fluently.

➢ *What do you know about English pronunciation features? (recall of knowledge)*

Actually I almost forgot about the pronunciation features but what I knowis about intonation, rhythm, etc.

➢ *Can you explain them?*

Intonation is nada dimana stress and nonstress in sentence.

➢ *What are segmental and supra segmental features in English pronunciation?*

No, I don't know. Have no idea.

➢ *What is your main goal for pronunciation? (architecture)*

My main goal for pronunciation I hope I can speak fluently.

➢ *Maybe you have any suggestion for English pronunciation class.*

I think its depend on the lecturer, I hope the method more fun, more interesting as we know that students like the study because the method of the material or learning method.

➢ *Can you identify any areas of pronunciation that might cause problems when you are communicating?*

Yes, I can. Its stress

➢ *Why do you say so?*

Because we are not native speaker, then sometimes when we have a wrong stress it means we get wrong meaning and it causes misunderstanding in communicating.

➢ *Can you think of any useful pronunciation activities you have done in class? (wakefulness)*

Yes, I can.

➢ *What are they?*

Accordance to my experience the method that we have used in class pronunciation is imitate native speaker, we repeat the native speaker say so it's very useful for me.

➢ *There is the other activity?*

I think just imitating.

➢ *Do you think learning pronunciation effect your English skills? (emotive)*

Yes, very. Because imitating method mengajarkan tentang we have to imitate the native speaker so indirectly we have learn stress, vowel, rhythm, consonant, etc., how to pronounce properly, so I think it's very effect my English even thought I still lack in pronounce the sentence.

➢ *How do you think pronunciation effect English skill?*

Yeah it's effect English skill because what I know and all of us know that in English there four skill that we have to mastery, but for master that skill we have to master the subs skill to like grammar, pronunciation also, so I think pronunciation is very effect our English skill.

STUDENT 4

➢ *Have you learned about English pronunciation? (attention)*

YES, I have

➢ *If yes, what do you think about English pronunciation class?*

I think English pronunciation class is fun class because we can learn many thing about vowel, consonant, intonation, and stress and it can help us to make our pronunciation better.

➢ *Do you feel positive about learning English pronunciation? (emotive)*

Yes of course because why we do feel negative when we are learning

➢ *If yes, why is pronunciation important to you?*

Because if we have good pronunciation of course we can speak better and we don't have good pronunciation people will don't understand what we want to say.

> *What do you know about English pronunciation features? (recall of knowledge)*

There are segmental and supra segmental features.

> *Can you explain them?*

> *What are segmental and supra segmental features in English pronunciation?*

Segmental maybe talking about awareness and what I know segmental about vowel or vocal and Supra segmental is talking about, stress, intonation, etc.

> *What is your main goal for pronunciation? (architecture)*

I hope my pronunciation will get better so I can speak more .

> *Maybe you have any suggestion for English pronunciation class.*

My suggestion are the teacher should aware the students about the importance of pronunciation, the teacher should know what the students problem in pronunciation before teaching the material, give them like a game that can make the students interest in pronunciation.

> *Can you identify any areas of pronunciation that might cause problems when you are communicating?*

Yes, I can. It's stress specially foe us.

> *Why do you say so?*

Because in our original language we have our own style in speak word so sometimes style or dialect in our mother tongue effect our English, and I think many people faced those problems.

> *Can you think of any useful pronunciation activities you have done in class? (wakefulness)*

Yes, I can.

> *What are they?*

I remembered in pronunciation class we studied about tongue twister and it is really help us to make our pronunciation better. And its effect all aspect in pronunciation I think.

> *Do you think learning pronunciation effect your English skills? (emotive)*

Of course. Because pronunciation is part of speaking and speaking is important part in my English skill.

➢ *How do you think pronunciation effect English skill?*

For some countries that use English as their second language, pronunciation help them to make their speaking better so pronunciation really have good effect.

STUDENT 5

➢ *Have you learned about English pronunciation? (attention)*

YES, I have

➢ *If yes, what do you think about English pronunciation class?*

I think English pronunciation class is one of the crucial think that we have to know specially when we in English department because pronunciation as we know that one of the main point when we want mastery in English.

➢ *Do you feel positive about learning English pronunciation? (emotive)*

Maybe yes,

➢ *If yes, why is pronunciation important to you?*

Because when we have good pronunciation everyone can understand us well and when we don't have good pronunciation, people can't understand what we want to say.

➢ *What do you know about English pronunciation features? (recall of knowledge)*

Pronunciation features that I know there are stress, intonation, consonant, and vowel

➢ *What are segmental and supra segmental features in English pronunciation?*

I am sorry I don't have idea about that

➢ *What is your main goal for pronunciation? (architecture)*

I hope that I have better pronunciation so people can understand me well because sometimes in the some case I am not sure, is that word that I pronounce is good or is correct

➢ *Maybe you have any suggestion for English pronunciation class.*

My suggestion are the teacher should aware the students about the importance of pronunciation, the teacher should know what the students problem in pronunciation before teaching the material, give them like a game that can make the students interest in pronunciation.

➢ *Can you identify any areas of pronunciation that might cause problems when you are communicating?*

Yes, I can. Sometimes I had problem in using vowel

➢ *Why do you say so?*

Sometimes when I say

➢ *Can you think of any useful pronunciation activities you have done in class? (wakefulness)*

Yes, I can.

➢ *What are they?*

The activities are tongue twister strategy

➢ *Do you think learning pronunciation effect your English skills? (emotive)*

Yes, off course

➢ *How do you think pronunciation effect English skill?*

Because as I say before when we want to mastery in English the pronunciation also is main goal to make our English skill better and improve, and when we have good pronunciation it will make us more confidence in speaking.

STUDENT 8

➢ *Have you learned about English pronunciation? (attention)*

YES, I have

➢ *If yes, what do you think about English pronunciation class?*

I think English pronunciation is very important to us because if we want to speak like native speaker we have to good in pronunciation.

➢ *Do you feel positive about learning English pronunciation? (emotive)*

Yes I do, because learning pronunciation is useful and I am happy to learning pronunciation when I was third semester and fourth semester because my lecturer in English pronunciation is great, I mean she is great one when she was teaching.

➢ *If yes, why is pronunciation important to you?*

Why the pronunciation is important to us, because definitely pronunciation help to avoid misunderstanding to the other people.

➢ *What do you know about English pronunciation features? (recall of knowledge)*

I just now like vowel, consonant, and intonation, stress like that.

➢ *Can you explain them?*

Vowel, sound in English like a, I, e, etc,. Consonants, sound in English like s, t, etc,. Stress is when we speak sometimes we stress the sentence for make the meaning of our sentence clear. Intonation rise and low of sound.

> *What are segmental and supra segmental features in English pronunciation?*

Segmental is a group or unit of sound like vowel and consonant. Then supra segmental is like stress and intonation.

> *What is your main goal for pronunciation? (architecture)*

My main goal definitely I want to speak like native speaker to avoid misunderstanding

> *Maybe you have any suggestion for English pronunciation class.*

I think English pronunciation class have to fun, attractive to make the students easier in understanding the class.

> *Can you identify any areas of pronunciation that might cause problems when you are communicating?*

Yes, I can. Its aspiration

> *Why do you say so?*

My problem in pronunciation is when I speak, I seldom forgot about aspiration specially at the end of the word.

> *Can you think of any useful pronunciation activities you have done in class? (wakefulness)*

Yes, I can.

> *What are they?*

Off course tongue twister, why did I say so because when I was third semester our lecturer given us tongue twister test, I think when we got the test indirectly we learn about pronunciation in the fun way.

> *There is the other activity?*

The other activity is imitating, when lecturer give us this activity indirectly we learn many thing about pronunciation. I think she have shown to us many videos of native speaker

> *Do you think learning pronunciation effect your English skills? (emotive)*

Yes, off course.

> *How do you think pronunciation effect English skill?*

Because if someone have a good pronunciation off course it means he had learn many thing of English elements

STUDENT 14

> *Have you learned about English pronunciation? (attention)*

YES, I have

> *If yes, what do you think about English pronunciation class?*

Based on me English pronunciation in the class is highly important because can improve revise student' bad pronunciation also able to motivate them to speak in their social activity.

> *Do you feel positive about learning English pronunciation? (emotive)*

Yes sure, it gives more advantages to us

> *If yes, why is pronunciation important to you?*

For me why the pronunciation is important because it helps me to interact with other people also avoid misunderstanding cause my bad or wrong pronunciation.

> *What do you know about English pronunciation features? (recall of knowledge)*

Vowel, diphthongs, consonants, voicing, etc.

> *Can you explain them?*

Vowel, are indicated in upper or left of the chart. diphthongs, are indicate in upper right. Consonants, in the lower half. Voicing, is a sound vibration of the vocal cords; voiceless when vibration is absent like f,k,p and voiced when vocal cords are vibrate like b, d, g, j.

> *What are segmental and supra segmental features in English pronunciation?*

Supra segmental features are stress, intonation, and duration in the syllable or word.
I don't know what Segmental features are.

> *What is stress?*

Degree or force which a sound or syllable is uttered

> *What is your main goal for pronunciation? (architecture)*

I hope when I speak or interact with native speaker, they understand what I said and there is no misunderstanding between us.

> *Maybe you have any suggestion for English pronunciation class.*

My suggestion are the teacher should aware the students about the importance of pronunciation, the teacher should know what the students problem in pronunciation

before teaching the material, give them like a game that can make the students interest in pronunciation.

> *Can you identify any areas of pronunciation that might cause problems when you are communicating?*

Yes, I can. Sometimes I have problem to use intonation.

> *Why do you say so?*

Sometimes if I explained something or my material task I confused to placed intonation in the sentence or word.

> *Can you think of any useful pronunciation activities you have done in class? (wakefulness)*

Yes, I can.

> *What are they?*

The activities are tongue twister strategy and values topic game

In values topic game there are question like tell me about your bedroom, then I explain anything in my bedroom then if I make wrong pronunciation my friend or teacher revise it.

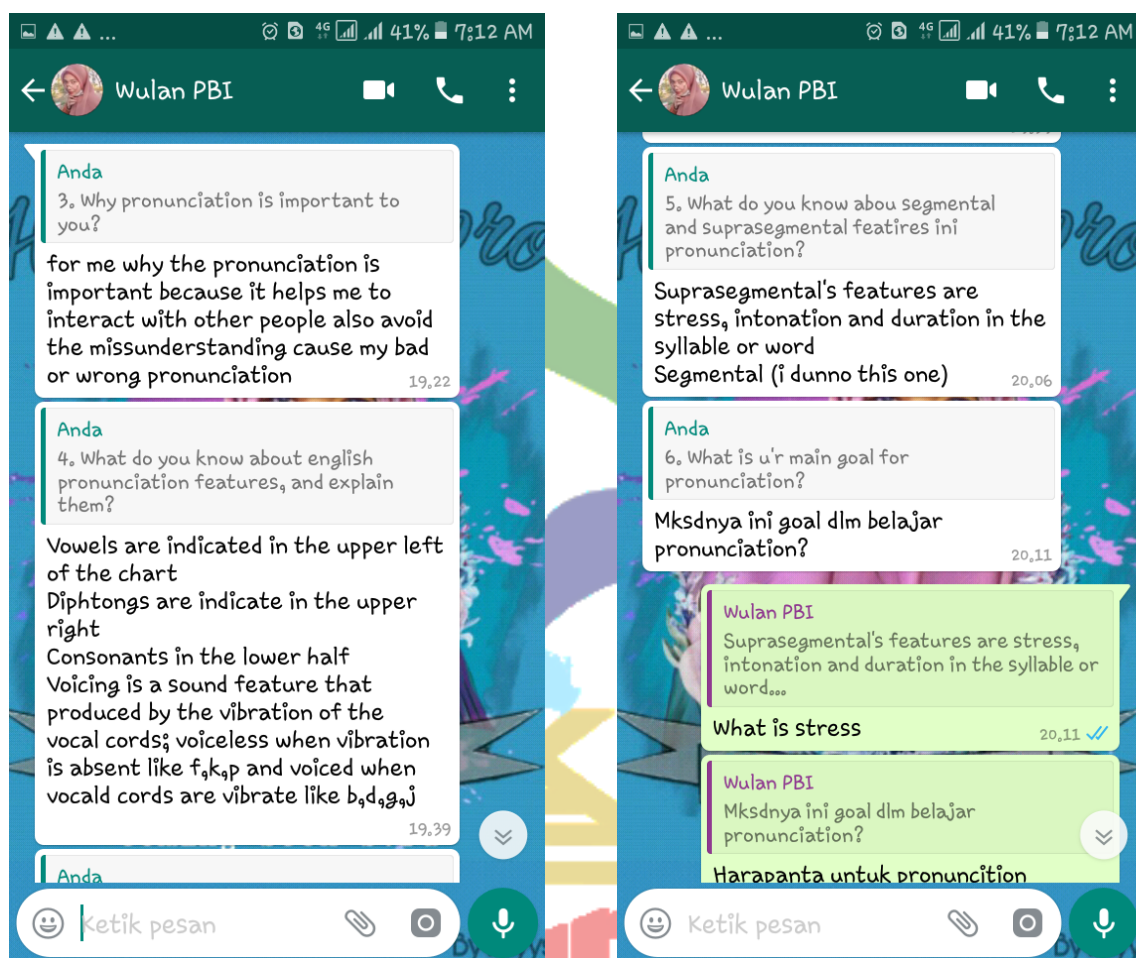> *Do you think learning pronunciation effect your English skills? (emotive)*

Yes,

> *How do you think pronunciation effect English skill?*

Pronunciation has an impact for skill specially in speaking because when we were speaking in English there might be some words that we afraid to pronounce.
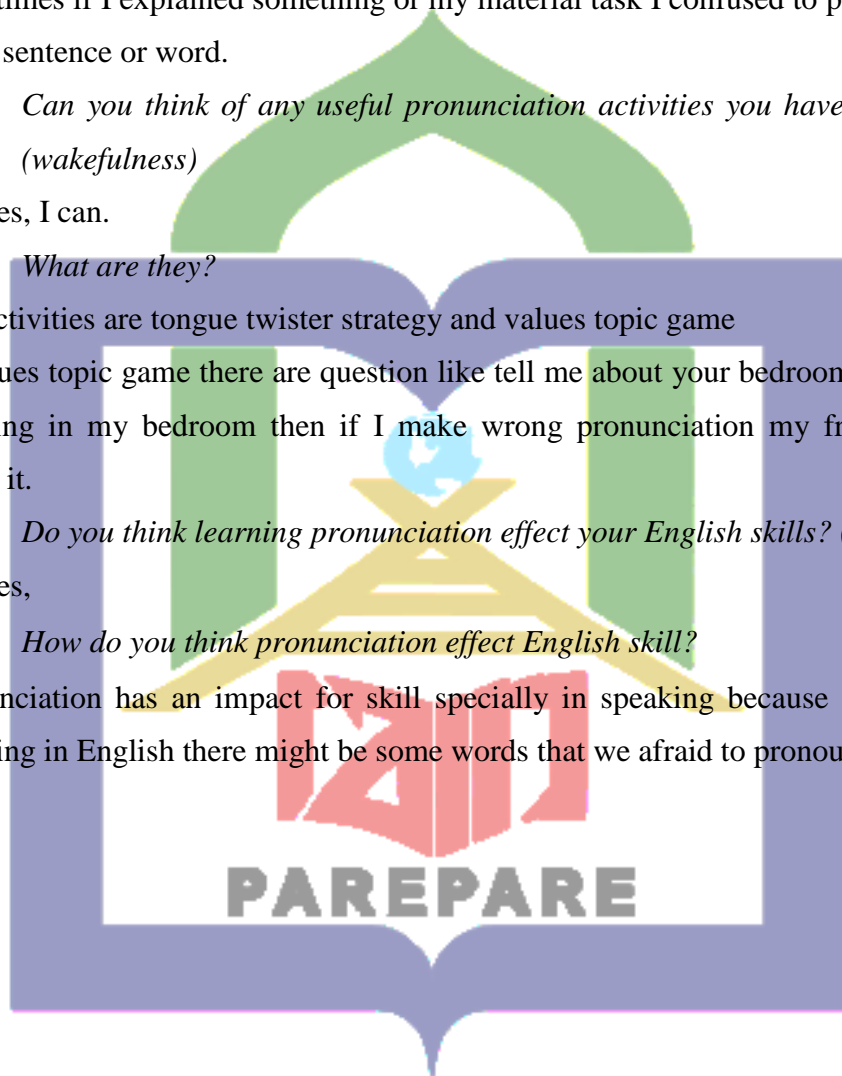
Appendixes 4: Documentation

Interview by Chat

INTERVIEW PROCESS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang. Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100. website www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1677/In.39.5.1/PP.00.9/09/2019
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. WALIKOTA PAREPARE
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: MUNIRA MUKMIN
Tempat/Tgl. Lahir	: LAJORO, 03 OKTOBER 1996
NIM	: 15.1300.108
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl. BAMPEE LAMPA BARAT, KEC. DUAMPANUA KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"THE STUDENTS' PRONUNCIATION AWARENESS (A STUDY AT THE STUDENTS OF ENLISH DEPARTMENT STATE ISLAMIC INSTITUTE PAREPARE)"

Pelaksanaan penelitian ini direncanakan pada bulan September sampai selesai.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

12 September 2019
Wakil Dekan I,

Herdah

Tembusan :

1. Rektor IAIN Parepare

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28, Parepare Telp. (0421) 23594, Fax (0421)27719, Kode Pos 91111
Email : dpmptsp@pareparekota.go.id; Website : www.dpmptsp.pareparekota.go.id
P A R E P A R E

Parepare, 12 September 2019

Yth. Rektor Institut Agama Islam Negeri (IAIN) Kota Parepare

Nomor : 755/IPM/DPM-PTSP/9/2019
Lampiran : –
Perihal : **Izin Penelitian**

Di -
P a r e p a r e

DASAR :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Peraturan Walikota Parepare No.39 Tahun 2017 tentang Pelimpahan Wewenang Pelayanana Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare
6. Surat Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 1677/In. 39.5 1/PP.00.9/09/2019 tanggal 12 September 2019 Perihal Permohonan Rekomendasi Izin Penelitian.

Setelah memperhatikan hal tersebut, Pemerintah Kota Parepare (Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kota Parepare) dapat memberikan Izin Penelitian kepada :

N a m a : Munira mukmin
Tempat/Tgl. Lahir : Lajoro / 03-10-1996
Jenis Kelamin : Wanita
Pekerjaan / Pendidikan : Mahasiswa / Perguruan tinggi
Program Studi : Pendidikan bahasa inggris
A l a m a t : Lampa
Bampe'e
Lampa, duampanua
Pinrang

Bermaksud untuk melakukan Penelitian/Wawancara di Kota Parepare dengan judul :
The students' pronunciation awareness (a study at the students of english department State Islamic Institute Parepare)

Selama : 13/09/2019 S/D 13-10-2019
Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera dibelakang Surat Izin Penelitian ini.

Demikian Izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

Kepala Dinas Penanaman Modal
Dan Pelayanan Terpadu Satu
Pintu Kota Parepare

Hj. ANDI RUSIA, SH., MH
Pangkat :Pembina Utama Muda
NIP.19620915 198101 2 001

TEMBUSAN : Kepada Yth.
1 Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2 Walikota Parepare di Parepare
3 Rektor IAIN Kota Parepare di Parepare
4 Saudara Munira mukmin
5 Arsip.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: ...., email: ....

SURAT KETERANGAN PENELITIAN
NOMOR : B.2331 /In.39.5/PP.00.9/12/2019

Yang bertanda tangan di bawah ini,

Nama	:	Dr. H. Saepudin, S.Ag., M.Pd.
NIP	:	19721216 199903 1 001
Jabatan	:	Dekan
Instansi	:	Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

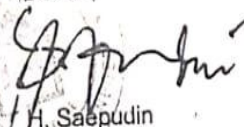|		
Nama	:	Munira Mukmin
NIM	:	15.1300.108
Fakultas/Prodi	:	Tarbiyah/Pendidikan Bahasa Inggris
Alamat	:	Kel. Lampa Kec. Duampanu Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri Parepare mulai bulan September sampai dengan bulan Oktober 2019, dengan judul penelitian *"The Students' Pronunciation Awareness (A Study At The Students Of Enlish Department State Islamic Institute Parepare)"*

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 10 Desember 2019
Dekan,

H. Saepudin

CURRICULUM VITAE

Munira Mukmin, the daughter of couple Mukmin and Ira, was born on October 3, 1996 in a village of Pinrang Regency—South Sulawesi, called Lajoro. She is the first child from four siblings, she has a brother and two sisters. She started her formal education in 2002 at TK Handayani. Then, continued at elementary school SDN 46 Duampanua and graduated in 2009. After that, she graduated from the Junior High School at MTs. DDI Lil-Banat Parepare in 2012 and Senior High School at MA DDI Lil-Banat in 2015. In 2015, she decided to continue her formal education in a university. At the time, she finally chose STAIN Parepare—transformed to IAIN Parepare in 2018— as the university to get a scholar degree. She focused on studying the English at Tarbiyah Faculty IAIN Parepare and finally completed her study in 2019 with fulfilling the final requirements, conducting a research titling the Students' Pronunciation Awareness (a study of English Department State Islamic Institute Parepare). During studying in IAIN Parepare, she ever joined supportive activities namely, LIBAM (Lintasan Imajinasi Mahasiswa), APBI (Aliansi Pecinta Bahari Indonesia), Tutor in TPA al-Mu'minun and Jejak Jendela