

**EFL LEARNERS ATTITUDE TOWARD ENGLISH
PHONETICS LEARNING IN ENGLISH
PROGRAM AT IAIN PAREPARE**



Thesis Submitted to Fulfill the Requirements of the Results Examination as a
Stage in Obtaining a Master's Degree in English Education
at IAIN Parepare

A THESIS

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَ
عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Praise and gratitude are offered to the presence of Allah swt, the Most Gracious and Most Merciful, for the blessings of guidance and His grace upon the author, allowing this thesis to be compiled as presented before the readers. Greetings and blessings upon the Messenger of Allah, peace be upon him, as the true role model for humanity in leading a more perfect life, and as a spiritual reference in carrying out the mission of being a steward in the created world.

The writer would like to express her special thanks to Dr. H. Ambo Dalle, S.Ag., M.Pd., as primary supervisor, and, Dr. Abdul Haris Sunubi, S.S., M.Pd as secondary supervisor, for continuous guidance and support to ensure the timely completion of this thesis. The completion of this thesis would not have been possible without the support and assistance provided by various individuals, both morally and materially.

The process of writing this thesis, the writer grateful for the help, guidance, and encouragement from various parties. Therefore, with all humility, the writer would like to express my gratitude to the following:

1. Prof. Dr. Hannani, M.Ag, the Rector of IAIN Parepare, Dr. H. Saepudin, S.Ag., M.Pd., Dr. Firman, M.Pd. and Dr. M. Ali Rusdi, S.Th.I., M.H.I, each serving as vice Rectors within the scope of IAIN Parepare, have provided the opportunity to pursue a Master's Program at IAIN Parepare.

1. Dr. H. Islamul Haq, Lc., M.Pd, the Director of Pascasarjana of IAIN Parepare
2. The writer's deepest appreciation is extended to Dr. Zulfah, M.Pd. as first examiner and Dr. Magdahalena Tjalla, M.Hum as the second examiner for their guidance and encouragement during the research.
3. The Head and staffs of the library at IAIN Parepare for their assistance in obtaining the necessary references for this thesis.
4. The Dean of Tarbiyah Faculty for the administration and supporting in conducting data at English Department of IAIN Parepare
5. All the employees and staffs who work at IAIN Parepare for their assistance and guidance in completing her studies.
6. Thanks to all the students of IAIN Parepare who have provided valuable input and their own thought processes.

The writer would like to express my gratitude to everyone who has provided assistance, both morally and materially, in completing this writing. May Allah swt accept all the goodness as a perpetual charity and bestow His blessings and rewards upon them.

The Writer humbly request the readers to kindly provide constructive suggestions for the improvement of this thesis.

Parepare, 26th July 2024
Writer,

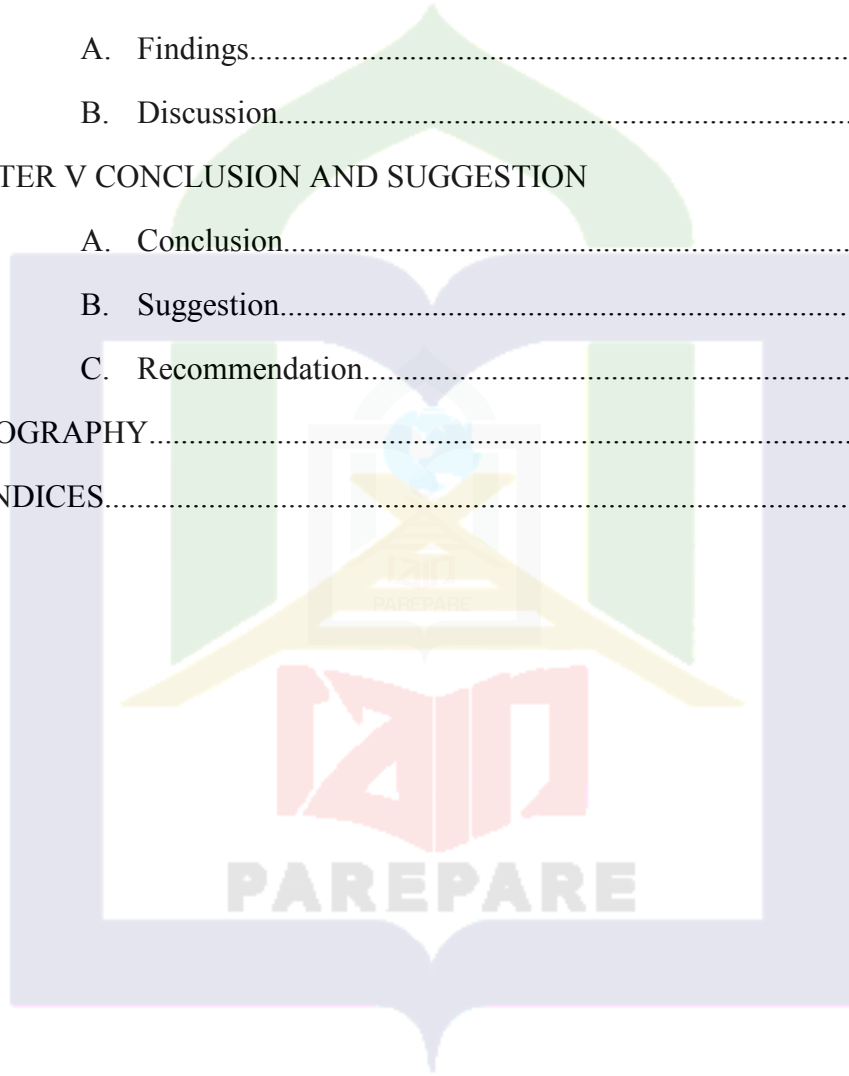


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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	s\`a	s\`	es (dengan titik di atas)
ج	Jim	j	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	z\`al	z\`	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
هـ	ha	h	ha
ء	hamzah	'	apostrof
ي	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اِي	<i>fath}ah dan ya>'</i>	ai	a dan i
اُو	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hau-la*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ ... اِ ...	<i>fath}ah dan alif</i> atau	a>	a dan garis di atas
اِي	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
اُو	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

5. Syaddah (Tasydi>d)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعِمَ : *nu"ima*

عَدُوُّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ى), maka ia ditransliterasi seperti huruf *maddah* menjadi i>.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'muru>na*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n
Al-Sunnah qabl al-tadwi>n

9. *Lafz} al-Jala>lah* (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

الله *di>>nulla>h* بالله *billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz{i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz{i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	= <i>subh}a>nahu> wa ta'a>la></i>
saw.	= <i>s}allalla>hu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-sala>m</i>
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	= Hadis Riwayat

ABSTRACT

Name : Dian Aisyah Abidin
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Thesis title : EFL Learners Attitude toward English Phonetics Learning in English Program at IAIN Parepare

Learners Attitude referred to the mindset, beliefs, opinions, and emotional disposition that learners bring to the learning process. Attitude plays a crucial role in shaping learners' engagement, motivation, and success in acquiring new knowledge and skills. The research aimed to identify of the attitudes of EFL learners in English program at IAIN Parepare toward their English phonetics learning..

This research used Quantitative design with data collection technique used questioner form with followed likert scale and sample of the research were 70 students from semester 3th and 5th of English Education Department of IAIN Parepare using simple random sampling. Analysis data used descriptive quantitative analysis with calculating the frequency, percentage, and mean score.

The result of this research that EFL learners showed positive attitudes towards English phonetics learning based on indicators Direction, intensity, consistency, and spontaneity which categorized as good attitudes among the students proved their commitment to following instructional guidance as direction, demonstrating strong emotional engagement as intensity, maintaining steady dedication over the class learning as consistency and showing proactive initiative in their learning phonetic as spontaneity indicated that students' attitudes reflect a positive of good enthusiasm for mastering English phonetics supported by effective teaching methods implemented at class.

Keywords: EFL, Learners Attitude, Phonetics Learning,

ABSTRAK

Nama : Dian Aisyah Abidin
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Judul Tesis : Sikap Siswa EFL terhadap Pembelajaran Fonetik Bahasa Inggris di Program Bahasa Inggris di IAIN Parepare

Sikap mahasiswa mengacu pada pola pikir, keyakinan, pendapat, dan disposisi emosional yang dibawa oleh para pembelajar ke dalam proses pembelajaran. Sikap memainkan peran penting dalam membentuk keterlibatan, motivasi, dan kesuksesan pembelajar dalam memperoleh pengetahuan dan keterampilan baru. Penelitian ini bertujuan untuk mengidentifikasi sikap siswa EFL di program Bahasa Inggris di IAIN Parepare terhadap pembelajaran fonetik Bahasa Inggris mereka.

Penelitian ini menggunakan desain kuantitatif dengan teknik pengumpulan data menggunakan kuesioner dengan skala Likert dan sampel penelitian adalah 70 mahasiswa dari semester 3 dan 5 Program Pendidikan Bahasa Inggris di IAIN Parepare menggunakan teknik pengambilan sampel acak sederhana. Analisis data menggunakan analisis kuantitatif deskriptif dengan menghitung frekuensi, persentase, dan skor rata-rata.

Hasil dari penelitian ini menunjukkan bahwa pembelajar bahasa Inggris sebagai bahasa asing menunjukkan sikap positif terhadap pembelajaran fonetik bahasa Inggris berdasarkan indikator-arahan, intensitas, konsistensi, dan spontanitas yang dikategorikan sebagai sikap baik di antara para siswa membuktikan komitmen mereka untuk mengikuti panduan instruksional sebagai arahan, menunjukkan keterlibatan emosional yang kuat sebagai intensitas, mempertahankan dedikasi yang konsisten selama pembelajaran di kelas sebagai konsistensi, dan menunjukkan inisiatif proaktif dalam pembelajaran fonetik mereka sebagai spontanitas menunjukkan bahwa sikap siswa mencerminkan antusiasme yang positif terhadap dan penguasaan fonetik bahasa Inggris didukung oleh metode pengajaran yang efektif yang diterapkan di kelas.

Kata kunci: EFL, Sikap Pembelajar, Pembelajaran Fonetik,

تجريد البحث

الإسم : ديان عائشة عابدين
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موضوع الرسالة : اتجاهات طلبة EFL نحو تعلم صوتيات اللغة الإنجليزية في برنامج اللغة الإنجليزية في جامعة باريباري الإسلامية الحكومية

موقف المتعلمين يشير إلى العقلية والمعتقدات والآراء والتصرفات العاطفية التي يجلبها المتعلمون إلى عملية التعلم. يلعب الموقف دورًا حاسمًا في تشكيل مشاركة المتعلمين وتحفيزهم ونجاحهم في اكتساب معارف ومهارات جديدة. يهدف البحث إلى التعرف على اتجاهات متعلمي اللغة الإنجليزية كلغة أجنبية في برنامج اللغة الإنجليزية في IAIN Parepare نحو تعلم صوتيات اللغة الإنجليزية.

استخدم هذا البحث استخدام التصميم الكمي باستخدام تقنية جمع البيانات نموذج الاستفهام بمقياس ليكرت المتبع وكانت عينة البحث 70 طالبًا من الفصلين الثالث والخامس من قسم تعليم اللغة الإنجليزية في IAIN Parepare باستخدام أخذ عينات عشوائية بسيطة. استخدمت بيانات التحليل الكمي الوصفي مع حساب التكرار والنسبة المئوية ومتوسط النتيجة.

ونتيجة هذا البحث أن أظهر متعلمو اللغة الإنجليزية كلغة أجنبية اتجاهات إيجابية تجاه تعلم صوتيات اللغة الإنجليزية بناءً على مؤشرات الاتجاه والكثافة والاتساق والعفوية التي تم تصنيفها على أنها مواقف جيدة بين الطلاب، وقد أثبت التزامهم باتباع التوجيه التعليمي كتوجيه، مما يدل على المشاركة العاطفية القوية كالكثافة، والحفاظ على التفاني الثابت في التعلم. التعلم الصفي كالاتساق وإظهار المبادرة الاستباقية في تعلمهم الصوتي حيث أشارت العفوية إلى أن اتجاهات الطلاب تعكس إيجابية الحماس ل إتقان صوتيات اللغة الإنجليزية مدعومة بأساليب التدريس الفعالة المطبقة في الفصل.

الكلمات الرئيسية: اتجاهات طلبة EFL, موقف المتعلمين، التعلم الصوتي

PAREPARE

CHAPTER I

INTRODUCTION

A. Background of Research

English as a foreign language has been an essential subject taught in formal education. To acquire English, it is assumed to learn better from the native English speakers. In the real world of English language teaching, the native English model was extensively considered the only goal students have to attain.¹ Phonology is one of the subject was taught in University level for English Education Program.

There are two sub-disciplines in linguistics which deal with sound, namely phonetics and phonology, and to fulfil the aim of this book, which is to provide an outline of the sounds of various English accents and how those sounds combine and pattern together, we will need aspects of both. Phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages. More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearer's ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics and neurology.²

Phonology, as well as phonetics, is worth studying for several reasons. One is that the study of phonology, as all study of language, gives learners insight into how

¹ F. G. Fang, "*Investigating attitudes towards English accents from an ELF framework.*", (The Asian Journal of Applied Linguistics, 3(1), 2016), p.68-80.

²April McMahon, "*An Introduction to English Phonology*", (Edinburgh: Edinburgh University Press, 2002), p.1

the human mind works. By studying phonetics of a foreign language, it gives learners a much better ability both to hear and to correct mistakes that we (or someone else) make. And as a foreign language learner, they need to learn (in this case English) a proper pronunciation to be produced in order to make good interpretation and interaction with others.³

According to Hamilton, G. E. states phonological awareness plays an essential role in the learning of any language in the world. He also mentions that phonological awareness is a skill that needs to be developed before the student can maximize their success in reading because getting students to read on their own is a critical problem in education.⁴

The students need to have phonological awareness especially EFL learners who took English Program, learning phonetic is not easy for the learners including the researcher faces some difficulties in learning phonetic such as understanding the phonetic terms, phonetic theory, lack of resources to support learning process. The lecturers must find the best way to assess and a new variation to teach phonetic in order to incorporate the phonological awareness into the everyday classroom environment, which the researcher feels is still unclear.

Some phonological difficulties and mistakes made by Indonesian students when pronouncing some consonants in English, such as they have difficulties to pronounce [b, d, z, dʒ, tʃ] in final position, or sometimes consonant [v] is pronounced [f]. The problems are due to the different sound systems in the two languages, some sounds do not exist in the Indonesian sound system, such as: / æ, ʌ, ɜ, v, θ, ð / or due to the

³ Senowarsito and Sukma Nur Ardini, "*English Phonology For EFL*" (Perpustakaan Nasional: Katalog Dalam Terbitan (KDT), 2006), p.3

⁴ G. E. Hamilton, "*The effectiveness of Phonological Awareness Instruction in Improving Reading scores*" (Doctoral dissertation, SUNY College at Brockport). 2007

different phonetic features. It can be seen that the influence of the native language sounds and intonation can be one of the problems at the moment of learning and using the structure of the foreign language. Therefore, the general and appropriate instructions given by the teacher, whatever the method may be, are essential for the students to learn the target language properly.⁵

The phenomena above shows that the students find difficulties in pronouncing the sounds due to less of phonetic knowledge which will be definitely effecting when they produce an English words. One of the obstacles students face in learning phonology is the disproportionate amount of instructional time compared to the amount of material that needs to be covered. the Lecturers do not provide well in making instructional material and comfortable learning for the students to build their motivation to learn phonetics. The students attitude are essential to figure out their needs in learning phonetics in the classroom as the evaluation for the lectures to develop the teaching materials. The lecturers had to make a new innovation about teaching media or learning strategies to make students interest and have the motivation to decrease the difficulties that they are facing. Therefore, the learning of English Phonetics is important to improve students attitude and interest toward English phonetic and phonological process in Indonesia.

Mustafa, Rashid, Atmowardoyo and Dollah propose a figure on this study about students' attitude towards EFL learning processes and how it affects their English language achievements. They emphasize that positive correlation between attitude and motivation will create students' positive language attitudes. Students' positive language attitudes mean their attitudes towards EFL learning processes and their

⁵ Senowarsito and Sukma Nur Ardini, "*English Phonology For EFL*" (Perpustakaan Nasional: Katalog Dalam Terbitan (KDT), 2006), p.24

attitudes towards every aspect of the target language. It also includes thoughts, feelings and emotions.⁶

Pekka Lintunen and Alekski Mäkilähde in their research “Learning English Phonetics : Preferences and Attitudes” shows that The purpose of the study was to investigate learner attitudes towards phonetics and preferences in the broad themes covered in phonetics. The data were collected with a questionnaire from university students (n=133) of English at the end of a lecture series on English phonetics. According to the results, accent differences was the most preferred theme. Suprasegmental issues and practical phonetic transcription were preferred to segmental issues. Students’ attitudes were positive: phonetics was considered challenging, interesting and useful. Students also thought that phonetics teaching had improved their pronunciation of English.⁷

According to the previous research in the results the learners shows the positive attitudes in learning phonetic. As we know learning phonetic assists the learners to know about the sound system or sound rules produced. In addition, the learners will be able to pronounce English words more fluently like a native speaker when they have a good interest and motivation in learning phonetics. Some of students in IAIN Parepare find obstacles in learning English Phonology Subject such as they were difficult to memorize the phonetic symbols, they did not know to write the phonetic symbols for English words and the students find difficulties in understanding the material when they studied Phonology in the class due to a lot of

⁶ Mustafa, H.H , Rashid, M.A, Atmowardoyo ,H, & Dollah, S, “*Students’ attitudinal factors in learning English as a foreign language.*” (Journal of Language Teaching and Research, 2015) p. 1187-1194

⁷ Pekka Lintunen, and Alekski Mäkilähde. “*Learning English phonetics: preferences and attitudes. Proceeding from: phonetics Teaching and Learning Conference.*” (London, UK: University College London. 2015.) p.51

Phonological terms have to be known and understood by the students. Based on these complaints that felt by some the students. So, they were not interested well in learning English Phonology at IAIN Parepare.

Coming from the students' obstacles, the researcher is interest to know more about the learners' attitude in learning English Phonetic. This research is limited to the EFL learners for running semester at English Language Education Departments at IAIN Parepare. This research focuses only on the discussion of a survey on the attitudes the learners at the phonetic learning class and to know students' interest toward English phonetic. This study aims to find out what are the attitudes of EFL learners in studying phonetic at English Program in IAIN Parepare. Based on the description above, the researched tries to conduct the research under the title "*EFL Learners Attitude Toward English Phonetics Learning in English Program at IAIN Parepare*".

B. Research Questions

The research questions are an essential element of the research. It would direct and frame the process of the research. According to background. This research is aimed to answer the following questions that What are the attitudes of EFL learners in English program at IAIN parepare toward their English phonetics learning?

C. Objectives of the Research

As the research questions, the researcher consider the main purposes of this research on the objectives to identify of the attitudes of EFL learners in English program at IAIN parepare toward their English phonetics learning.

D. Significance of the Research

The results of this research are to give contribution to students of English Language Education, English Language Education Department of The Faculty of Tarbiyah of IAIN Parepare, other researchers and as theoretically This research is expected to contribute and benefit the interests of science related to the attitudes of EFL Learners toward English phonetics learning at IAIN English Program.

1. For English Lecturer

From this research, the researcher hopes the investigation of this research can help the lecturer to identify the students' attitudes in EFL classroom especially in phonetic learning class. And it can make it easier for lecturer in further learning and teaching process. Lecturer will know more about what learners needs when they learn about phonology subject in the class.

2. For Students in English Program at Tarbiyah Faculty

This research be useful for the students because they can figure out about how important attitude in learning phonetic in phonology subject as their learning process. The Researcher hopes that the students will realize that attitudes have a big influence to their learning process to get their goals as the students of English program and the students' awareness in learning linguistics especially in phonology subject will give significant impact either their speaking English performance or understanding linguistics theory.

3. For another Researcher

The result of this study can be used as a reference for other researchers who are interested in conducting similar research and also inspired the other researcher to investigate this research about students attitude in learning

phonetic to add the knowledge in linguistics because the researcher realizes how important attitudes to find out students perception when they learn phonetic in the classroom.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research and several previous studies related to the English phonetics learning.

A. Previous Related Research Findings

The researcher describes some previous researches which are relevant to this research.

The research conducted from Nindya Agustina Savitri and Firdaus Andrianto (2021) in their research entitled "*Preferences and Attitude toward English Phonetics Learning: The perspectives of Indonesian EFL Learners*". This research was concerning to English learners should aware of English sounds, more specifically English phoneme, to comprehending the English language accurately. This research was a descriptive quantitative research by using a survey design. The result of this study revealed student's preference and attitudes toward phonetics learning. The most preferred topic chosen by the participants are the vowel systems (28.20%), speech rhythm and accent difference (27.20%), and intonation analysis (26.20%). The students performed a positive attitude toward English phonetic learning that can improve their skill in English especially in their pronunciation (98.1%). It is concluded that the students thought English Phonetics is important to increase their knowledge and their skill in learning English.⁸ The research above is similar with the

⁸ Savitri, Nindya Agustina, and Firdaus Andrianto. "*Preferences and Attitude toward English Phonetics Learning: The perspectives of Indonesian EFL Learners*." *EDUCAFL: Journal of Education of English as Foreign Language* 4.1 (2021), p. 52-57.

present researcher will do but the novelty of this researcher will take the difference place so the subject of this research will have different opinions toward English phonetic learning.

The research conducted from Sattrra Sahatsathatsana (2017) in her research entitled "*Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University*". this research tried to investigate the students' opinions on problems in phonetics learning, and to find out factors causing the problems in phonetics learning of students. The research instruments were a questionnaire and a semi-interview form. The results from the students' opinion reflected that some sounds especially [θ], [ð], and [dʒ] caused students' serious problems of phonetics learning in the segmental level. Linking was also reported that it caused serious problems of phonetics learning in suprasegmental level. Besides, phonetic ability was reported as the factor mostly caused problems in phonetics learning. It could be concluded that the opinion of difference of sound system between English and Thai and some factors including phonetic ability, native language, prior English pronunciation learning, instruction, and motivation caused the students' problem in phonetics learning as well.⁹ The research above to find the pronunciation problems in phonetics learning and to find out factors causing the problems in phonetics learning of thai students. It is quite different of this present research concerning to know the Students' attitude towards English Phonetic Learning in IAIN Parepare

The research conducted from Sri Ayu Istiqomah, Alies Poetri Lintangari and Widya Caterine Perdhani (2021) in their research entitled "*Attitudes toward English*

⁹ Sahatsathatsana, Sattrra. "*Pronunciation problems of Thai students learning English phonetics: A case study at Kalasin University.*" *Journal of Education* 11.4 (2017), p.67-84.

phonetics learning: a survey on Indonesian EFL learners". This research tried to figure out Indonesian EFL learners face challenges in comprehending English phonemes as it becomes one of the significant predictors of English literacy. Hence, the English Phonetics subject is considered one of the most difficult ones, making the teaching and learning process less effective. This research was conducted to explore EFL learners' attitudes toward English phonetic learning. The results indicate that Indonesian EFL students perform positive attitudes toward English phonetic learning, although they confess that phonetics is challenging. It implies that phonetics learning is potential and promising to support their English fluency; hence, lecturers need to make phonetics Learning more enjoyable, easier and participating in drawing the students' full engagement by considering their preferences and attitude toward phonetics learning.¹⁰ The research above is similar with this present research, but the researcher will be try to conduct the research in the different location.

The research conducted from Małgorzata Baran Łucarz (2013) in her research entitled, "Phonetics Learning Anxiety: Results of a Preliminary Study". This research aims to verify the assumption that pronunciation learning during a course of phonetics is hindered by the feeling of anxiety (Phonetics Learning Anxiety) experienced by foreign language (FL) learners studying English as their major at universities or colleges. A study carried out among 32 students of the School of English at Wrocław University (Poland) revealed a significant negative correlation of moderate strength between the subjects' level of Phonetics Learning Anxiety (PhLA) and their attainments on pronunciation tests (sentence, passage and word reading)

¹⁰ Isitqomah, Sri Ayu, Alies Poetri Lintangari, and Widya Caterine Perdhani. "Attitudes toward English phonetics learning: a survey on Indonesian EFL learners.", (Journal on English as a Foreign Language 11.1 (2021), p. 175-217.

conducted after a 45-hour (30x90-minute lessons) course of practical phonetics. The results of the reported preliminary research show that PhLA is indeed an important factor determining success in FL pronunciation learning. A significant negative correlation of moderate strength ($r = -.45$ at $p < .005$) was found between the level of PhLA and scores on the PAT. The relationship between the two variables appeared to be stronger in the case of pronunciation habits than word pronunciation.¹¹ The research above was concerning specifically Phonetic Learning Anxiety by foreign language learners. Meanwhile, this upcoming research will be focused on Students' attitude in English Phonetic Learning at IAIN Parepare.

The research conducted from Evelyn Endayane Riveros Vega and Mónica del Pilar Orjuela Vargas (2015) in their research entitled, "Phonological Awareness: A Step In English Language Development". this research reveals that Language development is a crucial part when learning a language since it affects the learners' communicative process and performance. Limited phonological instruction can negatively impact the learners' language development since it involves the growth of the required skills to communicate in the target language. The aim of this research is to explain the effects of a specific phonological training on English to elementary-level learners; and to discuss the results of this training in the language development. analysis of the data shows another obstacle facing learners: teachers. While instructors play the role of guide, learners can nevertheless be negatively affected by teachers' attitudes, comments or pedagogical approaches, sometimes to such a degree that the students forget altogether the idea of learning the subject they are taught and that students' attitudes and performance improve when there is ongoing training in a

¹¹ Baran-Lucarz, Małgorzata. "Phonetics Learning Anxiety—Results of a Preliminary Atudy.", (Research in Language 11.1 (2013), p.57-79.

topic, and when they are given a variety of activities appropriate for their age and context.¹² The research above tried to know language development in learning English Phonetic (phonological awareness). But this new research will focus to find how the students' attitude toward English Phonetic Learning at IAIN Parepare is.

The research conducted from Toni Indrayadi (2022) which title of "*Pronunciation learning attitudes: The case of EFL undergraduate students in Indonesia*". The findings stated that proper pronunciation learning is important to make the message understood. Reflecting on the study results, it is hoped that English lecturers select more practical pronunciation teaching media that can make students more involved in the teaching and learning process and contribute to English pedagogy about the importance of improving learners' positive attitude in pronunciation learning.¹³ The research above similar from the context of pronunciation attitude and context of phonetic learning attitude used in teaching pronunciation class. Meanwhile this research find out the EFL learner attitude toward phonetic learning.

The research conducted from Muhammad Chandra Adhi (2021) with entitled that "Indonesian EFL learners attitude toward learning English pronunciation". The finding stated *that* attitude aspect into three theme; affective, cognitive, and behavioural. The result of each aspect indicates a positive attitude toward English pronunciation (76%). They like, happy, and motivated to learn pronunciation. They also aware about the importance English pronunciation as it is used in the world

¹² Vega, Evelyn Endayane Riveros, and Monica Del Pilar Orjuela Vargas. "*Phonological Awareness: A Step In English Language Development.*" (Opening Writing Doors Journal 12.1 (2018), p. 81-116.

¹³ Toni Indrayadi "*Pronunciation learning attitudes: The case of EFL undergraduate students in Indonesia*". ELT Journal Volume, 55

communication, although that they are still struggling in their pronunciation ability and did not have a much chance to practice their pronunciation skills.¹⁴ The research above similar from the context of EFL learners attitude. Meanwhile this research find want to find out out the EFL leraner attitude special for phonetic learnin materials.

The research conducted from Asma Almusharraf (2021) which tittle that “EFL learners’ confidence, attitudes, and practice towards learning pronunciation”. This findings stated that learners in this study have higher than neutral confidence in their pronunciation and hold a highly positive attitude towards English native-like pronunciation. Interestingly, this study showed no statistically significant difference between those who had taken a phonetic(s) course and those who had not in terms of their confidence in their pronunciation. Therefore, this study urges instructors be aware of their learners’ needs in pronunciation, present appropriate materials, and further opportunities to practice various strategies.¹⁵ The research above similar from the context of EFL learners’ confidence, attitudes, and practice. Meanwhile this research find want to find out out the EFL leraner attitude special for phonetic learnin materials with different indicator of attitude.

The research conducted from Riam K. Almaqrn (2020) with entitled “EFL Learners’ Attitudes towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation”. This research finfings stated that students were presented with a total of five podcasts related to their speaking and listening textbook for use over an eight week period, and at the end of this time they were requested to complete the questionnaire. The findings support the usefulness of examining

¹⁴ Muhammad Chandra. “Indonesian EFL learners attitude toward learning English pronunciation”. *British Journal of Educational Technology*, 36. etrieved on September, 15 2013

¹⁵ Asma Almusharraf. “EFL learners’ confidence, attitudes, and practice towards learning pronunciation” *Journal of Academic Liabrarian Ship*, 28(4), 191–196. <https://doi.org>

learners' attitudes towards new Computer Assisted Language Learning (CALL) applications before using them in a practical way. The results show a high rate of acceptance of podcasts and that, overall, the students have positive attitudes towards them.¹⁶ The research above similar from the context of EFL Learners' Attitudes. Meanwhile this research want to find out the attitude of phonetic materials different with the content of podcast.

The research conducted from Tracey M. Derwing (2021) with entitled that "ESL Learners' Attitude of their Pronunciation Needs and Strategies". This findings stated that their attitude were analysed according to first language groups and proficiency levels. Students were also asked to indicate whether their accents were affected by context, and whether or not they felt they had any control over their pronunciation. Those who reported being able to control their accents also recounted how they did so. The findings are discussed with reference to pronunciation instruction and commercially available resources most often used in ESL programs across Canada. The authors make recommendations for second language teachers, drawing on research in both the pronunciation and communicative strategy literatures.¹⁷ The research above similar from the context of ESL Learners' Attitude of their Pronunciation materials but different in the context of strategies which conducted from her research.

The research conducted from Rafiq (2021) in her title that "The Students' Attitude toward English Instruction on the EFL Students' Pronunciation Class". The

¹⁶ Riam K. Almaqrn. "EFL Learners' Attitudes towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation" *junior secondary schools of Ethiopia*. University of Nairobi

¹⁷ Tracey M. Derwing. "ESL Learners' Attitude of their Pronunciation Needs and Strategies". *Language Teaching Research*, 5(1), 3–28

findings stated that the study revealed that the students have a positive attitude toward English instruction. They agreed with teaching English by using English instruction. The students' cognitive and affective responses showed that the students believed that English instruction could improve the students' abilities at intermediate level. Furthermore, the students' cognitive responses indicated that the students' vocabularies and grammatical knowledge improved. The use of English instruction also gave the students an opportunity to learn pronunciation from the native English teacher. While, the results of affective responses indicated that the students liked to study using English instruction and they were motivated to speak in English.¹⁸ The research above similar from the context of The Students' Attitude toward English Instruction but different from the context of English Instruction toward pronunciation class.

The research conducted from Riam K. Almaqrn (2019) with title that "EFL Learners' Attitudes towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation". The findings stated that the participants, in spite of the low rate of improvement in their pronunciation, have positive attitudes towards the proper pronunciation of English. This outcome is compatible with previous studies' results, which assert that having a positive attitude towards a particular language and its speakers can improve pronunciation. The students were presented with a total of five podcasts related to their speaking and listening textbook for use over an eight week period, and at the end of this time they were requested to complete the questionnaire. The findings support the usefulness of examining learners' attitudes towards new Computer Assisted Language Learning (CALL)

¹⁸ Rafiqa. "The Students' Attitude toward English Instruction on the EFL Students' Pronunciation Class". Education of English as Foreign Language.

applications before using them in a practical way. The results show a high rate of acceptance of podcasts and that, overall, the students have positive attitudes towards them.¹⁹ The research above similar from the context of EFL Learners' Attitudes meanwhile it has different from the context of Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation.

Based on the previous researches above, those related to this research. The variables of those researches were English Phonetic which will be exploring in this research, they discuss about Phonological Awareness, Phonetics Learning Anxiety, Pronunciation Problems in Learning English Phonetic which are similar discussion of this research. Most of them used quantitative design and the questionnaire instruments but the main focus of this present research to examine the attitude of EFL learners in learning English phonetic. Main focused on this research were Direction which is information or instructions about what to do, where to do, how to do something. Intensity is quality of being intense; strength of emotion. Intensity means the depth. Consistency is quality of being consistent and Spontaneity is quality of being spontaneous regarding to the study conducted in IAIN PAREPARE for college students of English Program.

B. Some Pertinent Idea

1. Phonology

a. Definition of Phonology

Phonology is the study of the sound system of languages. It is a huge area of language theory and it is difficult to do more on a general language course than

¹⁹ Riam K. Almaqrn. "EFL Learners' Attitudes towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation" International Journal of Applied Linguistics.

having outline knowledge of what it includes. In an exam, you may be asked to comment on a text that you are seeing for the first time in terms of various language descriptions, of which phonology may be one. At one extreme, phonology is concerned with anatomy and physiology, the organs of speech and how we learn to use them. At another extreme, phonology shades into sociolinguistics as we consider social attitudes to features of sound such as accent and intonation. And part of the subject is concerned with finding objective standard ways of recording speech, and representing this symbolically. For some kinds of study, perhaps a language investigation into the phonological development of young children or regional variations in accent, you will need to use phonetic transcription to be credible. But this is not necessary in all kinds of study in an exam, you may be concerned with stylistic effects of sound in advertising or literature, such as assonance, rhyme or onomatopoeia and you do not need to use special phonetic symbols to do this.²⁰

Phonology is a branch of linguistics that deals with the systematic organization and patterns of sounds in languages. It examines the ways in which speech sounds function within a particular language or languages, including their distribution, variation, and relationship to meaning. Phonology explores the underlying principles governing the sounds of language, such as phonemes, which are the abstract units of sound that distinguish meaning in a language. It also investigates phenomena like phonological rules, which describe how sounds change in different linguistic contexts, and phonotactics, which refer to the permissible combinations of sounds within a language. Phonology plays a crucial role in

²⁰ Senowarsito and Sukma Nur Ardini, *“English Phonology For EFL”* (Perpustakaan Nasional: Katalog Dalam Terbitan (KDT), 2006), p.5

understanding language structure and the processes involved in speech production and perception.

Phonology is a subfield of linguistics that focuses on the systematic organization and patterns of sounds in human language. It delves into the study of speech sounds and their functions within the structure of a particular language or languages. Here's a more detailed explanation of the definition of phonology:

1. Sound System Analysis

Phonology involves the analysis of the sound systems of languages. It examines the inventory of sounds (consonants, vowels, and other speech sounds) that are used to convey meaning in a language.

2. Phonemes and Allophones

Phonology identifies and analyzes phonemes, which are the smallest units of sound that can distinguish meaning in a language. For example, in English, the sounds /p/ and /b/ are phonemes because they can change the meaning of words (e.g., "pat" vs. "bat"). Phonology also deals with allophones, which are variations of phonemes that occur in different phonetic environments but do not change word meaning.

3. Phonotactics

Phonology investigates phonotactics, which are the rules governing the permissible arrangements of sounds in a language. These rules determine which sound sequences are allowed and which are not. For instance, certain languages may have restrictions on the placement of consonants or the types of consonant clusters that can occur in words.

4. Phonological Processes

Phonology studies phonological processes, which are systematic patterns of sound change that occur within a language. These processes include assimilation (where one sound becomes more like a neighboring sound), dissimilation (where sounds become less similar to nearby sounds), and deletion (where certain sounds are omitted in pronunciation).

According to Yule claims that phonology is essentially the description of the systems and patterns of speech sound in a language. Then, phonology is concerned with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds. Phonology is about the underlying design, the blueprint of each sound type, which serves as the constant basis of all the variations in different physical articulations of that sound type in different contexts.²¹

Phonology is that part of language which comprises the systematic and functional properties of sound in language. The term ‘phonology’ is also used, with the ambiguity also found with other terms used for the description of languages, for the study of those systematic features of sound in language. In this sense, it refers to a sub discipline of linguistics. It was the first such sub discipline in which the view of language as an object with particular structural properties was developed successfully. Phonology seeks to discover those systematic properties in the domain of sound structure, and find the regularities and principles behind it both for individual languages and for language in general. More recently, phonology has become considerably diversified and has found a number of applications.²²

²¹ Yule, William, et al. *"The long-term psychological effects of a disaster experienced in adolescence: I: The incidence and course of PTSD."*, (The Journal of Child Psychology and Psychiatry and Allied Disciplines 41.4, 2000), p.503-511.

²² R. Wiese, *"Phonology: overview."* (Encyclopedia of language & linguistics, 2006), p. 562

According to Chaer states that the field of linguistics which studies, analyzes, and discusses sequences of language sounds is called phonology, which is etymologically formed from the words *font* (sound) and *logos* (science). Phonology is hierarchically the object of study is divided into two, namely phonetics and phonemic.²³

Phonology, as described by scholars like Yule and Chaer, constitutes a fundamental aspect of linguistics concerned with the systematic organization and patterns of speech sounds within a language. Yule's assertion that phonology revolves around the abstract or mental representation of speech sounds rather than their physical articulation underscores the idea that phonology is not merely about the sounds themselves, but about the underlying structure and organization that governs them. It focuses on the blueprint or design of each sound type, which serves as the foundation for the various physical articulations observed across different contexts.

Phonology encompasses the systematic and functional properties of sound in language. It involves studying the regularities and principles that govern sound structure, seeking to uncover both the specific patterns within individual languages and the broader principles that apply across languages. Phonology emerged as one of the earliest sub-disciplines within linguistics to recognize language as an object with distinct structural properties.

Chaer adds to this understanding by highlighting phonology's division into phonetics and phonemics. Phonetics deals with the physical properties of speech sounds, such as their production, transmission, and reception, while phonemics

²³ Abdul Chaer, *"Pengertian Fonologi."* (A. Chaer, *Lingustik Umum*, 2012) p.102.

focuses on the abstract mental representations of sound units (phonemes) and their role in distinguishing meaning within a language.

Phonology, therefore, represents a multidimensional field that not only explores the intricate relationships between speech sounds but also delves into the cognitive processes underlying language perception and production. Its applications extend beyond theoretical linguistics to practical domains such as language teaching, speech pathology, and natural language processing.

Based on the definitions above, the researcher concludes that Phonology is the science of a system of sounds in a language. This knowledge is one of the branches of linguistics that deals with how to produce sounds of language.

b. Concern of Phonology

As a step towards understanding what phonology is, and especially how it differs from phonetics, we will consider some specific aspects of sound structure that would be part of a phonological analysis. The point which is most important to appreciate at this moment is that the “sounds” which phonology is concerned with are symbolic sounds – they are cognitive abstractions, which represent but are not the same as physical sounds.

The sounds of a language. One aspect of phonology considers what the “sounds” of a language are. We would want to take note in a description Concerns of phonology of the phonology of English that we lack a particular vowel that exists in German in words like schön ‘beautiful,’ a vowel which is also found in French (spelled eu, as in jeune ‘young’), or Norwegian (øl ‘beer’). Similarly, the consonant spelled th in English thing, path does exist in English (as well as in Icelandic where it is spelled with the letter þ, or Modern

Greek where it is spelled with τ , or Saami where it is spelled t), but this sound does not occur in German or French, and it is not used in Latin American Spanish, although it does occur in Continental Spanish in words such as *cerveza* ‘beer,’ where by the spelling conventions of Spanish, the letters c and z represent the same sound as the one spelled (in Greek) or th (in English)

Rules for combining sounds. Another aspect of language sound which a phonological analysis would take account of is that in any given language, certain combinations of sounds are allowed, but other combinations are systematically impossible. The fact that English has the words brick, break, bridge, bread is a clear indication that there is no restriction against having words begin with the consonant sequence br; besides these words, one can think of many more words beginning with br such as bribe, brow and so on. Similarly, there are many words which begin with bl, such as blue, blatant, blast, blend, blink, showing that there is no rule against words beginning with bl. It is also a fact that there is no word blick¹ in English, even though the similar words blink, brick do exist. The question is, why is there no word blick in English? The best explanation for the nonexistence of this word is simply that it is an accidental gap – not every logically possible combination of sounds which follows the rules of English phonology is found as an actual word of the language. Native speakers of English have the intuition that while blick is not actually a word of English, it is a theoretically possible word of English, and such a word might easily enter the language, for example via the introduction of a new brand of detergent. Fifty years ago the English language did not have any word pronounced bick, but based on the existence

of words like *big* and *pick*, that word would certainly have been included in the set of nonexistent but theoretically allowed words of English. Contemporary English, of course, actually does contain that word - spelled *Bic* - which is a type of pen. While the nonexistence of *blick* in English is accidental, the exclusion from English of many other imaginable but nonexistent words is based on a principled restriction of the language. While there are words that begin with *sn* like *snake*, *snip* and *snort*, there are no words beginning with *bn*, and thus *bnick*, *bnark*, *bniddle* are not words of English. There simply are no words in English which begin with *bn*. Moreover, native speakers of English have a clear intuition that hypothetical *bnick*, *bnark*, *bniddle* could not be words of English. Similarly, there are no words in English which are pronounced with *pn* at the beginning, a fact which is not only demonstrated by the systematic lack of words such as *pnark*, *pnig*, *pnilge*, but also by the fact that the word spelled *pneumonia* which derives from Ancient Greek (a language which does allow such consonant combinations) is pronounced without *p*. A description of the phonology of English would then provide a basis for characterizing such restrictions on sequences of sounds.

Variations in pronunciation. In addition to providing an account of possible versus impossible words in a language, a phonological analysis will explain other general patterns in the pronunciation of words. For example, there is a very general rule of English phonology which dictates that the plural suffix on nouns will be pronounced as [iz], represented in spelling as *es*, when the preceding consonant is one of a certain set of consonants including [s]

(spelled sh) as in bushes, [c] (spelled as ch) as in churches, and [j] (spelled j, ge, dge) as in cages, bridges. This pattern of pronunciation is not limited to the plural, so despite the difference in spelling, the possessive suffix s2 is also subject to the same rules of pronunciation: thus, plural bushes is pronounced the same as the possessive bush's, and plural churches is pronounced the same as possessive church's. This is the sense in which phonology is about the sounds of language. From the phonological perspective, a "sound" is a specific unit which combines with other such specific units, and which represent physical sounds.²⁴

2. Phonetics

a. Definition of Phonetics

Phonetic is the study of speech-sounds the production, transmission and reception.²⁵ Phonetic teaches us to understand the way in which the sounds of a language are formed, and helps us to detect and correct the mistakes made by ourselves and by other. In Phonetics we only consider the language consists of speech-sounds. Speech-sounds are certain acoustic effects voluntary produced by the organs of speech; they are the result of definite actions performed by these organs. They are combined into syllables. A group of syllables pronounced in one expulse of breathe group. In writing, breathe group separated by punctuation marks. Phonetics is the science of human speech sounds: it studies the defining characteristics of all

²⁴David odden. *"Introducing phonology."* (Cambridge university press, 2005.) p.2-4

²⁵Kusuma, A. *"English Phonetics."* (English Department. Faculty of Letters. Jember University. Jember. 1993) p. 1

human vocal voice and concentrates its attention on those sounds which occurs in world's language.²⁶

Phonetics is the branch of linguistics that deals with the physical properties of speech sounds. It is concerned with the study of the articulation (production), acoustic properties (transmission), and auditory perception (reception) of speech sounds across languages. Phonetics aims to understand how sounds are produced by the human vocal tract, how they are transmitted through the air as waves, and how they are perceived by the human ear and brain.

In essence, phonetics provides a systematic framework for analyzing and describing the sounds of human language. It explores the anatomical structures involved in speech production, such as the vocal cords, tongue, lips, and palate, and how they interact to produce different sounds. Phonetics also investigates the acoustic properties of speech sounds, including their frequency, amplitude, and duration, as well as how these properties vary in different linguistic contexts.

Furthermore, phonetics examines the process of auditory perception, investigating how listeners interpret and categorize speech sounds based on acoustic cues. It explores phenomena such as speech perception in noisy environments, speech sound discrimination across languages, and the role of context in shaping auditory perception. Overall, phonetics provides essential insights into the physical aspects of speech production and perception, offering valuable tools for understanding the diverse sounds found in human languages and facilitating research in fields such as linguistics, speech pathology, language teaching, and communication disorders.

²⁶Dwi Astuti Wahyu Nurhayati, "*ENGLISH PHONETICS Theory and Practices*" (Akademia Pustaka, 2018), p.1

Phonetics is a science that deals with the sounds of human language. It is normally divided into three sub-branches, namely acoustic phonetics, auditory phonetics, and articulatory phonetics.²⁷ Articulatory phonetics: It studies the vocal organs, though the use of which we articulate the speech sounds. Acoustic phonetics; It studies the sounds 'waves, which is the physical way in which sounds are transmitted through the air from one person to another. Auditory phonetics: It studies the way in which human beings perceive sounds through the medium of ear.²⁸

According to Roach, phonetics is a branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols.²⁹

According to Archangeli & Pulleyblank, Phonetics interfaces with phonology in three ways. First, phonetics find out distinctive features. Second, phonetics explains many phonological patterns. These two interfaces constitute what has come to be called the 'substantive grounding' of phonology.³⁰

Phonetics and phonology deal with pronunciation, or, more precisely with speech sounds and the sound system. Phonetics has exceptional qualities as a branch of science adapted to educational ends. Phonetics is the study of sound in speech. Phonetics provides objective ways of describing and analysing the range of sounds humans use in their languages.³¹

²⁷ Soenjono Dardjowidjojo, Unika Atma Jaya, *“English Phonetics and Phonology for Indonesians”*, (Jakarta: Yayasan Pustaka Obor Indonesia, 2009), p.12

²⁸ Dwi Astuti Wahyu Nurhayati, *“ENGLISH PHONETICS Theory and Practices”* (Akademia Pustaka, 2018), p.2

²⁹ Peter Roach. *“English phonetics and phonology paperback with audio CDs (2): A practical course.”* (Cambridge university press, 2009)

³⁰ Archangeli, Diana B., and Douglas George Pulleyblank, *“Grounded phonology.”*, (Vol. 25. MIT Press, 1994.)

³¹ April McMahon, *“An introduction to English phonology. Vol. 22.”* (Edinburgh: Edinburgh University Press, 2002.) p.1

Phonetics is the systematic study of speech and the sounds of language. That is concerned with how sounds are produced, transmitted and perceived.³²

b. Branches of Phonetic

Phonetics can then be divided into three distinct phases: articulatory phonetics, acoustic phonetics, and auditory phonetics.³³

1) Articulatory phonetics

Articulatory phonetics describes in detail how the speech organs, also called vocal organs or articulators [Sprechwerkzeuge], in the vocal tract [Mundraum] are used in order to produce, or articulate, speech sounds. Articulatory phonetics is concerned with the physical and cognitive factors that determine what are possible speech sounds and patterns. Given the common understanding that speech articulation is an integrated part of a communication system that also includes speech perception, articulatory phonetics is usually treated within a broader context of the full speech chain, which additionally includes speech aerodynamics, speech acoustics, and speech perception. Consequently, the research reports and reference and teaching tools in the field are dispersed over a wide range of works that treat phonetics more generally. Because of the enormous size of the relevant literature, only more recent or particularly comprehensive earlier works are highlighted here. Key theoretical questions in articulatory phonetics include what units are used in speech planning and which aspects of observed speech movements are learned as part of a particular language rather than being a consequence of how the speech mechanism works (whether this is physical constraints of the actual speech organs or cognitive aspects

³² Hamman, C and Schmitz, C., *“Phonetics and Phonology.”* (University of Oldenburg. 2005)

³³ Skandera, P and Burleigh, P. *“A Manual of English Phonetics and Phonology.”* (Germany: Gunter Narr Verlag, 2005)

of speech motor planning and execution). Cross-linguistic investigations of speech sound inventories and articulation have been critical to clarifying this distinction. Another long-standing question is whether and how articulation planning is influenced by knowledge of the acoustic outcome and its importance to maintaining distinction critical to the perceptual needs of the “listener” as a generic or a specific entity. Discussions of historical sound change have appealed both to organic constraints and to ambiguities in the acoustic articulatory mapping process as factors that influence the source and part of pronunciation change over time.

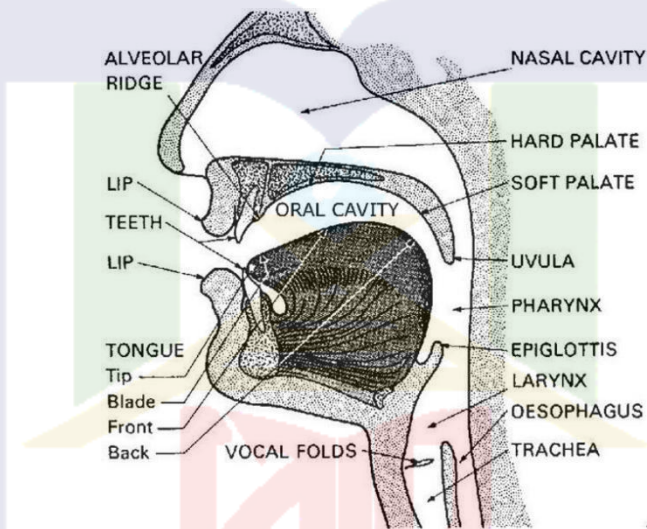


Figure 2.1 Articulatory Phonetics.³⁴

2) Acoustic Phonetics

Acoustic phonetics studies the physical properties of speech sounds, i.e. the way in which the air vibrates as sounds pass from speaker to listener. A spectrograph is a machine that measures the soundwaves [Schallwellen] and depicts them as images, called spectrograms or sonograms, showing the duration, frequency, intensity, and quality of the sounds.

³⁴ Figure 2.1 <https://msteachersofenglish.wixsite.com/ende/post/2016/06/07/speech-soundsproductionarticulators> (Accessed on 8th August 2023)

Acoustic phonetics is derived from various different kinds of enquiry that can be grouped loosely into three areas that derive primarily from the contact of phonetics with the disciplines of engineering or electronics, linguistics or phonology, and psychology or cognitive science respectively.

Stevens & House states The acoustic theory of speech production. These studies make use of an idealized model of the vocal tract in order to predict how different vocal tract shapes and actions contribute to the acoustic signal. Acoustic theory leads to the prediction that the source signal can be modeled as independent from the filter characteristics of the vocal tract, an idea that is fundamental to acoustic phonetics, to formant-based speech synthesis, and to linear predicting coding which allows formants to be tracked digitally. The discovery that vowel formants can be accurately predicted by reducing the complexities of the vocal tract to a three-parameter, four-tube model was one of the most important scientific breakthrough in phonetics of the last century.

The idea that the relationship between speech production and acoustic is non-linear and that as predicted by the quanta theory of speech productions. Such discontinuities are exploited by languages in building up their sound systems, is founded upon models that relate idealized vocal tracts to the acoustic signal.

- a) Linguistic phonetics draws upon articulatory and acoustic phonetics in order to explain why the sounds of languages are shaped the way that they are. The contact with acoustic phonetics is in various forms, one of which has already been mentioned. Using the relationship between speech production and acoustics as to explain sound change as misperception and misparsing of the speech signal.

- b) Variability, the acoustic speech signal carries not only the linguistic structure of the utterance, but also a wealth of information about the speaker (physiology, language and language variety, attitude and emotional state). These are entwined in the acoustic signal in a complex way acoustically both with each other and with background noise that occurs in almost every natural dialogue. Moreover, speech is highly context depend. A time slice of an acoustic signal can contain information about context, both segmental and prosodic. Obviously, listeners cope for the most part effortlessly with all these multiple strands of variability.
- c) A recording of the production of speech with a pressure-sensitive microphone shows that there are broadly a few basic kinds of acoustic speech signal that it will be convenient to consider in separate sections. Vowels and vowel-like sound included here are sound that are produced with periodic vocal fold vibration and a raised velum so that the airstream exist only from the mouth cavity. In these sounds, the waveform is periodic, energy is concentrated in the lower half of the spectrum and formants, due to the resonance of the vocal tract, are prominent.³⁵

³⁵ Dahliana, “*An Error Analysis on the Students’ Achievement in Writing Phonetic Transcription.*”, (Unpublished Skripsi University Of Muhammadiyah Sumatera Utara Medan, 2017), p.22-25

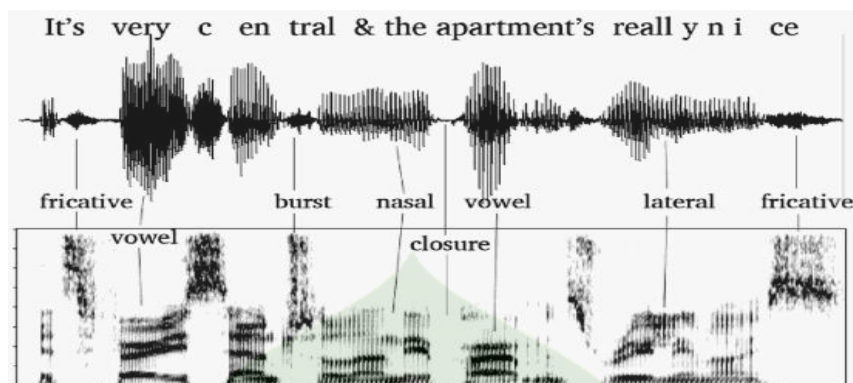


Figure 2.2 The waveform and spectrogram of the phrase it's very central and the apartment's really nice.³⁶

3) Auditory Phonetics

This is the aspect of phonetics that concerns the natural processing systems of speech reception and perception. The main organ of the human body concerned with this is the ear.

The ear is divided into three sections namely, the outer ear, the middle ear and the inner ear. The outer ear comprises the ear lobe that channels the speech sound signals that come from the mouth, through the environment into the ear. It also contains the eardrum a sensitive diaphragm, and a narrow canal that connects the outer world to the eardrum. When the sound signals come from the outer world through the channel, the sensitive diaphragm begins to vibrate repeatedly; and as it does, it causes the air molecules in the canal to shake violently. As this goes on, the intensity of the signals are modified so that the weak signals are amplified or increased, while the loud ones are filtered to be reduced or rejected; thus making the eardrum in the outer ear to perform the functions of a resonator.

³⁶ Dahliana, "An Error Analysis on the Students' Achievement in Writing Phonetic Transcription.", (Unpublished Skripsi University of Muhamadiyah Sumatera Utara Medan, 2017), p.25

These modified sound signals then move on to the next part of the ear called the middle ear. This is another air-filled cavity that connects the eardrum to the inner ear, and it contains a chain of three thin bones. The middle ear, too, is a resonator as it further increases or decreases the amplitude (the acoustic measurement of intensity or loudness) so that the sound signals that are too low to be heard by the ear can be increased and those too loud for the ear can be reduced or rejected. In addition, the middle ear acts as a resonator because its vibrations also set into motion the fluid molecules in the inner ear, thereby, transmitting the speech sound waves coming from the outer ear into the inner. The inner ear is the main organ of the ear that connects the rest of the ear to the brain where the operations on speech reception and perception end. It is made up of what is called cochlear, a coiled conical shape object that looks like a snail. This last part transmits into the brain through some nerves the received and processed sound information from the mouth. The process can be summarised in the figure: The Pole of Sound Perception below:



Figure 2.3 Auditory Phonetic.³⁷

Where: SO = Sounds from Outside, which is the input

OE = Outer Ear

ME = Middle Ear

IE = Inner Ear

³⁷ Figure 2.3 https://liduaeka.weebly.com/uploads/1/0/7/6/10761275/u1_phonetics.pdf
(Accessed in 24th July 2023 at 22.30pm)

TB = The Brain.

Between SO and OE, the types of sound signals are different; some look tiny or barely audible while some others are big and too loud. Between OE and TB, the signals appear similar. This is just a simulation of the properties that serve as input into the auditory system, which are of irregular amplitude; how they are transmitted and analyzed for enhancement and attenuation; and the output that looks fairly regular, ready for transmission for the brain processing.³⁸

c. Organ of Speech

As most linguists have agreed, the articulatory phonetics is the branch that mostly accommodates the EFL learners' need. Therefore, the following discussion is mainly dealing with all sub-aspects of articulatory phonetics ranging from The Organs of Speech, Consonant Sounds, to Vowel Sounds.

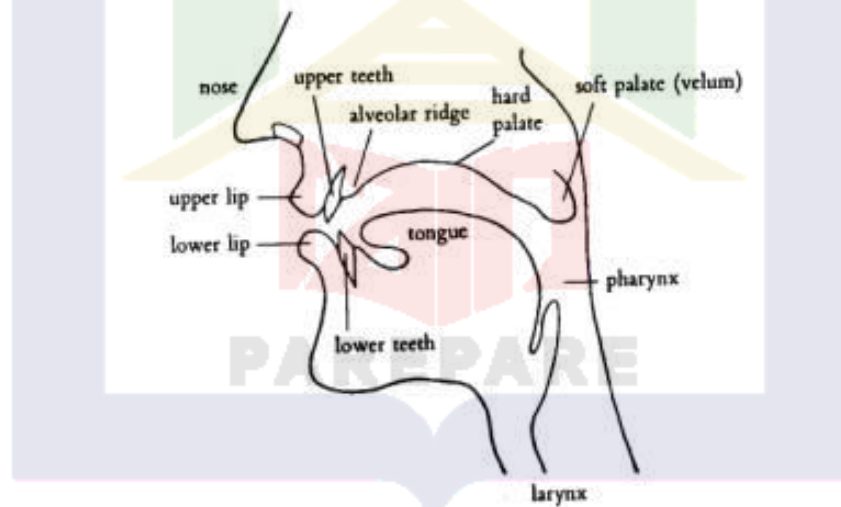


Figure 2.4 Organ Of Speech.³⁹

³⁸ Lidua eka in https://liduaeka.weebly.com/uploads/1/0/7/6/10761275/u1_phonetics.pdf (Accessed in 24th July 2023 at 22.30pm)

³⁹ Figure 2.4 <https://studfile.net/preview/9686416/> (Accessed on 8th August 2023)

1) Consonant Sounds

There are two classes of sounds in all languages namely consonants and vowels. In producing a consonant, we can clearly feel that there is some obstruction to the flow of air as it passes from the larynx to the lips. Meanwhile, what happens in the production of vowels is that there is no obstruction for the air to pass through the mouth. Take the way we pronounce the first sound of the word paper and after as the examples. We close our mouth completely and that is the utmost obstruction, whereas if we pronounce the first sound of the word after the mouth is more open than normal, and the air flows as freely as it possibly can. Moreover, in phonetics, the two classes of speech sounds refer to the types of sounds instead of the letters. It is important to note that in the scope of both phonetics and phonology, we are not interested in letters, but sounds. There are 24 consonant sounds in English as follow.

No	Phonetic Symbol	Word in Which they appear
1	p	pay / peɪ/
2	b	bug / bʌg/
3	m	mak / meɪk/
4	f	fan / fæn/
5	v	van / væn/
6	n	nice / naɪs/
7	t	tell / tel/
8	d	day / deɪ/
9	r	ray / reɪ/

10	ð	this / ðIs/
11	l	link / lɪŋk/
12	z	zip / zɪp/
13	s	say / seɪ/
14	ŋ	sing / sɪŋ/
15	k	king / kɪŋ/
16	g	gas / gæs/
17	h	high / haɪ/
18	dʒ	Judge / dʒʌdʒ/
19	ʒ	measure / meʒ.ə(r)/
20	tʃ	teacher / ti:.tʃə(r) /
21	j	you / /ju:/
22	θ	think / θɪŋk/
23	w	win / wɪn/
24	ʃ	shoe / ʃu:/

Table 2.1 Consonant Phonemes

Furthermore, the listed consonant sounds are commonly classified in terms of voicing and place and manner of articulation.⁴⁰ We will look into each of the classifications in turn.

a) Voicing

The concept of voicing is determined by the position of vocal folds (or vocal cords), which are located in the larynx, when the air is pushed out by the lungs up

⁴⁰ Yule, George, *The study of language (4th ed.)*, (Cambridge: Cambridge University Press. 2010)

through the trachea (or windpipe) to the larynx. When the vocal folds are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are called voiceless. Meanwhile, when the vocal folds are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. The sounds that are produced in that position are described as voiced. In English, the voiced consonants are b, d, g, v, ð, z, ʒ, l, r, j, w, dʒ, m, n, ŋ while the phonemes such as p, t, k, f, θ, tʃ, s, ʃ, h are voiceless. This voicing can be physically detected. When we pronounce the word van which is started by the voiced phoneme [v], we can put our finger on our throat, and then we can feel the vibration that is caused by the production of the voiced sound, while there is no vibration produced in pronouncing the word fan which is started by voiceless phoneme [f].

b) Place and Manner of Articulation

The next classifications of consonant are based on both of the place and manner of articulation. According to place of articulation, we can distinguish eight classes of the consonants as follow:

1. Bilabial

Bilabials ([p, b, m, w]) are produced between the two lips (Made with the two lips.) Say words such as pie, buy, my and note how the lips come together for the first sound in each of these words. Find a comparable set of words with bilabial sounds at the end.

2. Labiodental

labiodentals ([f, v]) between the upper front teeth and the lower lip (Lower lip and upper front teeth.) Most people, when saying words such as fie and vie, raise the lower lip until it nearly touches the upper front teeth.

3. Dental

Dental ([θ, ð]) between the upper front teeth and the tip of the tongue (Tongue tip or blade and upper front teeth.) Say the words thigh and thy. Some people (most speakers of American English as spoken in the Mid-west and on the West Coast) have the tip of the tongue protruding between the upper and lower front teeth; others (most speakers of British English) have it close behind the upper front teeth. Both sounds are normal in English, and both may be called dental. If a distinction is needed, sounds in which the tongue protrudes between the teeth may be called interdental.

4. Alveolar

Alveolars ([t, d, s, z, n, l, r]) between the alveolar ridge and the front of the tongue, (Tongue tip or blade and the alveolar ridge.) Again there are two possibilities in English, and you should find out which you use. You may pronounce words such as tie, die, night, sigh, zeal, lie using the tip of the tongue or the blade of the tongue. You may use the tip of the tongue for some of these words and the blade for others. For example, some people pronounce |s| with the tongue tip tucked behind the lower teeth, producing the constriction at the alveolar ridge with the blade of the tongue; others have the tongue tip up for [s]. Feel how you normally make the alveolar consonants in each of these words, and then try to make them in the other way. A good way to appreciate the difference between dental and alveolar sounds is to say ten and tenth (or n and nt). Which n is farther back? (Most people make the one in ten on the alveolar ridge and the one in tenth as a dental sound with the tongue touching the upper front teeth.)

5. Retroflex

(Tongue tip and the back of the alveolar ridge.) Many speakers of English do not use retroflex sounds at all. But some speakers begin words such as rye, row, ray with retroflex sounds. Note the position of the tip of your tongue in these words. Speakers who pronounce r at the ends of words may also have retroflex sounds with the tip of the tongue raised in words such as ire, hour, and air.

6. Post-Alveolar

Post alveolars ([ʃ, dʒ, ʒ, tʃ]) in the post alveolar region (Tongue blade and the back of the alveolar ridge.) Say words such as shv, she, and show. During the consonants, the tip of your tongue may be down behind the lower front teeth or up near the alveolar ridge, but the blade of the tongue is always close to the back part of the alveolar ridge. Because these sounds are made at the boundary between the alveolar ridge and the hard palate, they can also be called palatal-alveolar. It is possible to pronounce them with either the tip or blade of the tongue. Try saying shipshape with your tongue tip up on one occasion and down on another. Note that the blade of the tongue will always be raised. You may be able to feel the place of articulation more distinctly if you hold the position while taking in a breath through the mouth. The incoming air cools the region where there is greatest narrowing, the blade of the tongue and the back part of the alveolar ridge.

7. Palatal

palatals in the area of the hard palate ([j]) (Front of the tongue and hard palate.) Say the word you very slowly so that you can isolate the consonant at the beginning. If you say this consonant by itself, you should be able to feel that it begins with the front of the tongue raised toward the hard palate. Try to hold the beginning

consonant position and breathe in through the mouth. You will probably be able to feel the rush of cold air between the front of the tongue and the hard palate.

8. Velar

Velars ([k, g, ŋ]) in the area of the soft palate or velum (Back of the tongue and soft palate.) The consonants that have the place of articulation farthest back in English are those that occur at the end of words such as hack, hag, and hang. In all these sounds, the back of the tongue is raised so that it touches the velum.⁴¹

Velar consonants are a class of sounds in phonetics that are articulated by raising the back of the tongue to make contact with the soft palate or velum. In English, the velar consonants include [k], [g], and [ŋ]. These sounds are produced at the back of the oral cavity, specifically at the juncture between the back of the tongue and the soft palate.

The articulation of velar consonants involves the raising of the back of the tongue towards the soft palate, causing a constriction or closure in the airflow. The three main velar consonants in English are represented by the letters 'k,' 'g,' and 'ng' in words like "hack," "hag," and "hang," respectively.

The velum, or soft palate, is a movable part of the vocal tract located at the back of the roof of the mouth. When articulating velar consonants, the back of the tongue moves upward to make contact with the velum, creating a closure that momentarily blocks the airflow. This closure is released to produce the distinct sounds associated with velar consonants.

Velar consonants are distinct from other types of consonants, such as labial or alveolar consonants, in terms of their place of articulation. Understanding the

⁴¹ Ladefoged, Peter, and Keith Johnson. *"A course in phonetics."* (Cengage learning, 2014.) p. 12-14

articulatory properties of velar consonants is important in phonetics and phonology as it helps explain the diverse range of sounds present in human languages and contributes to our understanding of speech production and perception.

c) Manner of articulation

The manner of articulation has to do with the kind of obstruction the air meets on its way out, after it has passed the vocal folds. It may meet a complete closure (plosives), an almost complete closure (fricatives), or a smaller degree of closure (approximants), or the air might escape in more exceptional ways, around the sides of the tongue (laterals), or through the nasal cavity (nasals).

Plosives are sounds produced when there is a complete closure in the mouth, so that the air is blocked for a fraction of a second and then released with a small burst of sound, called a plosion which sounds like a very small explosion. Plosives may be bilabial [p,b] pin, bin, alveolar [t,d] tin, die or velar [k,g] cat, guard. There is a fourth kind of plosive, the glottal stop. The word football can be pronounced without interruption in the middle as in /'fʊt.bɔ:l/ or with a complete closure of the glottis instead of [t]: /'fʊʔ.bɔ:l/. In English a voiceless plosive that occurs at the beginning of a word and is followed by a vowel, is rather special in the sense that at the release of a plosion one can hear a slight puff of air (called aspiration) before the vowel is articulated. Hence in "pen" we hear [p^hen]. These aspirated voiceless plosives are not considered to be different sounds from unaspirated voiceless plosives from the point of view of how they function in the sound system. This difference, which can be clearly heard, is said to be phonetic.

Fricatives have a closure which is not quite complete. This means that the air is not blocked at any point which causes no plosion. On the other hand, the friction

causes the obstruction which is big enough for the air to make a noise when it passes through it. This shows the similar effect to the wind whistling around the corner of a house. Fricatives may be labiodental [f,v] wife, wives, dental [θ, ð] breath, breathe, alveolar [s,z] sink, zinc, palato-alveolar [ʃ, ʒ] nation, evasion, or glottal [h] help. [h] is a glottal fricative. As it has no closure anywhere else, and as all air passes between the vocal folds, this means that [h] is like aspiration unaccompanied by any obstruction. However, a distinction may be made between sibilant and nonsibilant fricatives. Sibilant sounds are the fricatives with a clear “hissing” noise, [s, z, ʃ, ʒ] and the two affricates [dʒ, tʃ] choke, joke.

When a plosive is combined with a fricative, it is called Affricates (sometimes they are called “affricated plosives”). They begin like a plosive, with a complete closure, but instead of a plosion, they have a very slow release, moving backwards to a place where a friction can be heard (post-alveolar). The two English affricates are both postalveolar, [tʃ] which is voiceless, chain, rich, and [dʒ] which is voiced, gin, bridge. The way an affricate resembles a plosive followed by a fricative is mirrored in the symbols. Both consist of a plosive symbol followed by a fricative one: [t+ʃ], [d+ʒ].

Nasals resemble plosives, except that there is a complete closure in the mouth, but as the velum is lowered the air can escape through the nasal cavity. Though most sounds are produced with the velum raised, the normal position for the velum is lowered, as this is the position for breathing. The three English nasals are all voiced; [m] is bilabial, ram, [n] is alveolar, ran, and [ŋ] velar, rang.

Laterals are sounds where the air escapes around the sides of the tongue. There is only one lateral in English, [l], a voiced alveolar lateral. It occurs in two

versions, the so-called “clear l” before vowels, light, long, and the “dark l” in other cases, milk, ball. Words like little, lateral have one of each type. “Dark l” may be written with the symbol [ɫ]. “Clear l” is pronounced with the top of the tongue raised, whereas for “dark l” it is the back of the tongue which is raised. Here again, as with aspirated and unaspirated voiceless plosives, even though “clear l” and “dark l” are phonetically different, they cannot be said to be different sounds from the point of view of how they function in the sound system. If you produce a “dark l” where usually you have a “clear l”, for example at the beginning of the word long, your pronunciation will sound odd but nobody will understand a different word.

Finally, Approximants are sounds where the tongue only approaches the roof of the mouth, so that there is not enough obstruction to create any friction. English has three approximants, which are all voiced. [r] is alveolar as in right, brown, sometimes called post-alveolar, because it is slightly further back than the other alveolar sounds [t, d, s, l]. [j] is a palatal approximant as in use, youth, and [w] is a velar approximant as in why, twin, square and [w] always has lip-rounding as well, and thus it is sometimes called labio-velar. Yet, in some approaches the approximant can be broken down into the liquids [l], [r] and glides [w], [j].⁴²

The following figure is IPA Consonant Chart illustrating the classifications of the consonant sounds according to both place of articulation and manner of articulation.⁴³

⁴² Varga, László. *Introduction to English Linguistics: A Companion to the Seminar.* (Eötvös Loránd University. Budapest, 2010)

⁴³ Roach, Peter, *GLOSSARY: A Little Encyclopaedia of Phonetics.* (Reading, The University of Reading, 2011)

		MANNER	VOICING	PLACE					
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar
Obstruent	Stop	Voiceless	p			t		k	ʔ
		Voiced	b			d		g	
	Fricative	Voiceless		f	θ	s	ʃ		h
		Voiced		v	ð	z	ʒ		
	Affricate	Voiceless					tʃ		
		Voiced					dʒ		
Sonorant	Nasal	Voiced	m			n		ŋ	
	Liquid	Lateral	Voiced			l			
		Rhotic	Voiced				r (ɹ)		
		Glide	Voiced	w			j	(w)	

Figure 2.5 Place and Manner of Articulation.⁴⁴

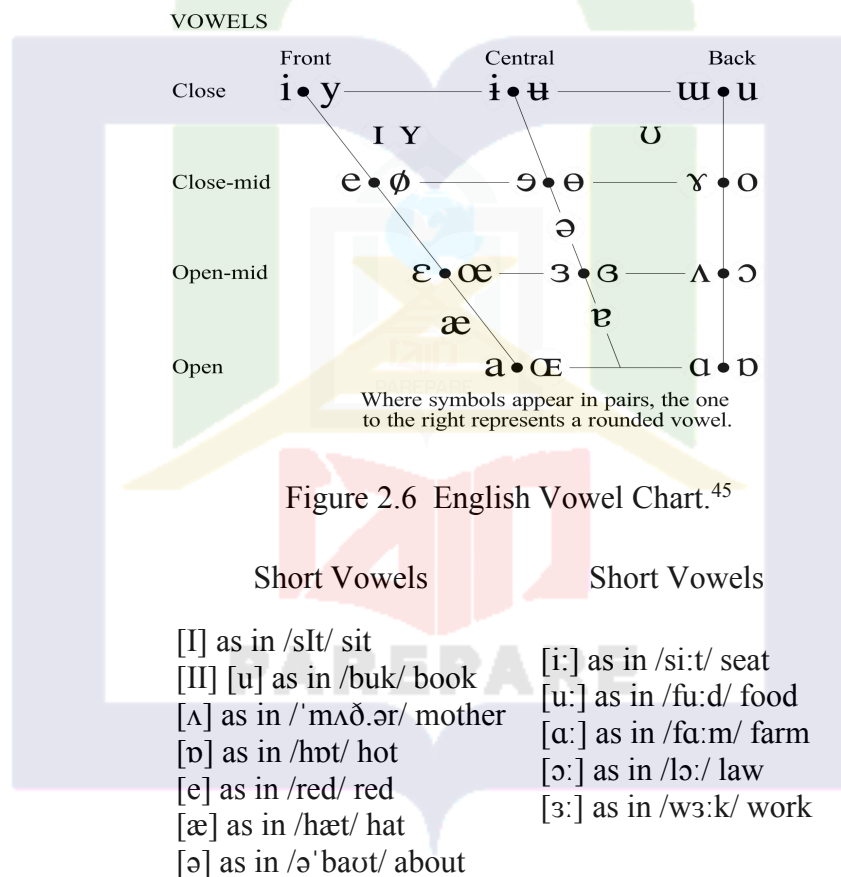
2) Vowels

Vowel sounds are produced with a relatively free flow of air. They are almost always found at the centre of a syllable, and it is rare to find any sound other than a vowel which is able to stand alone as a whole syllable. In phonetic terms, each vowel has a number of properties that distinguish it from other vowels. These include the shape of the lips, which may be rounded (as for an u: vowel), neutral (as for ə) or spread (as in a smile, or an i: vowel – as in “cheese”). Secondly, the front, the middle or the back of the tongue may be raised, giving different vowel qualities: the æ vowel (as in ‘cat’) is a front vowel, while the ɑ: of ‘cart’ is a back vowel. The tongue (and the lower jaw) may be raised close to the roof of the mouth, or the tongue may be left low in the mouth with the jaw comparatively open. In British phonetics we talk about ‘close’ and ‘open’ vowels, whereas American phoneticians more often talk about ‘high’ and ‘low’ vowels. The meaning is clear in either case (Roach, 2011). In addition, Yule (2011) summarized the properties of vowel sounds as follow.

⁴⁴ Figure 2.5 <https://id.pinterest.com/pin/704180091722139792/> (Accessed on 8th August 2023)

Front vowels	Central vowels	Back vowels
[i] bead, beef, key, me	[ə] above, oven, support	[u] boo, move, two, you
[ɪ] bid, myth, women	[ʌ] blood, dove, tough	[ʊ] book, could, put
[ɛ] bed, dead, said		[ɔ] born, caught, fall, raw
[æ] bad, laugh, wrap		[ɑ] Bob, cot, swan

If the vowel sounds are illustrated in the form of a chart, like the one below



⁴⁵ Figure 2.6 https://en.m.wikipedia.org/wiki/File:English_vowel_chart.png (Accessed on 8th August 2023)

The vowels that we have just discussed are all single vowels or so-called Monophthongs. The single vowels can be then further categorized in two sub-types namely short and long vowels as we can see below.

In addition to this, there are also double vowels or so-called Diphthongs in English. A diphthong is a vowel whose quality changes within a syllable. A diphthong is not simply a sequence of two vowels. For instance, in both the RP and the GA pronunciations of the word seeing ([si:ɪŋ]), the vowel [i:] is followed by the vowel [ɪ], but the resulting sequence is not a diphthong, because the [i:] and the [ɪ] are not in the same syllable: seeing has two syllables, the first of which ends in [i:] and the second of which begins with [ɪ].⁴⁶

In producing Diphthongs, our vocal organs move from one vocalic position [a] to another [ɪ] as we produce the sound [aɪ] in cry or bye. The following is the complete set of double vowels in English.

Diphthongs

[aɪ] buy, eye, I, my, pie	[əʊ] boat, home, throw, toe
[aʊ] house, doubt, cow	[ɔɪ] boy, noise, toy
[eɪ] bait, eight, great, late, say	[ɪə] near, gear, fear
[ea] bear, care, fare	[ʊə] pure, tour

Although we have elaborated all variants of vowel sounds in English, the variations between one variety of English and another are highly possible. This is what we recognize as a different accent. Sometimes we do not even show the subtle distinction between vowels in our daily spoken language. We may not differentiate the vowel in the word food and foot and use either [ʊ] or [ʊ:] in both. Another

⁴⁶ Philip Carr, *English Phonetics and Phonology: An Introduction 2nd Edition* (Wiley: Blackwell) p.73

example is that we may not make a significant distinction between the central vowels [ə], called “schwa,” and [ʌ], called “wedge.” like in these words (underlined) afford, collapse, photograph, and wanted. In fact, in casual speech, we all use schwa more than any other single sound. It is the unstressed vowel or the weakest vowel form in the everyday use of words. Despite these two examples of subtle individual variations, there are still more worth discussing. The further discussion on this matter falls into the scope of the more general sound system of a language called Phonology.⁴⁷

d. Phonetic Transcription (IPA Symbols)

Phonetic transcription is concerned with how the sounds used on spoken language are represented in written form. The medium of sound and the medium of writing are of course very different, having absolutely no common forms or substance whatsoever, but over the ages people have found ways to represent sounds using written symbols of one kind or another, ways that have been more or less successful for their purposes.⁴⁸

In phonetics, it is important to note that we are not interested in letters, but sounds. The symbols that are used in transcribing the sounds are the special ones called International Phonetic Alphabet (IPA). The IPA was created to represent sounds by symbols in an accurate and uniform way. Throughout this section, the orthographic spelling of a word will be given in italics, e.g. *raise*, and the phonetic transcription will be between oblique slashes /rɛɪz/. The individual sounds or phonemes constitute the word is written in square bracket e.g. [r], [eɪ], [z].

⁴⁷ Saiful Akmal, Rahmat Yusny, and Risdaneva, *“Introduction to Linguistics for English Language Teaching”*, (Ar-Raniry State Islamic University: Banda Aceh), p.18-26

⁴⁸ Barry Haselwood, *“Phonetic Transcription in Theory and Practice.”* (Edinburgh University Press, 2013), p.1

The main difference between the preceding system of transcription and the International Phonetic Alphabet (IPA) lies in differences in the symbols used to transcribe vowels. The IPA system for transcribing vowels can be described in terms of the following chart (when vowels are presented in pairs, the first vowel in the pair is unrounded and the second is rounded).

The most important differences between the vowels of the two systems are the following.

IPA	APA	
ø	ö	mid front rounded vowel
œ	œ or ɶ	open-mid front rounded vowel (in APA, œ tends to imply a low vowel whereas ɶ represents a lax mid vowel)
Y	ȳ or Ț	lax front rounded vowel
y	ÿ	front round vowel

In the American tradition, fewer vowel distinctions are generally made, so where IPA treats the members of the following sets as different vowels, APA usage tends to treat these as notational variants of a single vowel. If a distinction needs to be made in some language between nonback unrounded vowels or low vowels, the appropriate IPA symbol will be called upon. APA usage tends to treat [u], [] and [i] as graphic variants, whereas in IPA they have distinct interpretations.

u	high back unrounded
i	high central unrounded
ï	high centralized unrounded (between i and i)

Where IPA systematically distinguishes the use of the symbols [æ a ɐ ɑ ɒ],

APA usage typically only distinguishes front [æ] and nonfront [a].

- æ not fully open front unrounded
- a low front unrounded
- ɐ not fully open central unrounded
- ɑ low back unrounded
- ɒ low back rounded vowel

(usually all of these are represented as [a] in American usage except for [æ] which represents front low unrounded vowels)

Another more significant difference between the two systems is the difference in terminology for classifying vowels: note that a three-way division into high, mid and low vowels is assumed in the American system, with subdivisions into tense and lax sets, whereas in the IPA, a basic four way division into close, close-mid, open-mid and open vowels is adopted, where the distinction between close-mid [e] and open-mid [ɛ] is treated as being on a par with the distinction between high [i] and close-mid [e]. High lax vowels are not treated as having a distinct descriptive category, but are treated as being variants within the category of high vowels.

IPA consonant symbols. The following IPA symbols, which are the most important differences between IPA and APA symbols for consonants, should be noted:

IPA	APA	
j	y	palatal glide
ɥ	ɥ̥	front rounded glide
ɟʒ	ɟ	voiced alveopalatal affricate; (j) is also used
ç	ç̥	voiceless alveopalatal affricate

ʃ	š	voiceless alveopalatal fricative
ʒ	ž	voiced alveopalatal fricative
ɲ	ň	palatal nasal
ʂ ʐ ɽ ɻ ɺ ɽ ɻ	ʂ ʐ ɽ ɻ ɺ ɽ ɻ	retroflex s, z, r, l, n, d, t
r	r, D	voiced alveolar flap
ɬ	ɬ	voiceless lateral fricative
ɮ	ɮ	velarized l
c	k ^y	voiceless palatal stop
ç	x ^y	voiceless palatal fricative
dl	ɮ	voiced lateral affricate
tl	ɮ	voiceless lateral affricate

This represents the current IPA standard. The IPA has developed over a period of more than a hundred years, and has been subject to numerous revisions. For example, in the 1900 version of the IPA, the symbols (ü ĩ ö ë ċ ä) indicated central vowels, as opposed to their contemporary counterparts (ɨ ɨ ə ə ə ə) (the diacritic [̣] is still used to represent a vowel variant that is closer to the center). The letters [F] and [v] were used for the voiceless and voiced bilabial fricatives, in contrast to contemporary [ɸ] and [β] (or [ϕ] and [β], using the officially sanctioned letter shapes). In the 1914 version, the fricative trill (found in Czech) was transcribed as [ř], in 1947 this was replaced with [r̥], and in contemporary useage, [r̥] is used. The high lax vowels have been transcribed with the symbols (ɪ, I) and (U, u, ω) in the history of the IPA. In reading older works with phonetic transcriptions, the student may thus encounter unfamiliar symbols or unfamiliar uses of familiar symbols. The best

solution to uncertainty regarding symbols is to consult a reference source such as Pullum and Ladusaw 1986.⁴⁹

e. Phonological Awareness

The phonological awareness components are divided into three parts: the phoneme factor, the syllable factor, and the rhyme factor. The phoneme factor is a person's awareness of identifying phoneme sounds contained in a word. This awareness can be seen in determining the initial and final phonemes; phoneme manipulation of words. Syllable factors include counting syllables; identifying the beginning and ending syllables. The rhyme factor includes identifying the rhyme at the beginning and end of the comment of phonemes and syllables. These components are variants of the possible obstacles that occur in students who experience difficulties in phonological awareness.⁵⁰

Phonological awareness is part of language development, especially in linguistic development. Linguistic awareness of the sound uttered in saying a word is the highest awareness. Carroll et al. found that the skill of dividing expressions into phoneme segmentation was the latest development after articulation skills, awareness of syllables, and awareness of rhyme. Thus, the highest development of spoken language was the skill of breaking words into letter segmentation. Furthermore, the skill of dividing the phoneme segmentation of a word will be connected with the printed forms of the phoneme.⁵¹

⁴⁹ David odden. *"Introducing phonology."* (Cambridge university press, 2005.) p.34-36

⁵⁰ Høien, T., Lundberg, I., Stanovich, K. E., & Bjaalid, I. K.. *"Components of phonological awareness."* (Reading and Writing,1995) p. 171-188

⁵¹ Carroll, J. M., Snowling, M. J., Hulme, C., & Stevenson, J. *"The Development of Phonological Awareness in Preschool Children."*, (Developmental Psychology,2003), p. 913-923

3. Attitude

a. Definition of Attitude

Montano in Abidin states “attitude is determined by the individual’s beliefs about outcome or attributes of performing the behaviour. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude”.⁵²

Fazio in Sujono find out attitudes as generally positive or negative views of a person, place, thing, or event. He also comprehensively adds attitude is a state of readiness as a result of experiences. It gives impacts on individual's response to a particular object which includes events, concepts, conditions, or issues. This also goes with the point of Rahim in Sujono who argues attitudes, in general, are favorable or unfavorable judgments granted to activities, ideas, or certain environments. Regarding this, Hayakawa in Sujono points out that definition of attitudes can be broader than another related term like perception or belief since attitudes cover complex elements which are distinct from perception and belief.⁵³

Attitude refers to a complex psychological construct that involves a person's evaluation, beliefs, feelings, and behavioral tendencies toward particular objects, individuals, ideas, or situations. It encompasses the overall predisposition or orientation that individuals hold regarding something, influencing their perceptions, decisions, and actions.

⁵² Montano in Abidin, "EFL students' attitudes towards learning English language: The case of Libyan secondary school students.", (Asian social science 8.2 (2012), p. 120

⁵³ Fazio, Rahim, & Hayakawa in Sujono, "Students' Attitudes Towards The Use Of Authentic Materials In Efl Classroom.", (Journal of English and Education 5.2 (2017), p.136-144.

Attitudes are multifaceted and can be shaped by various factors such as personal experiences, cultural norms, social influences, and cognitive processes. They can range from positive to negative and can be characterized by varying degrees of intensity and stability.

Attitudes reflect the way individuals respond to and interact with their environment. They serve as lenses through which people interpret and make sense of the world around them, guiding their thoughts, emotions, and behaviors in different contexts. In the context of education and learning, attitudes play a crucial role in shaping students' engagement, motivation, and academic achievement. Positive attitudes toward learning can foster curiosity, resilience, and a willingness to explore new concepts, while negative attitudes may hinder progress and lead to disengagement.

Understanding attitudes is essential in various fields including psychology, sociology, marketing, and education, as it provides insights into human behavior, decision-making processes, and social dynamics.

b. Importance of Attitude

Reid declared, "Attitudes are important to us because they cannot be neatly separated from study."⁵⁴ Attitude is considered as an essential factor influencing language performance.⁵⁵ Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua

⁵⁴ Reid, Norman, "Getting started in pedagogical research in the physical sciences.", (LTSN Physical Sciences Centre, 2003.), p.33

⁵⁵ Visser, Max. "Learning under conditions of hierarchy and discipline: the case of the German Army, 1939–1940.", (Learning Inquiry 2, 2008), p.127-137.

investigated that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.⁵⁶

Attitudes play a pivotal role in shaping individuals' language learning experiences and outcomes. They are crucial because they significantly influence a learner's motivation, engagement, and overall performance in acquiring a new language. Firstly, attitudes toward language learning impact motivation. Positive attitudes foster intrinsic motivation, enthusiasm, and a willingness to invest time and effort in language acquisition. Learners with favorable attitudes are more likely to persevere through challenges, seek out opportunities for practice, and actively engage with the language in various contexts. Conversely, negative attitudes can lead to disinterest, apathy, and reduced motivation to learn, hindering progress and achievement.

Attitudes affect language performance by influencing learning strategies and study habits. Learners with positive attitudes tend to adopt effective learning strategies, such as seeking out opportunities for immersion, practicing regularly, and actively engaging with authentic materials. On the other hand, learners with negative attitudes may employ avoidance strategies, resist learning activities, or exhibit a lack of effort, which can impede progress and hinder language development. Moreover, attitudes toward language learning are closely linked to self-perception and identity. Positive attitudes contribute to a sense of confidence, self-efficacy, and a belief in one's ability to succeed in language learning endeavors. Conversely, negative

⁵⁶ Tella, John, Francis Chisikwa Indoshi, and Lucas A. Othuon. "Relationship between students' perspectives on the secondary school English curriculum and their academic achievement in Kenya." (Educational Research 1.9, 2010), p. 390-395.

attitudes may lead to feelings of inadequacy, self-doubt, and a reluctance to take risks in using the language.

Understanding learners' attitudes toward language learning is essential for educators to design effective instruction, create supportive learning environments, and address potential barriers to learning. By fostering positive attitudes, educators can enhance students' language learning experiences, promote resilience in the face of challenges, and ultimately facilitate greater success in language acquisition.

Overall, attitudes toward language learning are critical because they shape learners' motivations, behaviors, and perceptions, ultimately influencing their proficiency and success in acquiring a new language.

c. Types of Attitude

There are some types of attitude, one of which is stated by Partini in Subekti that attitude can be divided into positive and negative attitude.⁵⁷ However, in every situation there must be some people who are neutral. So the researcher believed that neutral attitude is also types of attitude. Positive attitude is process in learning the feeling, when the learner interest to learn specifics subject stated by Kara in Razy.⁵⁸ This attitude is shown by their behavior towards English Learning. There are some actions that the students with positive attitudes may have. One of the actions is attention. Almost in every student with positive attitude will give more attention to English learning. They will pay attention to the teacher explanation. The other action is effort. Students with positive attitude may take an extra course outside school.

⁵⁷ Bintari, Amanda Kurnia, and Tono Suwartono. "Attitudes of the ESP Programs Participants: A Case of Pharmacy Students." (Unpublished Skripsi Universitas Muhammadiyah Purwokerto, 2019)

⁵⁸ Razy, Ozge, and Nadia Mohamed Ben Amer. "Pilot study: An investigating proficiency learners' attitudes towards English language learning.", (International Journal of Scientific & Technology Research 5.2 (2016), p. 131

They can also do some activities to support their English learning. Positive attitude towards learning languages is a good starting point to learn a language.⁵⁹

In the other hand, students will have negative attitude to express their feeling when they dislike something. They can ignore or be really uninterested with the circumstances. It can also affect the outcomes. Mbugua cited in Abidin & Muhammadi investigated that negative attitude towards English is the most affective factor and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya. There is also neutral attitude. Neutral attitude occurs when someone doesn't make up their mind or when they are still have no idea. It tends to appear in condition where someone have no exact feeling or reflect about something.⁶⁰

d. Stages of Attitude

According to Budiman and Riyanto, as with knowledge, this attitude consists of several levels:

- 1) Receiving: Receiving means that the person (subject) wants and pay attention to the stimulus given (object).
- 2) Responding: Giving answers when asked, doing, and completing the tasks given is an indication of attitude. Because with an effort to answer questions or work on a given task, regardless of whether the work is right or wrong, it means that people accept the idea. or wrong, it means that people accept the idea.

⁵⁹ Vo, Van Viet. "Undergraduate students' attitude towards learning English: A case study at Nong Lam University." VNU Journal of Science: Education Research 33.4 (2017). p.1

⁶⁰ Mbuaga in Abidin, Mohamad Jafre Zainol, Majid Pour-Mohammadi, "EFL students' attitudes towards learning English language: The case of Libyan secondary school students." (Asian social science 8.2 (2012), p.121

- 3) Valving: Inviting others to work on or discuss a problem is an indication of a third-level attitude.
- 4) Responsible: Being responsible for everything one has chosen with all the risks is the highest attitude. with all the risks is the highest attitude.⁶¹

e. Attitude in Language Learning

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language.⁶² Gardner and Lambert have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.⁶³ In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker states that, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death."⁶⁴ Recently, De Bot et al. assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not

⁶¹ Budiman dan Riyanto. *"Kuesioner Pengetahuan dan Sikap Dalam Penelitian Kesehatan."* (Jakarta: Salemba Medika, 2013)

⁶² Padwick, Annie. *"Attitudes towards English and varieties of English in globalizing India."* (University of Groningen. Newcastle: England, 2010).

⁶³ Gardner, R. & Lambert, W. *"Attitudes and motivation in second language learning."* (Rowley, MA: Newbury House. 1972)

⁶⁴ Baker, C. "Attitudes and Language.", (Clevedon, England: Multilingual Matters: 1992) p.9

have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.⁶⁵

Every student has different attitude. To analyze the students' attitude, we have to know the characteristics of attitude. Sax in Azwar states that there are some characteristics of attitude, those are:

a) Direction

Direction is information or instructions about what to do, where to do, how to do something. One who agrees toward something is likely to have positive attitude because on consequence if someone does not agree toward something, he is likely to have negative attitude. It means that if the students like English language learning they will follow the instructions that they have got to know or to master the English.

b) Intensity

Intensity is quality of being intense; strength of emotion. Intensity means the depth and the strength of someone's attitude. For example, two persons may have the same direction (disagree). Although both of them may have some direction, the intensity may vary. One may have stronger intensity compared to the other.

c) Consistency

Consistency is quality of being consistent. The attitude can be called to be consistent if the attitude lasts for long time. Consistency also can be seen from their conviction in having attitude. In learning English the students should be consistent

⁶⁵ De Bot, K., Lowie, W. & Verspoor, M. "*Second language acquisition: An advanced resource book.*", (London: Routledge. 2005)

because if they have no consistency toward English learning language, they will not master English well.

d) Spontaneity

Spontaneity is quality of being spontaneous. Spontaneity concerns with how far is the individual readiness to declare their attitude spontaneously without any intervention from other. It means when the students will master the English well they should have spontaneity. They should have initiative to learn English anywhere anytime as they like without waiting a command from the teacher or anyone else.

The forming and changing of students' attitude depend on the total information about English. The more information accepted the more influence of attitude toward English. The conclusion is that there is a relationship between information, will, knowledge and one's understanding toward his attitude to English.⁶⁶

f. Aspects of Language Attitude

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished by Kara.⁶⁷ Furthermore, learning process has social as well as psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e.,

⁶⁶ Sax, G, "*Principles of Educational and Psychological Measurement and Evaluation*". (United States of American: Wadsworth Publishing Company), p.87

⁶⁷ Kara, A. "*The Effect of a 'Learning Theories' Unit on Students' Attitudes towards Learning.*", (Australian Journal of Teacher Education, 34(3), 2009), p.100-113.

behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioral, cognitive, and emotional aspects are briefly described.

- 1) Behavioral Aspect of Attitude The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara stated that, “Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.”⁶⁸
- 2) Cognitive Aspect of Attitude This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.
- 3) Emotional Aspect of Attitude Feng and Chen stated that, “Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of

⁶⁸ Kara, A. “*The Effect of a ‘Learning Theories’ Unit on Students’ Attitudes towards Learning.*”, (Australian Journal of Teacher Education, 34(3), 2009), p.100-113.

emotions are yield.”⁶⁹ Choy & Troudi state Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language.⁷⁰

g. Factor Influencing Attitude in Language Learning

Various researchers have developed taxonomies of factors influencing second/foreign language learners’ attitude which in turn affects their language proficiency, including personality factors, educational factors, social factors, and others like age and sex. Besides, Conteh in Getie supports the belief of some applied linguists that factors such as social context, learner personality (self-confidence, risk taking and anxiety), learning conditions, learning process and learning outcomes influence the attitude of students and the way language is learned.

1) Learner personality context

Probably the most prominent variable in the instructional situation is the learner. Through the years, researchers and teachers alike have been interested in the role of affective factors in second and foreign language learning. The characteristics of learners “cover a whole range of personal and attitudinal aspects” Attitudinal factors relating to language acquisition among those that contribute to a low affective filter, since classroom atmosphere created and sustained by the teacher not by the learners’ attitudes is equally important in lowering the affective filter. A good language learner is described as a learner who acquires adequate intake in the second

⁶⁹ Feng, R. & Chen, H. “*An Analysis on the Importance of Motivation and Strategy in Postgraduates English Acquisition.*”, (English Language Teaching, 2, 2009), p. 93-97.

⁷⁰ Choy, S. C. & Troudi, S. “*An investigation into the changes in perceptions of and attitudes towards learning English in a Malaysian college.*” (International Journal of Teaching and Learning in Higher Education, 18(2), 2006), p. 120-130.

or foreign language, and has a low affective filter to allow input to language acquisition. However, the bad language learner has “neither acquisition nor learning going to him” and this might be the result of attitudinal factors (lacking interest in the target language and its speakers, lacking self-confidence, a high anxiety level as well as low aptitude or interest in grammar). Besides, the learner’s attitude and motivation, aspects such as personality (especially relevant are self-confidence, risk-taking and anxiety) are of significance in the language learning process. People vary widely in their personality, and personal factors are interrelated with attitudinal and motivational factors. Keuning in Getie find out personality as the “combination of psychological characteristics to classify individuals”.

2) Educational context

Apart from informal situations where the learner may have the opportunity to learn and speak the target language in the community, school offers formal learning of the target language to the learner. Conteh in Getie indicates that the factors influencing learners’ attitudes and the learning situation are “general atmosphere of the learning, the classroom dynamics, opportunities for student-student and student-teacher interaction, and students’ perception of the teacher’s commitment to their learning”. Educational contexts include the learning situation that is how language is learned, the English language teacher who considers how variables like physical, social and cultural differences that influence the learning-teaching process in to an account, and the teaching-learning materials.

3) Social context

Spolsky in Getie views that languages are primarily social mechanisms since languages are learned in social contexts. He further indicates that while the language learning is individual, it takes place in society, and though social factors may not have direct influences, they have strong and traceable effects on the attitudes and motivation of the learners. Similarly, Van Lier in Getie argues that language use and language learning are the parts of the world in which learners live, therefore, any activity undertaken in the classroom must be understood in context, and has its own effect on the learners' beliefs, attitudes as well as their shaped behaviour. The social context comprises the family or home, the learners' peer groups, the community or target language speakers and their cultures.

4) Other factors

According to C. Gardner in Getie, in addition to the above-mentioned attitude variables that is learner (personality), social and educational factors affecting students' attitudes and language learning attainment, he goes on to report that attitudes towards learning the second language also has been shown to relate to other factors like sex and age.⁷¹

h. Categories of Attitude Measurement Techniques

There are four widely used and accepted categories, or approaches, for collecting attitude information. These approaches are:

- 1) Self-reports, where the members of a group report directly about their own attitudes. Self-reports include all procedures by which a person is asked to report on his or her own attitudes. This information can be provided orally through the

⁷¹ Getie, Addisu Sewbihon. "Factors affecting the attitudes of students towards learning English as a foreign language." (Cogent Education 7.1 (2020): 1738184.), p. 8-15

use of interviews, surveys, or polls, or in written form through questionnaires, rating scales, logs, journals, or diaries. Self-reports represent the most direct type of attitude assessment and should be employed, unless the people who are being investigated are unable or unwilling to provide the necessary information. Questions like "How do you feel about XT" where X is the attitude construct under investigation are often asked in self-reports.

- 2) Reports of others, where others report about the attitudes of a person or group. When the people whose attitudes are being investigated are unable or unlikely to provide accurate information, others can be questioned using interviews, questionnaires, logs, journals, reports, or observation techniques. Parents of children can be asked how their children feel about X, where X is the attitude construct under investigation.
- 3) Sociometric procedures, where members of a group report about their attitudes toward one another. Sociometrics are used when the researcher desires a picture of the patterns within a group. Members of groups can be asked questions like "Who in your group fits the description of XT" where X is the attitude position being studied.
- 4) Records, which are systematic accounts of regular occurrences, such as attendance reports, sign-in sheets, library checkout records, and inventories. Records are very helpful when they contain information relevant to the attitude area in question. For example, when a researcher is trying to determine if a schoolwide program to develop a higher level of school pride is working, the school's maintenance records might give an index of the program's effectiveness. If school pride is improving, then vandalism should decline, and maintenance

costs should be lower. The amount of trash picked up from the school's floors might yield relevant information, too. Students who have 'school pride are less likely to throw trash on the floor.

Within each of these categories, there are strategies for measuring attitude-related behaviors. Most commonly, attitude measurement is accomplished by one of the following techniques:

- 1) Questionnaires and rating scales. Questionnaires and rating scales are instruments that present information to a respondent in writing and then require a written response, such as a check, a circle, a word, a sentence, or several sentences. Attitude rating scales are special kinds of questionnaires. They are developed according to strict procedures that ensure that responses can be summed to yield a single score representing one attitude. Questionnaires and rating scales are often used because they permit anonymity, permit the responder time to answer, can be given to many people simultaneously, provide uniformity across measurement situations, permit relatively easy data interpretation, and can be mailed or administered directly. Their main disadvantage is they do not permit as much flexibility as do some other techniques.
- 2) Interviews. Interviews are face-to-face meetings between two or more people in which the respondent answers questions. A survey is a highly structured interview. Often surveys are conducted over the telephone, an approximation of face-to-face interviewing. A poll is a headcount. Respondents are given a limited number of options and asked to select one. For example, word-of-mouth procedures, such as interviews, surveys, and polls, are useful because they can be read to people who cannot read or who may not understand written questions.

They guarantee a relatively high response rate, they are best for some kinds of information especially when people might change their answers if responses were written, and they are very flexible. There are two major problems with interviews. First, they are very time consuming. Second, it is Possible that the interviewer may influence the respondent.

- 3) Written reports, such as logs, journals, and diaries. Logs, journals, and diaries are descriptions of activities, experiences, and feelings written during the course of the Program. Generally they are running accounts consisting of many entries prepared on an event, on a daily or weekly basis. The main advantage of this approach is that reports Provide a wealth of information about a person's experiences and feelings. The main problem is in extracting, categorizing, and interpreting the information. Written reports require a great deal of time by both the respondent and the researcher.
- 4) Observations. These procedures require that a person dedicate his or her attention to the behaviors of an individual or group in a natural setting for a certain period of time. The main advantage of this approach is its increased credibility when pretrained, disinterested, unbiased observers are used. Formal observations often bring to attention actions and attitudes that might otherwise be overlooked. Observations are extremely time consuming, and sometimes observers produce discomfort in those they are observing. The presence of an observer almost always alters what is taking place in a situation.

A specific strategy for attitude measurement should be chosen which is appropriate for the type of attitude construct of interest, the type of learner, and the

situation being examined (Henerson, Morris & Fitz-Gibbon).⁷² The procedures summarized above are those most often used. Others strategies are available, but attitude researchers are cautioned to select a technique appropriate to their research questions and a technique they are competent to carry out.⁷³

C. Conceptual Framework

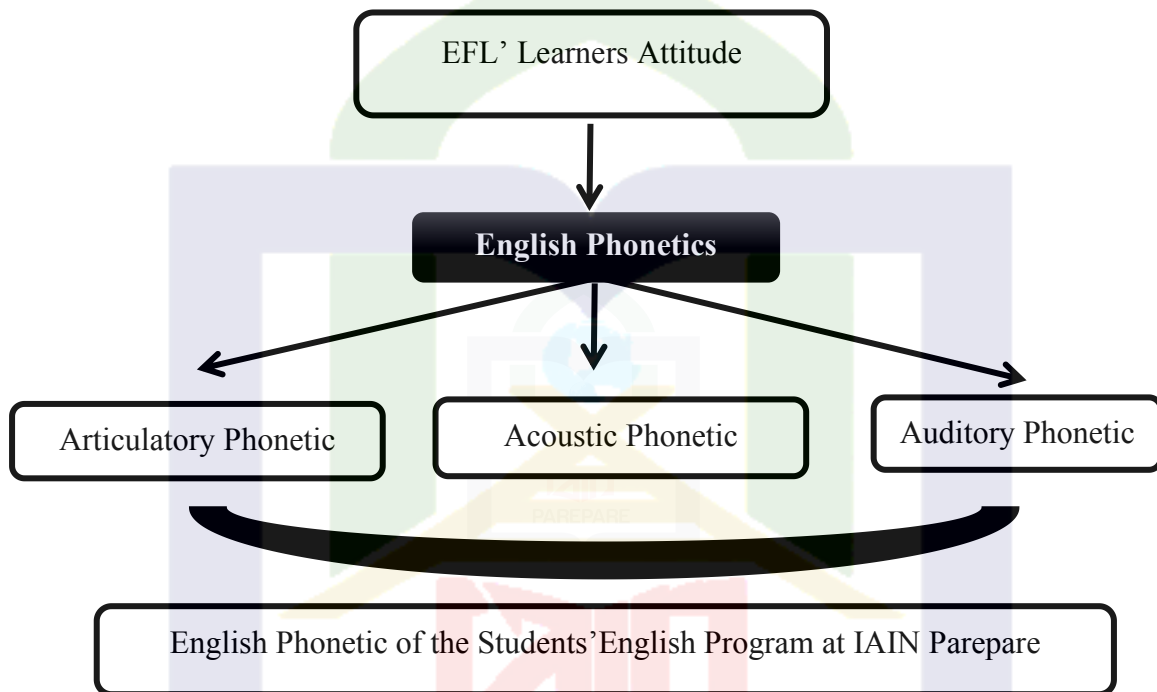


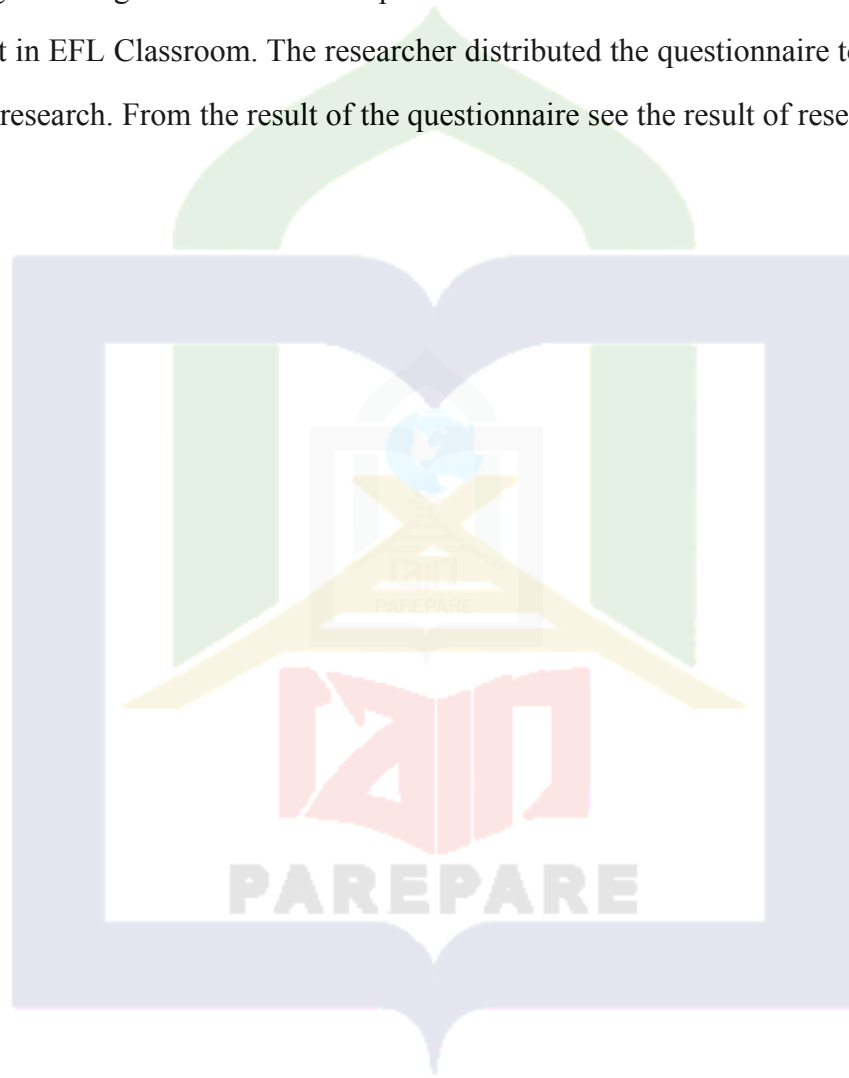
Figure 3.1 Conceptual Framework

Based on the conceptual framework above. The researcher examines the EFL learners attitude toward English Phonetic Learning in English Program at IAIN Parepare. There are three branchers of English Phonetic. It consists of Articulatory Phonetic, Acoustic phonetic, and Auditory Phonetic. For measuring attitude to obtain the data in this research. It was divided into four strategies. They are questionnaires,

⁷² Henerson, Marlene E., Lynn Lyons Morris, and Carol T. Fitz-Gibbon., "How to measure attitudes.", (Sage, 1987.)

⁷³ <http://members.aect.org/etech/ed1/34/34-05.html> (Accessed in 10th August, 2023 at 22.15pm)

interview, observations, and written reports. In this case, the researcher employ questionnaire and interview as a technique to measure the Students' attitude during collecting data and data analyzing. The subject of the research were be the Students of English Program at IAIN Parepare that have been studied about Phonology Subject in EFL Classroom. The researcher distributed the questionnaire to the subject of this research. From the result of the questionnaire see the result of research data.



CHAPTER III

RESEARCH METHOD

A. Research Design

The used of method in a research was very necessary, because it would able to help a researcher to get and analyze data easily. The method which the researcher used in this research was descriptive quantitative method. It was used to describe phenomena of a case by taking its data that will be analyzed.

This research employed Descriptive Quantitative Research specifically, a survey method with a questionnaire as the instrument in collecting the data. Fowler stated that the survey method provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.⁷⁴ According to Arikunto, descriptive research was research that is instead to investigate the circumstances, conditions, or other things that have been mentioned, the result of which are presented in the form of research report.⁷⁵ It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from a sample to population.⁷⁶ it aims to find out EFL learners attitude toward English Phonetic Learning at IAIN Parepare.

B. Location and Duration of the Research

This Research did at the English Education Department of State Islamic Institute (IAIN) Parepare. Which located at Jl. Amal Bhakti No.8, Bukit Harapan, Kec. Soreang, Kota Parepare, Sulawesi Selatan. This research conducted within a month for collecting and analyse the data.

⁷⁴ Fowler Jr, Floyd J. "Survey research methods." (SAGE publications, 2008.)

⁷⁵ Arikunto, Suharsimi, "*Prosedur Penelitian Suatu Pendekatan Praktik*." (Rineka Cipta: Jakarta. 2017)

⁷⁶ Creswell, J. W, "*Research Design*." (California: SAGE publication, 2009.)

C. Population and Sample

1. Populasi

The population of the research was the students of IAIN Parepare who taken English program. The table 3.1 below showed the total of the population.

FACULTY OF TARBIYAH	YEAR	NUMBER OF STUDENTS
English Program	2017	20
	2018	30
	2019	40
	2020	67
	2021	40
	2022	30
	2023	38
Total of Students		265

Table 3.1 The Students in English Program at IAIN Parepare.⁷⁷

2. Sample

According to the population above, the sample of the research conducted for English education program for ayademic year of 2021 and 2022. This research used simple random sampling consider the condition of the research which only available for academic year of 2021 AND 2022. The sample can be explain below:

⁷⁷ Muhlis (Staf Tarbiyah), "Rekap Jumlah Mahasiswa Pendidikan Bahasa Inggris", (Fakultas Tarbiyah IAIN Parepare, September 6th, 2023 at 15.30pm)

Table 3.2 Sampe Research

FACULTY OF TARBIYAH	YEAR	NUMBER OF STUDENTS
English Program	2021	40
	2022	30
Total		70

Table 3.2 Sample of Research.

According to the sample above, the researcher sum that, the sample of research were 70 students which 40 from English Program academic year 2021 and 30 students from English program academic year 2022.

D. Research Instrument

This research used instrument of Questioner to obtain information about EFL Learners attitude toward English Phonetic Learning in IAIN Parepare. This questionnaire used to find or measure the EFL learners' attitude toward English Phonetic learning. It consisted 40 statements that measure students' attitudes toward the importance of English phonetics which divided into 10 item for Direction, 10 item for intensity, 10 item for consistency and 10 item for spontaneity. The reason of choosing thoses item of questioner regarding to the indicator of learner attitude conducted in theory.

E. Procedures of Collecting Data

For data collection, the researcher used questionnaire as instrument in collecting the data from the sample. In gathering the data, the researcher used the following procedures:

1. The researcher will do the research in IAIN Parepare for EFL Learners of English Program. The researcher will explain the procedure of filling questionnaire to the students that pointed as the sample of the research.
2. The researcher distributes the questionnaire to the sample of the research. The students directly answer the questionnaire in their phone that has been distributed by the researcher. The questionnaire consists 40 statements related their perceptions toward English Phonetic Learning.
3. The data gathered from the questionnaires and then, the researcher read the data several times to understand the information obtained and transcribed. Then, the transcription will be scored and categorized in detail and the researcher classifies the answers based on the questions. The last, the data analysis will be interpreted using descriptive written explanation.

F. Data Analysis Technique

In analyzing the data, the research did several steps as follows:

1. All of the questionnaire sheets collected and then the researcher gave the score (1-4) of each statement according to the options.
2. In calculating the frequency, percentage, and mean score, the researcher used formula based on the degree of attitude from Likert's scale.⁷⁸ The questionnaire used to collecting the data which consist of 40 statements of closed-ended questionnaire. The answer of the questionnaire was used the scale from 1 until 4.
3. The category of Likert's scale options could be seen as follows:

⁷⁸ Gay, L.R. *“Educational Research: 2nd Edition.”* (Ohio: Charles E Merrill Publishing Company and a Bell Howell Company, 1981) p.126

Table 3.3 Likert Scale

No	Items	Score
1	Always	4
2	Sometimes	3
3	Seldom	2
4	Never	1

4. To find out the percentage of each statement, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage
 F = Frequency
 N = The total number of students

5. After getting the data questionnaire the research analyzed it by using the formula as follow:

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

Where: \bar{X} = Mean Score
 $\sum x$ = The sum of all the scores
 N = The number of students.⁷⁹

⁷⁹ Gay, L.R. "Educational Research: 2nd Edition." (Ohio: Charles E Merrill Publishing Company and a Bell Howell Company, 1981). p.287-289

6. After getting the data questionnaire the research categorized measurement of Attitude:

Table 3.4 Attitude Clasification

No	Indicator of Attitude	Score
1	Negative Attitude <i>Negative attitude is a disposition, feeling, or manner that is not nooperative</i>	0-50
2	Positive Attitude <i>Positive ttituted as a state of mind that allows to envision at things</i>	51-100

Sources: Ferguson (2021)⁸⁰



⁸⁰Ferguson, Charles. *A. Language Structure and Language Use*. (California: Stanford University Press. 2021)

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This findings explained about the data which had been conducted from the respondent, this research findings was able to be analyzed after collecting data fulfill to be analyzed with quantitative approach research. This research sample were 60 sample which devided into semester 3rd and 5th of English Education Department of IAIN Parepare. The total of questioner spread were 40 items which devided into 10 items for Direction, 10 item for Intensity, 10 item for Consistency and 10 item for Spontaneity. The attitudes of EFL (English as a Foreign Language) learners in the English program at IAIN Parepare toward their English phonetics learning very significantly. Some students approach the subject with enthusiasm and a genuine interest in mastering the intricacies of English pronunciation. The researcher conducted questioner to identify specifically about their attitude toward English phonetics learning. The result can be explained below:

a. Direction

Direction is information or instructions about what to do, where to do, how to do something. One who agrees toward something is likely to have positive attitude because on consequence if someone does not agree toward something. The result can be describe that students' attitudes toward learning phonetics can be positively influenced by various factors such as the methods used by teachers and the motivation they receive. In fact toward this findings explained about when teachers use engaging and fun methods students are more likely to enjoy learning about the organs of speech.

This findings also explained that practical exercises and creative variations in teaching vowel sounds can help maintain students' interest and focus. Mastering basics like articulation and places of articulation is crucial for students as it forms the foundation of their phonetic knowledge. Another explanation also stated that motivation from the class can encourage students to tackle challenging concepts in the learning processed. The explanation of the students direction attitude proved by the answer of the questioner which explain in the table below:

Table 4.1 Data of Direction Attitude

No	Attitude Statement	Result (%)	Result of Direction Attitude
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction	61%	61% of students learn about phonetic elements like stressing, intonation, and pitch based on the teacher or lecture instruction, indicating that clear guidance positively influences their learning
2	I learn about Organ of speech when the lecture teaching in fun method	61%	61% of students enjoy learning about the organs of speech when taught in a fun and engaging manner, showing that enjoyable teaching methods enhance their interest.
3	I learn articulation & place of articulation because its basic to be mastered for me	53%	53% of students focus on learning articulation and places of articulation because they understand its importance as a foundational skill in phonetics
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class	61%	61% of students concentrate better on vowel sounds when lecturers introduce creative variations, suggesting that innovative teaching methods keep them engaged
5	I learn phonetic about "similar sounds" if I get motivation to learn at	57%	57% of students learn about similar sounds more effectively when motivated in class,

	class		highlighting the role of encouragement in tackling challenging concepts
6	I like to learn Phonetics if the method is practicing	57%	57% of students prefer learning phonetics through practical methods, underscoring the importance of hands-on practice
7	I decided to attend at class for mastering phonetics and phonemics	60%	60% of students attend classes to master phonetics and phonemics, demonstrating their dedication to improving their skills
8	I get many improvement of pronouncing word for “Nasal” and “Lateral” because of Phonetic materials	54%	54% of students get improvements in pronouncing words like "nasal" and "lateral" due to phonetic materials, indicating the effectiveness of the coursework
9	I like to practice word “Palatal” and “Velar” after the class	56%	56% of students like to practice words such as "palatal" and "velar" after class, showing their proactive approach to learning
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory	47%	47% of students feel satisfied when they understand both theoretical and practical aspects of phonetics, it suggests there is still room for enhancing satisfaction levels

The data above indicates that students generally have a positive attitude toward learning phonetics. students' attitudes towards learning phonetics are good and positive, influenced by effective teaching methods, motivation, and practical exercises. This positive outlook is evident in their engagement, improvement, and satisfaction with their phonetic studies.

b. Intensity

Intensity is quality of being intense; strength of emotion. Intensity means the depth and the strength of someone's attitude. According to the findings which regarding to the intensity indicator that students display a positive attitude towards the intensity of their phonetic studies. Several item question referred to the statement of students' intensity in learning phonetic. It proved that using appropriate methods in class rather than memorizing symbols indicates that students sometimes prefer practical application over rote memorization, reflecting a balanced approach to learning while also find out that students always prefer to learn from basic materials (organ of speech) to more advanced topics. This demonstrates a positive and methodical approach to their learning process. The data proved can be showed below:

Table 4.2 Data of Intensity Attitude

No	Intensity Statement	Result (%)	Result of Intensity Attitude
1	I Intensify to learn IPA symbols easily than learn Organ of speech for beginner	47%	47% of students always find it easier to learn IPA symbols compared to the organ of speech for beginners. This high percentage reflects a strong, consistent focus on mastering the fundamental IPA symbols, indicating a significant intensity in this area of study
2	I Intensify to learn syllable word because it can impact to my pronunciation	29%	29% of students always intensify their efforts to learn syllable words because it impacts their pronunciation. This shows that while the overall focus on syllable words is moderate, those who do prioritize it recognize its crucial role in improving

			pronunciation
3	I Intensify to memorize Vowel Chart better than consonant sound during materials	39%	39% of students always prefer to memorize the vowel chart over consonant sounds during material study. This preference highlights the students' recognition of the importance of vowel sounds in phonetics, leading to an intense focus on this area
4	I Intensify to focus mastering place articulation than manner of articulation during learning activities at class	60%	60% of students sometimes focus on mastering the place of articulation rather than the manner of articulation during learning activities in class. This indicates a balanced and strategic approach to learning phonetics, with students selectively intensifying their efforts based on perceived importance
5	I Intensify to learn basic materials from Organ of speech to the high materials	56%	56% of students always prefer to start with basic materials (organ of speech) and progress to more advanced topics. This methodical approach demonstrates a deep and consistent commitment to building a strong foundational knowledge before moving on to complex concepts
6	I Intensify to learn materials of “Voicing” than voiceless	31%	31% of students always prefer to learn materials related to voicing over voiceless sounds. This intensity shows a strong focus on understanding the fundamental distinctions in sound production, which is critical for accurate phonetic analysis
7	I Intensify to learn sound of Vowel focused	31%	31% of students always focus on vowel sounds before

	than move to another materials		moving on to other materials. This consistent intensity suggests a strategic approach to mastering the more challenging aspects of phonetics first
8	I Intensify to understand IPA (International phonetic alphabet) sounds by using fun method	33%	33% of students always prefer to understand IPA sounds using fun methods. This indicates that engaging and enjoyable teaching techniques are effective in maintaining students' interest and intensity in learning phonetics
9	I Intensify to appropriate methods in phonology class rather than memorizing the symbol of the sounds	29%	29% of students always prefer using appropriate methods in class over memorizing symbols. This reflects a preference for practical application and understanding, highlighting the students' strategic approach to learning phonetics
10	I Intensify to conduct consonant sound during phonology class	60%	60% of students always focus on conducting consonant sounds during class. This indicates a high level of intensity and dedication to mastering this aspect of phonetics, which is essential for accurate speech and communication

According to the explanation above indicates that students exhibit a high level of intensity in their phonetic studies even some of the students showed low percentation which mean not a half of number students driven by a preference for practical, engaging, and methodical learning approaches. This intensity is particularly evident in their focus on mastering foundational concepts such as IPA symbols and the organ of speech, as well as their strategic approach to learning

vowel and consonant sounds. Overall, the students' consistent and deep engagement in these attitude reflects a positive and dedicated attitude towards mastering phonetics.

c. Consistency

Consistency is quality of being consistent. The attitude can be called to be consistent if the attitude lasts for long time. Consistency also can be seen from their conviction in having attitude. students exhibit a strong and consistent attitude towards their phonetic studies. Students consistently engage in learning both basic and advanced materials, memorizing phonetics symbols, and practicing specific sounds daily. Their dedication to repetition, practical application, and integrating theory with practice highlights their conviction in achieving proficiency. While there is room for improvement in some areas at class which overall the students demonstrate a good attitude towards consistency in their phonetic studies. The description of the data proved that students showed positive attitude toward consistency can be seen below:

Table 4.3 Data of Consistency Attitude

No	Consistency Statement	Result (%)	Result of Consistency Attitude
1	I always learn phonetics materials from the basic to the advanced materials at class	56%	56% of students consistently learn phonetics materials from basic to advanced levels. This demonstrates a structured and progressive approach to their studies, ensuring a solid foundation and gradual mastery of more complex topics
2	I always memorize the phonetics symbol materials at home	54%	54% of students always memorize phonetics symbols at home. This consistent practice highlights their commitment to retaining and mastering essential elements of phonetics outside the classroom

3	I always learn about “Palatal” and “Velar” everyday at home after collage.	57%	57% of students consistently study "Palatal" and "Velar" sounds daily at home. This indicates a high level of dedication to mastering these specific phonetic elements through regular practice
4	I always learn about “Nasal” and “Lateral” consistency	59%	59% of students always learn about "Nasal" and "Lateral" sounds consistently. This focus on these sounds suggests that students recognize their importance and are committed to mastering them through persistent effort
5	I like to learn “Segmental” and “Suprasegmental” by always repetition during the materials.	57%	57% of students consistently use repetition to learn "Segmental" and "Suprasegmental" elements during lessons. This methodical approach indicates that they understand the value of repetition in achieving proficiency
6	I always learn materials “Glottal” and “Affricate” because it help me to increase motivation in phonetics skill.	43%	43% of students always learn "Glottal" and "Affricate" sounds, while a significant portion (39%) does so sometimes. This shows that while many students are consistent, there is room for improvement in making this practice more universal.
7	I always learn part of their speech organs to develop my comprehension	30%	30% of students consistently learn about parts of their speech organs to develop comprehension. This indicates a moderate level of consistency, suggesting that this area could benefit from increased focus and dedication
8	I practice a lot because practicing will help the students to produce English similar sound.	57%	57% of students consistently practice because they believe it helps them produce English similar sounds. This highlights the importance of practice in achieving proficiency and indicates strong consistency in their efforts

9	I always learn about phonological theory and practicing at collage and home	57%	57% of students consistently engage in learning phonological theory and practice both at college and at home. This dual approach shows a strong and consistent commitment to integrating theory with practical application
10	I practice to be consistent in learning phonology materials for better English skill.	57%	57% of students consistently practice learning phonology materials for better English skills. This reflects a high level of dedication and consistency in their overall approach to improving their phonetic abilities

According to the data above which proved that students exhibit a strong and consistent attitude toward their phonetic studies. They consistently engage in learning both basic and advanced materials, memorizing phonetics symbols, and practicing specific sounds daily. Their dedication to repetition, practical application, and integrating theory with practice highlights their conviction in achieving proficiency. While there is room for improvement in some areas, overall, the students demonstrate a positive attitude toward consistency in their phonetic studies. This consistency is crucial for their ongoing development and mastery of phonetics.

d. Spontaneity

Spontaneity is quality of being spontaneous. Spontaneity concerns with how far is the individual readiness to declare their attitude spontaneously without any intervention from other. It means when the students will master the English well they should have spontaneity. spontaneity in students can significantly enhance their ability to master the nuances of English phonetics and phonology, promoting more fluent and confident use of the language.

This finding underline that spontaneity is the quality of being spontaneous, referring to an individual's readiness to express their attitude or perform actions naturally and without prompting from others. In the context of phonetic studies, spontaneity is crucial as it reflects a student's genuine engagement and enthusiasm for the subject. It indicates studentsr ability to internalize phonetic concepts and apply them instinctively, which is essential for mastering English pronunciation and phonological skills. The proved data can be seen below:

Table 4.4 Data of Spontaneity Attitude

No	Spontaneity Statement	Result (%)	Result of Spontaneity Attitude
1	I have initiative to evaluate phonetic materials of place articulation at class	57%	57% of students take the initiative to evaluate place articulation materials during class.
2	I memorize spontaneity all the part of the vowel sound materials after the class done	57%	57% of students memorize vowel sound materials spontaneously after class.
3	I initiative to asking the lecturer back when the material is not clear yet in phonology class	69%	69% of students take the initiative to seek clarification from the lecturer when needed.
4	I do spontaneity to practice the sound referred to manner of articulation	51%	51% of students practice manner of articulation sounds spontaneously.
5	I have initiative to learn about APA (American phonetic alphabet) everyplace	50%	50% of students proactively learn about the American Phonetic Alphabet in various settings.
6	I initiative to master phonetics symbol like “ø, ʒ, ɲ, œ” in writing the phonetics transcription	61%	61% of students take the initiative to master specific phonetic symbols in transcription
7	I have initiative to provide phonetics textbook when studying at class	47%	47% of students take the initiative to bring phonetics textbooks to class.

8	I learn phonetic materials spontaneity even not in Phonetic class at collage	57%	57% of students learn phonetic materials spontaneously outside of formal classes.
9	I initiative to note every materials about English phonetic proficiency during the class for complete noted	61%	61% of students take detailed notes on phonetic proficiency during class
10	I am able to be evaluated spontaneity about the materials of phonetic subject	51%	51% of students are prepared to be evaluated spontaneously on phonetic materials.

According to the data above it proved that students exhibit a strong positive or good attitude toward spontaneous attitude towards their phonetic studies, reflecting their readiness to engage, practice, and seek clarity independently. This spontaneity enhances their learning experience and contributes to their overall proficiency in English phonetics and phonology.

Students show initiative in evaluating phonetic materials and memorizing them thoroughly after class. This proactive approach ensures that they deeply engage with the content, reinforcing their understanding and retention of phonetic concepts while take the initiative to ask questions and seek clarification from the lecturer during phonology classes when the material is unclear. This active participation demonstrates their eagerness to understand and master phonetic principles, fostering a dynamic learning environment. According to the data, the students attitude based on the indicator used which showed on the data below:

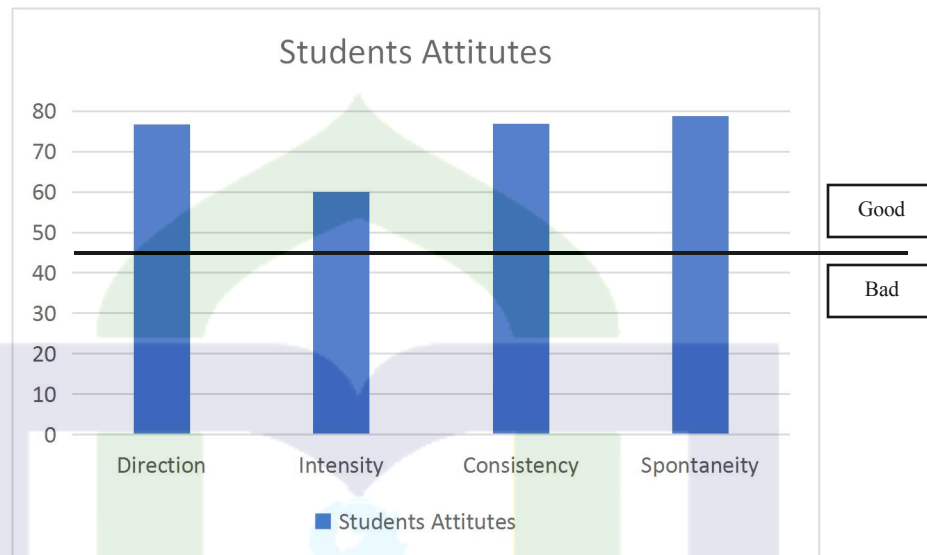
Table 4.6 Students attitude based on the overall indicator

No	Indicators	Result	
		Average	Category
1	Direction	74,79	Good
2	Intensity	60,86	Good
3	Consistency	75,29	Good
4	Spontaneity	76,79	Good

According to the data analysis showed above, it explained that the students' attitudes were evaluated based on four indicators: direction, intensity, consistency, and spontaneity. In the table above, it showed the dominant result for direction with 2094 sum score, while spontaneity with 2150 sum score and consistency with 2108 sum score and lastly for intensiry with 1704 sum score.

The results of the analysis indicate that the EFL learners at IAIN Parepare demonstrate overall positive attitudes towards their English phonetics learning. Specifically, when considering the direction of their attitudes, which encompasses their mindset, beliefs, and emotional disposition.

The diagram can be showed below:



Picture 4.1 Students Attitudes

The researcher explanation of each indicator can be explained below:

1. Direction

The Direction indicator assessed based on the students' attitudes. It showed mean score for 74,79, it categorized as good attitudes. This sum that the students' attitudes support towards the topics or materials being assessed especially for pronunciation.

2. Intensity

The Intensity indicator measures students' attitudes. It showed that mean score 60,86, the Intensity categorized as good attitude. This indicates that the students' attitudes support strong emotional engagement or depth of conviction regarding the topics or materials especially for pronunciation.

3. Consistency

The Consistency indicator evaluates students' attitudes with mean score of 75,29, the consistency categorized as good attitudes. This suggests that the students' attitudes support the fluctuate a consistent pattern or response about the materials especially for pronunciation.

4. Spontaneity

The Spontaneity indicator examines the mean score of 76,79, the Spontaneity categorized as good attitudes. This implies that the students' attitudes showed unsatisfying toward the spontaneity indicator.

According to the explanation above which stated that comprehensive analysis of students' attitudes utilizing four key indicators Direction, Intensity, Consistency, and Spontaneity. It is evident that the overall attitude towards the topics or materials, particularly pronunciation, is highly favorable. The data reveals consistently positive scores across all indicators. The indicator relevant to the aspect of the pronunciation ocuses on the physical articulation of speech sounds, examining the movements of the speech organs (such as the tongue, lips, and vocal cords) involved in producing specific sounds. Acoustic phonetics involves the analysis of the physical properties of speech sounds as they travel through the air and Auditory phonetics pertains to the perception and processing of speech sounds by the auditory system.

B. Discussion

This term explained about the specific discourse of findings. The discussion can be explained that the attitudes of EFL (English as a Foreign Language) learners enrolled in the English program at IAIN Parepare towards their English phonetics

learning. This findings revealed from the instrument spread trough the instrument of thois research.

The use of instruments grounded in the theory of pronunciation, specifically articulatory phonetics, acoustic phonetics, and auditory phonetics. These theoretical frameworks guided the development of instruments to measure students' attitudes towards learning English phonetics. The research employed a combination of strategies to gather data, including questionnaires, interviews, observations, and written reports. In this study, questionnaires were primarily utilized to assess students' attitudes. The subjects of the research were students enrolled in the English Program at IAIN Parepare who had been exposed to phonology subjects in their EFL classrooms. These instruments and strategies were chosen to provide a comprehensive understanding of students' attitudes towards phonetic learning in the specific educational context of IAIN Parepare

The research reveals a multifaceted attitudes among the students, with varying degrees of enthusiasm and engagement in mastering English pronunciation materials. Through a questionnaire instrument, the researchers found the students' attitudes towards English phonetics learning across four key indicators such us direction, intensity, consistency, and spontaneity.

a. Direction

The explanation of the first indicator regarding from the indicator of direction, the analysis of the Direction indicator provides attitudes of EFL learners at IAIN Parepare towards their English phonetics learning. The findings reveal reflecting the different approaches and motivations shaping students' engagement with phonetics

instruction even during at class from English Education Department of IAIN Parepare. Students showed a consistently positive attitude towards learning phonetics.

This positive outlook is shaped by several key factors that enhance their learning experience. Effective teaching methods, as highlighted in finding that methods such as using fun and interactive approaches in teaching the organs of speech, vowel sounds, and phonetic elements like stressing and intonation, are noted to significantly boost students' interest and comprehension. This engagement is further supported by practical exercises and creative variations in teaching, which not only maintain their interest but also deepen their understanding of complex phonetic concepts.

Motivation also emerges as a significant driver of students' positive attitudes towards phonetics where motivation in class facilitates learning about similar sounds and encourages students to practice phonetics actively. The data findings further illustrate students' dedication and consistency in learning phonetic materials, both inside and outside the classroom. Their readiness to memorize symbols, practice sounds independently, and seek clarification spontaneously reflects a proactive approach to mastering phonetics. Moreover, students' satisfaction and improvement in pronouncing words, particularly nasal and lateral sounds underscore their progress and fulfillment in mastering phonetic skills. This satisfaction is linked to their understanding of both theoretical concepts and practical applications.

The analysis can be explained that among students to align their learning with teacher instructions and lecture guidance. According to the theory that teacher instruction with analyzed students scores indicating always in statements such as learn phonetic about stressing, intonation, and pitch based on the teacher or lecture

instruction which also statement of learn about the Organ of speech when the lecture teaching in a fun method.⁸¹ It relevant to the pivotal role of instructional direction in shaping students' attitudes and perceptions towards phonetics. This highlights the significance of clear guidance and structured instruction in facilitating students' comprehension and mastery of phonetic concepts during students learning process at Campus.

The emphasis on pronunciation elements such as articulation and place of articulation reflects students' recognition of the fundamental importance of these aspects in mastering English pronunciation. The statement learn articulation & place of articulation because it's basic to be mastered were underscores students' awareness of the essential role articulatory principles play in achieving proficiency in English phonetics. This suggests a conscientious approach towards mastering the core principles underlying phonetic articulation during at class from English Education Department of IAIN Parepare.

The data evaluates students' responsiveness to teaching methods and instructional variations introduced by lecturers. The statement learning vowel sound if lecturers create new variations during teaching at class were underscores students' receptiveness to innovative teaching approaches that inject novelty and variation into phonetics instruction during at class from English Education Department of IAIN Parepare. This responsiveness underscores students' willingness to adapt and engage with evolving pedagogical strategies aimed at enhancing their phonetic proficiency.

The findings noted the importance of clear instructional direction in fostering students' engagement and commitment to English phonetics learning during at class

⁸¹ Kara, A. "*The Effect of a 'Learning Theories' Unit on Students' Attitudes towards Learning.*", (Australian Journal of Teacher Education, 34(3))

from English Education Department of IAIN Parepare. The findings highlights students' towards structured instruction. The Direction in the context of English language learning aligns with the broader understanding of how lecture influence students attitudes and behaviors towards a particular subject or activity during at class.⁸² Relevance with the findings that EFL learners' attitudes towards English phonetics learning, the relevance of Direction becomes evident in several ways specially for students at English Education Department of IAIN Parepare.

Regarding to the theory that Direction provision of clear instructions and guidance regarding what learners are expected to do, where they should focus their efforts, and how they can effectively engage with the learning materials.⁸³ In the context of English phonetics learning, clear direction from instructors helps students understand the specific areas of phonetics they need to focus on, such as articulation, intonation, stress patterns, and pronunciation.

b. Intensity

The indicator of Intensity in the context of English phonetics learning refers to the depth and strength of learners' attitudes towards various aspects of phonetics instruction for students at English Education Department of IAIN Parepare. It reflected how strongly students feel about certain elements of phonetics and how much importance they attribute to them in their learning process during the class materials. The findings from the table showed on students' preferences and the

⁸² Getie, Addisu Sewbihon. *"Factors affecting the attitudes of students towards learning English as a foreign language."* (Cogent Education 7.1 (2020)

⁸³ Nindya Agustina, and Firdaus Andrianto. 2021. *Preferences and Attitude toward English Phonetics Learning: The perspectives of Indonesian EFL Learners.* EDUCAFL: Journal of Education of English as Foreign Language

intensity of their attitudes towards different aspects of phonetics learning students at English Education Department of IAIN Parepare.

The explanation showed that data reveal that some students sometimes prefer to focus on mastering place articulation over manner of articulation during class activities, others always prioritize learning basic materials from the Organ of speech to more advanced materials.⁸⁴ This suggests varying degrees of intensity in students' preferences for different aspects of phonetics instruction during students learning at English Education Department of IAIN Parepare.

Students' attitudes towards specific learning methods also vary in intensity. For example, while some sometimes prefer appropriate methods in phonology class rather than memorizing the symbols of sounds, others always prefer conducting consonant sounds during phonology class. These contrasting preferences indicate differing levels of intensity in students' attitudes towards instructional approaches and learning strategies.

The findings highlight students' preferences regarding the use of fun methods in learning IPA (International Phonetic Alphabet) sounds. While some sometimes prefer understanding IPA sounds through fun methods, others seldom opt for this approach. This disparity in preferences underscores the varying levels of intensity in students' receptiveness to different instructional techniques. The data reveal that students seldom prefer learning IPA symbols easily over learning about the Organ of speech for beginners. This indicates a lower intensity of preference for IPA symbols compared to other aspects of phonetics learning among the respondents.

⁸⁴ Viet. 2017. *Undergraduate Students' Attitude Towards Learning English: A Case Study at Nong Lam University*. VNU Journal of Science: Education Research

The findings underscore the importance of recognizing and understanding the varying degrees of intensity in students' attitudes towards different aspects of phonetics instruction. Lecturers at the English Education Department of IAIN Parepare can use this insight to tailor their teaching methods and instructional approaches to better accommodate students' preferences and enhance their engagement and learning outcomes in English phonetics.

The context of attitudes or behaviors, indeed reflects the degree of strength or depth of one's feelings, emotions, or convictions towards a particular subject, idea, or action. It's akin to the force or power behind one's attitude or response. For instance, imagine two individuals who both disagree with a certain proposal. While they share the same direction or stance on the issue (disagreeing), the intensity of their disagreement might differ significantly.⁸⁵ One person might feel strongly about their disagreement, expressing it with passion, conviction, and perhaps even emotional fervor. This individual's intensity toward their disagreement might be evident in their vocal tone, body language, and overall demeanor. On the other hand, the second person might also disagree with the proposal, but their intensity might be less pronounced.⁸⁶ They might express their disagreement in a more subdued manner, without the same level of personal investment or fervor as the first individual. Their disagreement might be more matter-of-fact or passive, lacking the strong emotional component that characterizes intense attitudes.

⁸⁵ Viet. 2017. *Undergraduate Students' Attitude Towards Learning English: A Case Study at Nong Lam University*. VNU Journal of Science: Education Research 33.4

⁸⁶ Nindya Agustina, and Firdaus Andrianto. 2021. *Preferences and Attitude toward English Phonetics Learning: The perspectives of Indonesian EFL Learners*. EDUCAFL: Journal of Education of English as Foreign Language 4.1.

c. Consistency

The indicator of consistency which regarding to the attitudes refers to the stability and continuity of one's approach or commitment over time. It's like the steadiness of a river's flow, remaining constant despite external changes or influences. In the study's findings, consistency is reflected in how regularly individuals engage with phonetics materials and their dedication to learning especially during English learning for the students of IAIN Parepare.

According to the findings which showed that some students consistently engage with phonetics materials both in class and at home. They diligently progress from basic to advanced materials, indicating a persistent effort to enhance their understanding. Likewise, they memorize phonetic symbols consistently, showing a dedication to mastering this aspect of language study outside of formal class hours.

The indicator of consistency extends to their daily routines, as seen in the regularity with which they learn about specific phonetic elements like "Palatal" and "Velar" or "Nasal" and "Lateral." While some aspects may vary in frequency, such as the preference for "Segmental" and "Suprasegmental" repetition, the overall indicated a commitment to learning and improvement.

According to the data showed that interestingly some students express the importance of consistency in their approach to learning phonetics. They recognize that regular practice and engagement, both in class and at home, contribute to their overall skill development and comprehension of phonological theory.⁸⁷ This understanding underscores their conviction in maintaining a consistent learning routine for the betterment of their English proficiency.

⁸⁷ Stevenson, J. *"The Development of Phonological Awareness in Preschool Children."*, (Developmental Psychology, 2003)

Consistency emerges as a key aspect of attitude and behavior in phonetics study, reflecting students' satisfaction in their learning processed during English Material at IAIN Parepare. It's also really important because this reliability and persistence that contribute to their gradual improvement and mastery of English language skills.

d. Spontaneity

The indicator of Spontaneity regarding to the attitudes that refers to the natural inclination of students to engage with English materials, ask questions, and practice phonetic skills without external prompting or intervention from the lecture at class. It reflects their willingness to take initiative and explore language concepts independently, both inside and outside the classroom. The findings presented in the table illustrate varying degrees of spontaneity among students in their approach to learning English phonetics.⁸⁸

According to the students demonstrate spontaneity by actively evaluating phonetic materials during class sessions, indicating a proactive attitude towards understanding and mastering the nuances of English pronunciation. Similarly, the initiative to ask questions when encountering unclear concepts reflects a spontaneous effort to seek clarification and deepen comprehension, contributing to effective learning outcomes.

This explanation showed about students who exhibit spontaneity in memorizing vowel sound materials or mastering phonetic symbols display a proactive approach to consolidating their knowledge and skills beyond formal instruction periods. Their willingness to engage with language materials outside of class demonstrates a

⁸⁸ Philip Carr, *English Phonetics and Phonology: An Introduction 2nd Edition* (Wiley: Blackwell)

genuine interest in improving their English proficiency and a recognition of the importance of consistent practice not only at class.

The indicator of spontaneity regarding to the students demonstrate varying levels of spontaneity in their language learning, some activities during this indicator may force the students to exhibit hesitancy or inconsistency in their approach. According to the theory that students who occasionally engage in spontaneous learning activities outside of phonetic class or who are only sometimes able to be evaluated spontaneously about phonetic subjects may benefit from further encouragement and support to foster a more proactive and consistent learning attitude.⁸⁹ Spontaneity plays a crucial role in language acquisition by encouraging students to take ownership of their learning journey, explore language materials with curiosity, and actively engage in meaningful language practice. Encouraging and nurturing spontaneity among students can contribute to more effective language learning outcomes and the development of lifelong language skills

⁸⁹ Sujono, "Students' Attitudes Towards The Use Of Authentic Materials In Efl Classroom.", (*Journal of English and Education* 5.2 (2017))

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

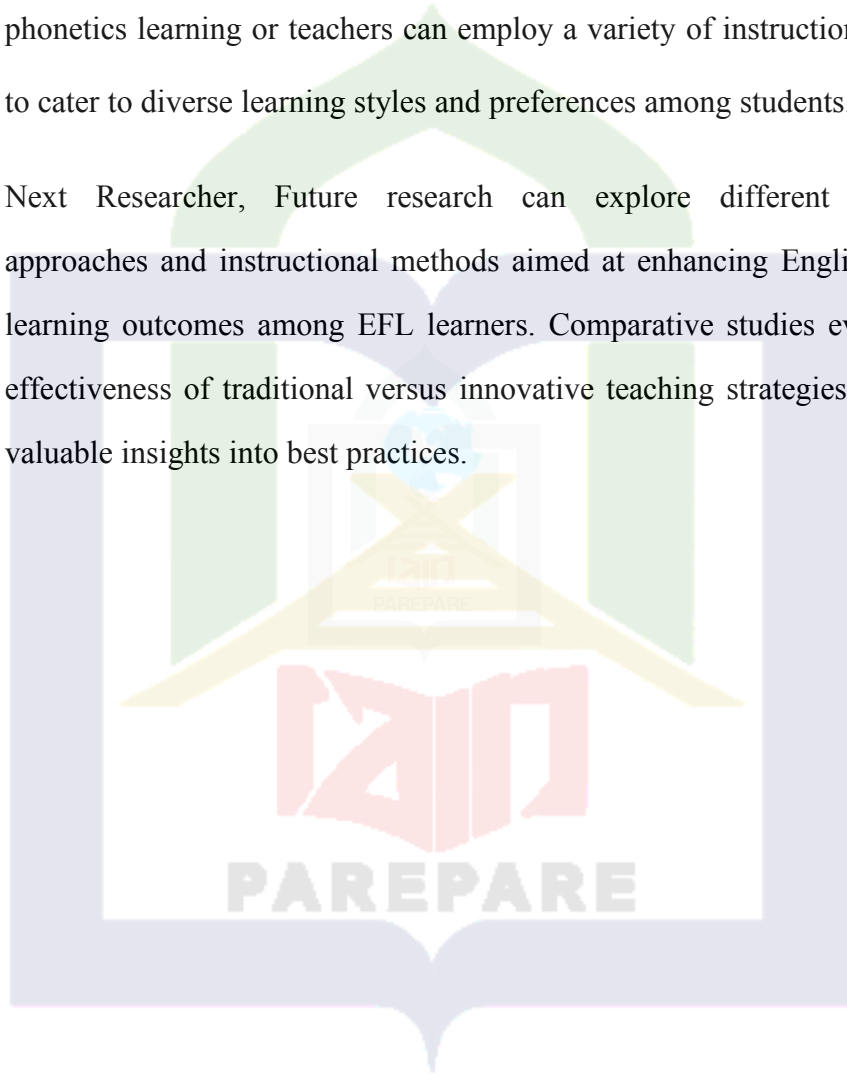
The conclusion of this research can be explained that The attitudes of EFL learners in English program at IAIN Parepare toward their English phonetics learning showed the indicator of direction which focused on the instruction that students get categorized as good attitudes with score 74,79, while indicator of intensity focused on is quality of being intense categorized as good attitudes with score 60,86, while indicator of Consistency focused on quality of being consistent categorized as good attitudes with score 75,29 and indicator of Spontaneity focused on quality of being spontaneous categorized as good attitudes with score 76,79. It proved that students showed good attitudes of EFL learners in English program at IAIN Parepare.

B. Implication

The implecation of thjis research referred to the the positive attitudes showed by EFL learners towards English phonetics learning, as evidenced by the high scores in the direction, intensity, consistency, and spontaneity indicators. This implies that students are likely to approach phonetics learning with enthusiasm, motivation, and a sense of purpose, which can contribute to more effective learning outcomes.

C. Recommendation

1. Teacher / Lecture, Teachers should strive to create a positive and supportive learning environment that encourages students to actively engage with English phonetics learning or teachers can employ a variety of instructional strategies to cater to diverse learning styles and preferences among students.
2. Next Researcher, Future research can explore different pedagogical approaches and instructional methods aimed at enhancing English phonetics learning outcomes among EFL learners. Comparative studies evaluating the effectiveness of traditional versus innovative teaching strategies can provide valuable insights into best practices.



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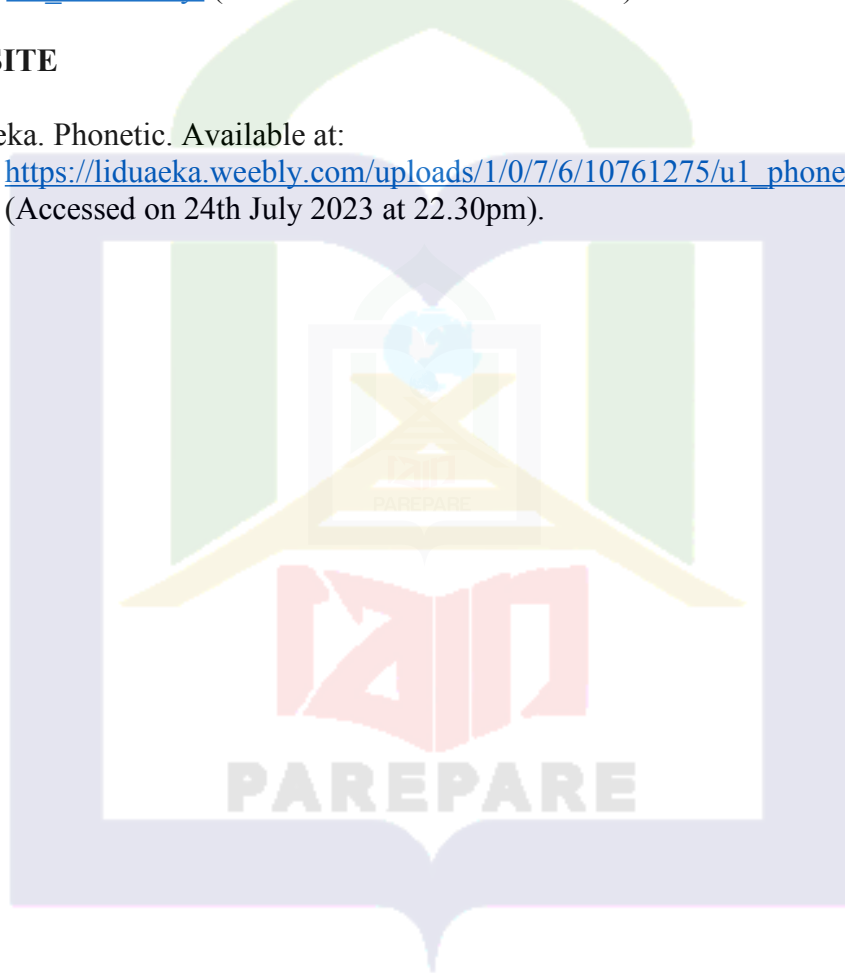
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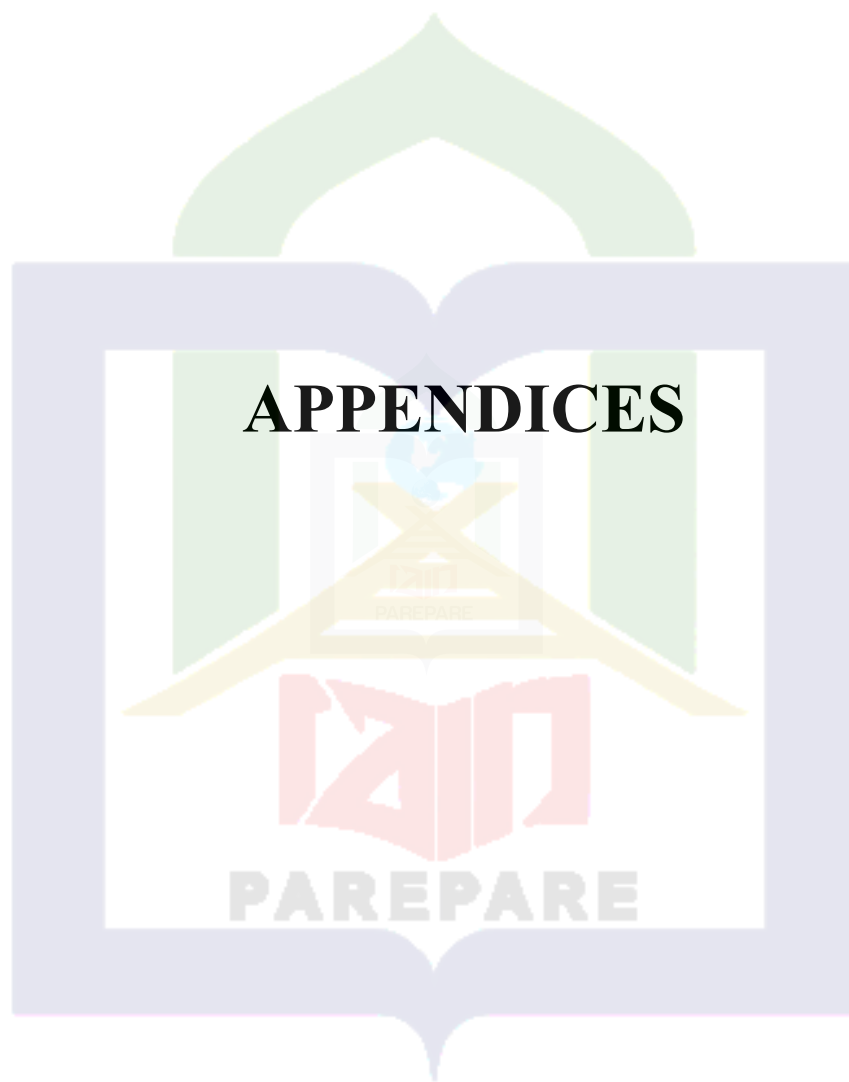
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Appendix 01 : Administration

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-919 /In.39/PP.00.09/PPS.05/11/2023 14 November 2023
Lampiran : -
Perihal : Permohonan Rekomendasi Izin Penelitian

Yth. **Bapak Walikota Parepare**
Cq. **Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu**

Di
Tempat
Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : DIAN AISYAH ABIDIN
NIM : 2220203879102008
Program Studi : Tadris Bahasa Inggris
Judul Tesis : **EFL Learning Attitude Toward English Phonetics Learning In English Program At IAIN Parepare.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **November sampai Januari Tahun 2024**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

Direktur,


Dr. Hj. Darmawati, S.Ag., M.Pd
NIP. 19720703 199803 2 001

CS Dipindai dengan CamScanner



SRN IP 0000959

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 959/IP/DPM-PTSP/11/2023

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA

: **DIAN AISYAH ABIDIN**

UNIVERSITAS/ LEMBAGA
Jurusan

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
PENDIDIKAN BAHASA INGGRIS**

ALAMAT

: **JL. INDUSTRI KECIL NO. 40 KOTA PAREPARE**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **EFL LEARNING ATTITUDE TOWARD ENGLISH PHONETICS
LEARNING IN ENGLISH PROGRAM AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **24 November 2023 s.d 24 Januari 2024**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **27 November 2023**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B-1796/ln.39/FTAR.01/PP.00.9/05/2024

Yang bertanda tangan di bawah ini,

Nama : Dr. Zulfah, M.Pd.
NIP : 19830420 200801 2 010
Pangkat / Golongan : Pembina / IV a
Jabatan : Dekan Fakultas Tarbiyah
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Dian Aisyah Abidin
NIM : 2220203879102008
Fakultas/Prodi : Pascasarjana/Pendidikan Bahasa Inggris
Alamat : Jl. Industri Kecil. No.40, Kel. Bukit Indah, Kec. Soreang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai tanggal 24 November 2023 sampai dengan tanggal 24 Januari 2024, dengan judul penelitian "EFL LERNERS ATTITUDE TOWARD ENGLISH PHONETICS LEARNING IN ENGLISH PROGRAM AT IAIN PAREPARE".

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

Parepare, 28 Mei 2024

Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Appendix 02: Abstract Validation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id



SURAT KETERANGAN

Nomor: B-120/In.39/UPB.10/PP.00.9/06/2024

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Dian Aisyah Abidin
Nim : 2220203879102008
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 02 Juni 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 04 Juni 2024
Kepala,



Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

Appendix 03: Instrument of Research

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE PASCASARJANA Jl. Amal Bakti No. 8 Soreang 91131 Telp (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN

A. Biodata Peneliti

NAMA : DIAN AISYAH ABIDIN
NIM : 2220203879102008
PROGRAM : POSTGRADUATE OF IAIN PAREPARE
JUDUL : EFL LEARNERS ATTITUDE TOWARD ENGLISH PHONETICS
LEARNING IN ENGLISH PROGRAM AT IAIN PAREPARE

B. QUESTIONER

List of Questionnaire of EFL learners' Attitude toward English Phonetic

1. Identity of the students

Name :
ID Number :
Semester :
Gender :
Date/Day :

Instruction

Read the following statements and state your level of agreement/disagreement by ticking.

Note: Always (A)
Sometimes (S)
Seldom (SD)

Never (N)

Kisi-Kisi Instrument

No	Indicator	Number of Question
1	Direction	10
2	Intensity	10
3	Consistency	10
4	Spontaneity	10

List of Questionnaire of EFL learners' Attitude toward English Phonetic:

1. DIRECTION

No	Statements	A	S	SD	N
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction				
2	I learn about Organ of speech when the lecture teaching in fun method				
3	I learn articulation & place of articulation because its basic to be mastered for me				
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class				
5	I learn phonetic about "similar sounds" if I get motivation to learn at class				
6	I like to learn Phonetics if the method is practicing				
7	I decided to attend at class for mastering phonetics and phonemics				
8	I get many improvement of pronouncing word for "Nasal" and "Lateral" because of Phonetic materials				
9	I like to practice word "Palatal" and "Velar" after the class				
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory				

List of Questionnaire of EFL learners' Attitude toward English Phonetic:

2. INTENSITY

No	Statements	A	S	SD	N
----	------------	---	---	----	---

1	I Intensify to learn IPA symbols easily than learn Organ of speech for beginner				
2	I Intensify to learn syllable word because it can impact to my pronunciation				
3	I Intensify to memorize Vowel Chart better than consonant sound during materials				
4	I Intensify to focus mastering place articulation than manner of articulation during learning activities at class				
5	I Intensify to learn basic materials from Organ of speech to the high materials				
6	I Intensify to learn materials of “Voicing” than voiceless				
7	I Intensify to learn sound of Vowel focused than move t another materials				
8	I Intensify to understand IPA (International phonetic alphabet) sounds by using fun method				
9	I Intensify to appropriate methods in phonology class rather than memorizing the symbol of the sounds				
10	I Intensify to conduct consonant sound during phonology class				

List of Questionnaire of EFL learners' Attitude toward English Phonetic:

3. CONSISTENCY

No	Statements	A	S	SD	N
1	I always learn phonetics materials from the basic to the advanced materials at class				
2	I always memorize the phonetics symbol materials at home				
3	I always learn about “Palatal” and “Velar” everyday at home after collage.				
4	I always learn about “Nasal” and “Lateral” consistency				
5	I like to learn “Segmental” and “Suprasegmental” by always repetition during the materials.				
6	I always learn materials “Glottal” and “Affricate” because it help me to increase motivation in phonetics skill.				

7	I always learn part of their speech organs to develop my comprehension				
8	I practice a lot because practicing will help the students to produce English similar sound.				
9	I always learn about phonological theory and practicing at collage and home				
10	I practice to be consistent in learning phonology materials for better English skill.				

List of Questionnaire of EFL learners' Attitude toward English Phonetic:

4. SPONTANEITY

No	Statements	A	S	SD	N
1	I have initiative to evaluate phonetic materials of place articulation at class				
2	I memorize spontaneity all the part of the vowel sound materials after the class done				
3	I initiative to asking the lecturer back when the material is not clear yet in phonology class				
4	I do spontaneity to practice the sound referred to manner of articulation				
5	I have initiative to learn about APA (American phonetic alphabet) everywhere				
6	I initiative to master phonetics symbol like "ø, ʒ, ɲ, œ" in writing the phonetics transcription				
7	I have initiative to provide phonetics textbook when studying at class				
8	I learn phonetic materials spontaneity even not in Phonetic class at collage				
9	I initiative to note every materials about English phonetic proficiency during the class for complete noted				
10	I am able to be evaluated spontaneity about the materials of phonetic subject				

IDENTITAS RESPONDEN

Yang bertanda tangan dibawah ini:

Nama :

Alamat :

Jenis Kelamin :

Umur :

Menerangkan bahwa,

Nama : Dian Aisyah Abidin

Nim : 2220203879102008

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

Benar-benar telah melakukan pengambilan data Kuesioner dengan saya dalam rangka menyusun hasil penelitian Tesis yang berjudul “EFL Learners Attitude toward English Phonetics Learning in English Program at IAIN Parepare.”

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya

Parepare....., 2023

Yang bersangkutan

FREKUENS	NOMOR ITEM																																							
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10										
ALWAYS	43	43	37	43	40	40	42	38	38	33	33	20	27	20	33	22	22	23	20	42	39	38	40	41	40	30	21	40	40	40	40	40	48	35	35	48	33	40	43	35
SELDOM	21	21	22	21	21	21	18	21	21	21	21	21	42	11	21	21	21	21	16	20	21	21	21	26	27	33	21	19	19	21	21	18	21	25	23	18	21	19	21	
SOMETIMES	4	6	31	4	7	9	9	10	9	11	16	11	2	12	19	17	19	16	7	8	8	8	7	3	11	13	5	8	8	8	8	3	11	7	5	8	8	3	11	
NEVER	2	0	0	2	2	0	1	1	1	5	13	11	6	8	8	10	7	13	5	3	3	1	1	1	2	3	4	3	3	1	1	1	2	3	1	1	1	1	2	

PERSENTAN	NOMOR ITEM																																							
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10										
ALWAYS	61	61	53	61	57	57	60	54	56	47	47	29	38	26	56	21	31	33	29	60	56	54	57	53	57	43	30	57	57	57	57	57	69	51	50	63	47	57	61	51
SELDOM	30	30	31	30	30	30	16	30	30	30	30	30	60	16	30	30	30	23	26	30	30	30	37	39	47	30	27	17	30	30	26	30	36	30	40	30	33	30		
SOMETIMES	6	9	16	6	10	13	13	14	13	16	23	16	3	17	27	24	27	23	10	11	11	11	10	4	16	19	7	11	11	11	11	4	16	10	7	11	11	4	16	
NEVER	3	0	0	3	3	0	1	1	1	7	19	16	9	11	11	14	10	19	7	4	4	1	1	1	3	4	6	4	4	1	1	1	3	4	1	1	1	1	3	

Hasil per-indikator		
Direction	2094	74,79
Intensy	1704	60,86
Consistency	2108	75,29
Spontaneity	2150	76,79

Appendix 05: Documentation







A. QUESTIONER

List of Questionnaire of EFL learners' Attitude toward English Phonetic

1. Identity of the students

Name : Nural Waliyya Atan

ID Number : 2220203880203019

Semester : 5

Gender : female

Date/Day : 22 December 2023

Note: Always (A)

Sometimes (S)

Seldom (SD)

Never (N)

List of Questionnaire of EFL learners' Attitude toward English Phonetic: **DIRECTION**

No	Statements	A	S	SD	N
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction	✓			
2	I learn about Organ of speech when the lecture teaching in fun method	✓			
3	I learn articulation & place of articulation because its basic to be mastered for me		✓		
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class	✓			
5	I learn phonetic about "similar sounds" if I get motivation to learn at class		✓		
6	I like to learn Phonetics if the method is practicing			✓	
7	I decided to attend at class for mastering phonetics and phonemics		✓		
8	I get many improvement of pronouncing word for "Nasal" and "Lateral" because of Phonetic materials		✓		
9	I like to practice word "Palatal" and "Velar" after the class				✓
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory			✓	

A. QUESTIONER

List of Questionnaire of EFL learners' Attitude toward English Phonetic

1. Identity of the students

Name : MUHAMMAD AS'AD AMIR JAJA

ID Number : 2220203889203016

Semester : 5 (Tiga)

Gender : Laki-laki / Male

Date/Day : 22 December 2023

Note: Always (A)
 Sometimes (S)
 Seldom (SD)
 Never (N)

List of Questionnaire of EFL learners' Attitude toward English Phonetic: **DIRECTION**

No	Statements	A	S	SD	N
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction		✓		
2	I learn about Organ of speech when the lecture teaching in fun method			✓	
3	I learn articulation & place of articulation because its basic to be mastered for me			✓	
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class	✓			
5	I learn phonetic about "similar sounds" if I get motivation to learn at class	✓			
6	I like to learn Phonetics if the method is practicing		✓		
7	I decided to attend at class for mastering phonetics and phonemics		✓		
8	I get many improvement of pronouncing word for "Nasal" and "Lateral" because of Phonetic materials			✓	
9	I like to practice word "Palatal" and "Velar" after the class				✓
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory		✓		

A. QUESTIONER

List of Questionnaire of EFL learners' Attitude toward English Phonetic

1. Identity of the students

Name : Nur Asriayu
ID Number : 222020388P203003
Semester : 3
Gender : Female
Date/Day : Friday 22 December 2023

Note: Always (A)
Sometimes (S)
Seldom (SD)
Never (N)

List of Questionnaire of EFL learners' Attitude toward English Phonetic: **DIRECTION**

No	Statements	A	S	SD	N
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction		✓		
2	I learn about Organ of speech when the lecture teaching in fun method		✓		
3	I learn articulation & place of articulation because its basic to be mastered for me		✓		
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class			✓	
5	I learn phonetic about "similar sounds" if I get motivation to learn at class		✓		
6	I like to learn Phonetics if the method is practicing				✓
7	I decided to attend at class for mastering phonetics and phonemics		✓		
8	I get many improvement of pronouncing word for "Nasal" and "Lateral" because of Phonetic materials		✓		
9	I like to practice word "Palatal" and "Velar" after the class		✓		
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory		✓		

A. QUESTIONER

List of Questionnaire of EFL learners' Attitude toward English Phonetic

1. Identity of the students

Name : *Marwa*
 ID Number : *2220703888203052*
 Semester : *3*
 Gender : *Female*
 Date/Day : *Friday, 22 December 2023*

Note: Always (A)
 Sometimes (S)
 Seldom (SD)
 Never (N)

List of Questionnaire of EFL learners' Attitude toward English Phonetic: **DIRECTION**

No	Statements	A	S	SD	N
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction	✓			
2	I learn about Organ of speech when the lecture teaching in fun method	✓			
3	I learn articulation & place of articulation because its basic to be mastered for me	✓			
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class		✓		
5	I learn phonetic about "similar sounds" if I get motivation to learn at class		✓		
6	I like to learn Phonetics if the method is practicing	✓			
7	I decided to attend at class for mastering phonetics and phonemics		✓		
8	I get many improvement of pronouncing word for "Nasal" and "Lateral" because of Phonetic materials			✓	
9	I like to practice word "Palatal" and "Velar" after the class			✓	
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory			✓	

A. QUESTIONER

List of Questionnaire of EFL learners' Attitude toward English Phonetic

1. Identity of the students

Name : Nurul Aidah Majid
 ID Number : 2220203000207019
 Semester : 3
 Gender : Female
 Date/Day : Friday, 22 December 2023

Note: Always (A)
 Sometimes (S)
 Seldom (SD)
 Never (N)

List of Questionnaire of EFL learners' Attitude toward English Phonetic: **DIRECTION**

No	Statements	A	S	SD	N
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction			✓	
2	I learn about Organ of speech when the lecture teaching in fun method			✓	
3	I learn articulation & place of articulation because its basic to be mastered for me				✓
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class				✓
5	I learn phonetic about "similar sounds" if I get motivation to learn at class				✓
6	I like to learn Phonetics if the method is practicing			✓	
7	I decided to attend at class for mastering phonetics and phonemics		✓		
8	I get many improvement of pronouncing word for "Nasal" and "Lateral" because of Phonetic materials				✓
9	I like to practice word "Palatal" and "Velar" after the class				✓
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory			✓	

A. QUESTIONER

List of Questionnaire of EFL learners' Attitude toward English Phonetic

1. Identity of the students

Name : Muhammad Fahreza Hamzah

ID Number : 2220203880207021

Semester : 3

Gender : Male

Date/Day : 8 Dec 2023

Note: Always (A)

Sometimes (S)

Seldom (SD)

Never (N)

List of Questionnaire of EFL learners' Attitude toward English Phonetic: **DIRECTION**

No	Statements	A	S	SD	N
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction	✓			
2	I learn about Organ of speech when the lecture teaching in fun method		✓		
3	I learn articulation & place of articulation because its basic to be mastered for me		✓		
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class				✓
5	I learn phonetic about "similar sounds" if I get motivation to learn at class	✓			
6	I like to learn Phonetics if the method is practicing				✓
7	I decided to attend at class for mastering phonetics and phonemics				✓
8	I get many improvement of pronouncing word for "Nasal" and "Lateral" because of Phonetic materials				✓
9	I like to practice word "Palatal" and "Velar" after the class				✓
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory				✓

Appendix 06: Validity of Journal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91131 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: lp2m.iainpare.ac.id, email: lp2m@iainpare.ac.id

SURAT PERNYATAAN

No. B.437/ln.39/LP2M.07/07/2024

Saya yang bertanda tangan di bawah ini :

Nama : Muhammad Majdy Amiruddin, M.MA.
NIP : 19880701 201903 1 007
Jabatan : Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare
Institusi : IAIN Parepare

Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul : EFL LEARNERS ATTITUDE TOWARD ENGLISH
PHONETICS LEARNING IN ENGLISH PROGRAM AT IAIN
PAREPARE
Penulis : DIAN AISYAH ABIDIN
Afiliasi : IAIN Parepare
Email : dianaisyahxiipa4@gmail.com

Benar telah diterima pada Jurnal **DEIKTIS: JURNAL BAHASA DAN SAstra**
PERKUMPULAN DOSEN MUSLIM INDONESIA SULAWESI SELATAN 02/JD-
DMI/VII/2024 yang telah terakreditasi **SINTA 5**.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

An. Ketua LP2M
Kepala Pusat Penerbitan & Publikasi



Muhammad Majdy Amiruddin, M.MA.
NIP. 19880701 201903 1 007



EFL LEARNERS ATTITUDE TOWARD ENGLISH PHONETICS LEARNING IN ENGLISH PROGRAM AT IAIN PAREPARE

Dian Aisyah Abidin¹

Ambo Dalle²

Abdul Haris Sunubi³

Zulfah Fakhruddin⁴

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Abstract

Learners Attitude referred to the mindset, beliefs, opinions, and emotional disposition that learners bring to the learning process. Attitude plays a crucial role in shaping learners' engagement, motivation, and success in acquiring new knowledge and skills. The research aimed to identify of the attitudes of EFL learners in English program at IAIN Parepare toward their English phonetics learning. This research used Quantitative design with data collection technique used questioner form with followed likert scale and sample of the research were 70 students from semester 3th and 5th of English Education Department of IAIN Parepare using simple random sampling. Analysis data used descriptive quantitative analysis with calculating the frequency, percentage, and mean score. The result of this research that EFL learners showed positive attitudes towards English phonetics learning based on indicators Direction, intensity, consistency, and spontaneity which categorized as good attitudes among the students proved their commitment to following

instructional guidance as direction, demonstrating strong emotional engagement as intensity, maintaining steady dedication over the class learning as consistency and showing proactive initiative in their learning phonetic as spontaneity indicated that students' attitudes reflect a positive of goog enthusiasm for and mastering English phonetics supported by effective teaching methods implemented at class.

Keywords/Kata Kunci: EFL, Learners Attitude, Phonetics Learning

Introduction

English as a foreign language has been an essential subject taught in formal education. To acquire English, it is assumed to learn better from the native English speakers. In the real world of English language teaching, the native English model was extensively considered the only goal students have to attain. (Fang, 2016) Phonology is one of the subject was taught in University level for English Education Program.

There are two sub-disciplines in linguistics which deal with sound, namely phonetics and phonology, and to fulfil the aim of this book, which is to provide an outline of the sounds of various English accents and how those sounds combine and pattern together, we will need aspects of both. Phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages. More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearer's ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics and neurology. (April McMahon, 2002)

Phonology, as well as phonetics, is worth studying for several reasons. One is that the study of phonology, as all study of language, gives learners insight into how the human mind works. By studying phonetics of a foreign language, it gives learners a much better ability both to hear and to correct mistakes that we (or someone else) make. And as a foreign language learner, they need to learn (in this case English) a proper pronunciation to be produced in order to make good interpretation and interaction with others. (Senowarsito 2006)

Mustafa, Rashid, Atmowardoyo and Dollah propose a figure on this study about students' attitude towards EFL learning processes and how it affects their English language achievements. They emphasize that positive correlation between attitude and motivation will create students' positive language attitudes. Students' positive language attitudes mean their attitudes towards EFL

learning processes and their attitudes towards every aspect of the target language. It also includes thoughts, feelings and emotions. (Mustafa, 2015)

Pekka Lintunen and Alekski Mäkilähde in their research “Learning English Phonetics : Preferences and Attitudes” shows that The purpose of the study was to investigate learner attitudes towards phonetics and preferences in the broad themes covered in phonetics. The data were collected with a questionnaire from university students (n=133) of English at the end of a lecture series on English phonetics. According to the results, accent differences was the most preferred theme. Suprasegmental issues and practical phonetic transcription were preferred to segmental issues. Students’ attitudes were positive: phonetics was considered challenging, interesting and useful. Students also thought that phonetics teaching had improved their pronunciation of English. (Pekka,2015)

According to the previous research in the results the learners shows the positive attitudes in learning phonetic. As we know learning phonetic assists the learners to know about the sound system or sound rules produced. In addition, the learners will be able to pronounce English words more fluently like a native speaker when they have a good interest and motivation in learning phonetics. Some of students in IAIN Parepare find obstacles in learning English Phonology Subject such us they were difficult to memorize the phonetic symbols, they did not know to write the phonetic symbols for English words and the students find difficulties in understanding the material when they studied Phonology in the class due to a lot of Phonological terms have to be known and understood by the students. Based on these complaints that felt by some the students. So, they were not interested well in learning English Phonology at IAIN Parepare. According to background. This research is aimed to answer the following questions that What are the attitudes of EFL learners in English program at IAIN parepare toward their English phonetics learning.

Method/Metode

This research employed Descriptive Quantitative Research specifically, a survey method with a questionnaire as the instrument in collecting the data. Fowler stated that the survey method provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. (Fowler 2008) According to Arikunto, descriptive research was research that is instead to investigate the circumstances, conditions, or other things that have been mentioned, the result of which are presented in the form of research report. (Arikunto, 2017) It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from a sample to population. (Creswell, 2009) it aims to find out EFL learners attitude toward English Phonetic Learning at IAIN Parepare.

Research did at the English Education Department of State Islamic Institute (IAIN) Parepare and , the sample of research were 70 students which 40 from English Program academic year 2021 and 30 students from English program academic year 2022. This research used instrument of Questioner to obtain information about EFL Learners attitude toward English Phonetic Learning in IAIN Parepare. This questionnaire used to find or measure the EFL learners' attitude toward English Phonetic learning. It consisted 40 statements that measure students' attitudes toward the importance of English phonetics which divided into 10 item for Direction, 10 item for intensity, 10 item for consistency and 10 item for spontaneity.

Results

The researcher conducted questioner to identify specifically about their attitude toward English phonetics learning. The result can be explained below:

a. Direction

Direction is information or instructions about what to do, where to do, how to do something. One who agrees toward something is likely to have positive attitude because on consequence if someone does not agree toward something. The result can be describe that students' attitudes toward learning phonetics can be positively influenced by various factors such as the methods used by teachers and the motivation they receive.

Table 1 Students' Attitudes toward Learning

No	Attitude Statement	Result (%)	Result of Direction Attitude
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction	61%	61% of students learn about phonetic elements like stressing, intonation, and pitch based on the teacher or lecture instruction, indicating that clear guidance positively influences their learning
2	I learn about Organ of speech when the lecture teaching in fun method	61%	61% of students enjoy learning about the organs of speech when taught in a fun and engaging manner, showing that enjoyable teaching methods enhance their interest.
3	I learn articulation &	53%	53% of students focus on

	place of articulation because its basic to be mastered for me		learning articulation and places of articulation because they understand its importance as a foundational skill in phonetics
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class	61%	61% of students concentrate better on vowel sounds when lecturers introduce creative variations, suggesting that innovative teaching methods keep them engaged
5	I learn phonetic about "similar sounds" if I get motivation to learn at class	57%	57% of students learn about similar sounds more effectively when motivated in class, highlighting the role of encouragement in tackling challenging concepts
6	I like to learn Phonetics if the method is practicing	57%	57% of students prefer learning phonetics through practical methods, underscoring the importance of hands-on practice
7	I decided to attend at class for mastering phonetics and phonemics	60%	60% of students attend classes to master phonetics and phonemics, demonstrating their dedication to improving their skills
8	I get many improvement of pronouncing word for "Nasal" and "Lateral" because of Phonetic materials	54%	54% of students get improvements in pronouncing words like "nasal" and "lateral" due to phonetic materials, indicating the effectiveness of the coursework
9	I like to practice word "Palatal" and "Velar" after the class	56%	56% of students like to practice words such as "palatal" and "velar" after class, showing their proactive approach to learning
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory	47%	47% of students feel satisfied when they understand both theoretical and practical aspects of phonetics, it suggests

there is still room for
enhancing satisfaction levels

The data above indicates that students generally have a positive attitude toward learning phonetics. students' attitudes towards learning phonetics are good and positive, influenced by effective teaching methods, motivation, and practical exercises. This positive outlook is evident in their engagement, improvement, and satisfaction with their phonetic studies.

b. Intensity

Intensity is quality of being intense; strength of emotion. Intensity means the depth and the strength of someone's attitude. According to the findings which regarding to the intensity indicator that students display a positive attitude towards the intensity of their phonetic studies. The data proved can be showed below:

Table 2 Students' intensity attitude toward Learning phonetics

No	Intensity Statement	Result (%)	Result of Intensity Attitude
1	I Intensify to learn IPA symbols easily than learn Organ of speech for beginner	47%	47% of students always find it easier to learn IPA symbols compared to the organ of speech for beginners. This high percentage reflects a strong, consistent focus on mastering the fundamental IPA symbols, indicating a significant intensity in this area of study
2	I Intensify to learn syllable word because it can impact to my pronunciation	29%	29% of students always intensify their efforts to learn syllable words because it impacts their pronunciation. This shows that while the overall focus on syllable words is moderate, those who do prioritize it recognize its crucial role in improving pronunciation
3	I Intensify to memorize Vowel Chart better than consonant sound during materials	39%	39% of students always prefer to memorize the vowel chart over consonant sounds during material study. This preference highlights the students' recognition of the importance of vowel sounds in phonetics, leading to an intense focus on this area
4	I Intensify to focus	60%	60% of students sometimes focus

	mastering place articulation than manner of articulation during learning activities at class		on mastering the place of articulation rather than the manner of articulation during learning activities in class. This indicates a balanced and strategic approach to learning phonetics, with students selectively intensifying their efforts based on perceived importance
5	I Intensify to learn basic materials from Organ of speech to the high materials	56%	56% of students always prefer to start with basic materials (organ of speech) and progress to more advanced topics. This methodical approach demonstrates a deep and consistent commitment to building a strong foundational knowledge before moving on to complex concepts
6	I Intensify to learn materials of "Voicing" than voiceless	31%	31% of students always prefer to learn materials related to voicing over voiceless sounds. This intensity shows a strong focus on understanding the fundamental distinctions in sound production, which is critical for accurate phonetic analysis
7	I Intensify to learn sound of Vowel focused than move t another materials	31%	31% of students always focus on vowel sounds before moving on to other materials. This consistent intensity suggests a strategic approach to mastering the more challenging aspects of phonetics first
8	I Intensify to understand IPA (International phonetic alphabet) sounds by using fun method	33%	33% of students always prefer to understand IPA sounds using fun methods. This indicates that engaging and enjoyable teaching techniques are effective in maintaining students' interest and intensity in learning phonetics
9	I Intensify to appropriate methods in phonology class rather than memorizing the symbol of the sounds	29%	29% of students always prefer using appropriate methods in class over memorizing symbols. This reflects a preference for practical application and

			understanding, highlighting the students' strategic approach to learning phonetics
10	I Intensify to conduct consonant sound during phonology class	60%	60% of students always focus on conducting consonant sounds during class. This indicates a high level of intensity and dedication to mastering this aspect of phonetics, which is essential for accurate speech and communication

According to the explanation above indicates that students exhibit a high level of intensity in their phonetic studies even some of the students showed low percentation which mean not a half of number students driven by a preference for practical, engaging, and methodical learning approaches.

c. Consistency

Consistency is quality of being consistent. The attitude can be called to be consistent if the attitude lasts for long time. Consistency also can be seen from their conviction in having attitude. students exhibit a strong and consistent attitude towards their phonetic studies. The description of the data proved that students showed positive attitude toward consistency can be seen below:

Table 3 Students' Consistency attitude toward Learning phonetics

No	Consistency Statement	Result (%)	Result of Consistency Attitude
1	I always learn phonetics materials from the basic to the advanced materials at class	56%	56% of students consistently learn phonetics materials from basic to advanced levels. This demonstrates a structured and progressive approach to their studies, ensuring a solid foundation and gradual mastery of more complex topics
2	I always memorize the phonetics symbol materials at home	54%	54% of students always memorize phonetics symbols at home. This consistent practice highlights their commitment to retaining and mastering essential elements of phonetics outside the classroom
3	I always learn about "Palatal" and "Velar" everyday at home after	57%	57% of students consistently study "Palatal" and "Velar" sounds daily at home. This indicates a high level of dedication to

	collage.		mastering these specific phonetic elements through regular practice
4	I always learn about "Nasal" and "Lateral" consistency	59%	59% of students always learn about "Nasal" and "Lateral" sounds consistently. This focus on these sounds suggests that students recognize their importance and are committed to mastering them through persistent effort
5	I like to learn "Segmental" and "Suprasegmental" by always repetition during the materials.	57%	57% of students consistently use repetition to learn "Segmental" and "Suprasegmental" elements during lessons. This methodical approach indicates that they understand the value of repetition in achieving proficiency
6	I always learn materials "Glottal" and "Affricate" because it help me to increase motivation in phonetics skill.	43%	43% of students always learn "Glottal" and "Affricate" sounds, while a significant portion (39%) does so sometimes. This shows that while many students are consistent, there is room for improvement in making this practice more universal.
7	I always learn part of their speech organs to develop my comprehension	30%	30% of students consistently learn about parts of their speech organs to develop comprehension. This indicates a moderate level of consistency, suggesting that this area could benefit from increased focus and dedication
8	I practice a lot because practicing will help the students to produce English similar sound.	57%	57% of students consistently practice because they believe it helps them produce English similar sounds. This highlights the importance of practice in achieving proficiency and indicates strong consistency in their efforts
9	I always learn about phonological theory and practicing at collage and home	57%	57% of students consistently engage in learning phonological theory and practice both at college and at home. This dual approach shows a strong and consistent

			commitment to integrating theory with practical application
10	I practice to be consistent in learning phonology materials for better English skill.	57%	57% of students consistently practice learning phonology materials for better English skills. This reflects a high level of dedication and consistency in their overall approach to improving their phonetic abilities

According to the data above which proved that students exhibit a strong and consistent attitude toward their phonetic studies. They consistently engage in learning both basic and advanced materials, memorizing phonetics symbols, and practicing specific sounds daily.

d. Spontaneity

Spontaneity is quality of being spontaneous. Spontaneity concerns with how far is the individual readiness to declare their attitude spontaneously without any intervention from other. It means when the students will master the English well they should have spontaneity.

Table 4 Students' Spontaneity attitude toward Learning phonetics

No	Spontaneity Statement	Result (%)	Result of Spontaneity Attitude
1	I have initiative to evaluate phonetic materials of place articulation at class	57%	57% of students take the initiative to evaluate place articulation materials during class.
2	I memorize spontaneity all the part of the vowel sound materials after the class done	57%	57% of students memorize vowel sound materials spontaneously after class.
3	I initiative to asking the lecturer back when the material is not clear yet in phonology class	69%	69% of students take the initiative to seek clarification from the lecturer when needed.
4	I do spontaneity to practice the sound referred to manner of articulation	51%	51% of students practice manner of articulation sounds spontaneously.
5	I have initiative to learn about APA (American phonetic alphabet)	50%	50% of students proactively learn about the American Phonetic Alphabet in various

	everyplace		settings.
6	I initiative to master phonetics symbol like “ø, ʒ, ɲ, œ” in writing the phonetics transcription	61%	61% of students take the initiative to master specific phonetic symbols in transcription
7	I have initiative to provide phonetics textbook when studying at class	47%	47% of students take the initiative to bring phonetics textbooks to class.
8	I learn phonetic materials spontaneity even not in Phonetic class at collage	57%	57% of students learn phonetic materials spontaneously outside of formal classes.
9	I initiative to note every materials about English phonetic proficiency during the class for complete noted	61%	61% of students take detailed notes on phonetic proficiency during class
10	I am able to be evaluated spontaneity about the materials of phonetic subject	51%	51% of students are prepared to be evaluated spontaneously on phonetic materials.

According to the data above it proved that students exhibit a strong positive or good attitude toward spontaneous attitude towards their phonetic studies, reflecting their readiness to engage, practice, and seek clarity independently. This spontaneity enhances their learning experience and contributes to their overall proficiency in English phonetics and phonology.

According to the data, the students attitude based on the indicator used which showed on the data below:

Table 5 Students attitude based on the overall indicator

No	Indicators	Result	
		Average	Category
1	Direction	74,79	Good
2	Intensity	60,86	Good
3	Consistency	75,29	Good
4	Spontaneity	76,79	Good

According to the explanation above which stated that comprehensive analysis of students' attitudes utilizing four key indicators Direction, Intensity, Consistency, and Spontaneity. It is evident that the overall attitude towards the topics or materials, particularly pronunciation, is highly favorable. The data reveals consistently positive scores across all indicators.

Discussion

This term explained about the specific discourse of findings. The discussion can be explained that the attitudes of EFL (English as a Foreign Language) learners enrolled in the English program at IAIN Parepare towards their English phonetics learning. This findings revealed from the instrument spread trough the instrument of thois research.

The use of instruments grounded in the theory of pronunciation, specifically articulatory phonetics, acoustic phonetics, and auditory phonetics. These theoretical frameworks guided the development of instruments to measure students' attitudes towards learning English phonetics. The research employed a combination of strategies to gather data, including questionnaires, interviews, observations, and written reports. In this study, questionnaires were primarily utilized to assess students' attitudes. The subjects of the research were students enrolled in the English Program at IAIN Parepare who had been exposed to phonology subjects in their EFL classrooms. These instruments and strategies were chosen to provide a comprehensive understanding of students' attitudes towards phonetic learning in the specific educational context of IAIN Parepare.

The explanation of the first indicator regarding from the indicator of direction, the analysis of the Direction indicator provides attitudes of EFL learners at IAIN Parepare towards their English phonetics learning. The findings reveal reflecting the diffrent approaches and motivations shaping students' engagement with phonetics instruction even during at class from English Education Department of IAIN Parepare. Students showed a consistently positive attitude towards learning phonetics.

The indicator of Intensity in the context of English phonetics learning refers to the depth and strength of learners' attitudes towards various aspects of phonetics instruction for students at English Education Department of IAIN Parepare. It reflected how strongly students feel about certain elements of phonetics and how much importance they attribute to them in their learning process during the class materials. The findings from the table showed on

students' preferences and the intensity of their attitudes towards different aspects of phonetics learning students at English Education Department of IAIN Parepare.

The indicator of consistency which regarding to the attitudes refers to the stability and continuity of one's approach or commitment over time. It's like the steadiness of a river's flow, remaining constant despite external changes or influences. In the study's findings, consistency is reflected in how regularly individuals engage with phonetics materials and their dedication to learning especially during English learning for the students of IAIN Parepare.

The indicator of Spontaneity regarding to the attitudes that refers to the natural inclination of students to engage with English materials, ask questions, and practice phonetic skills without external prompting or intervention from the lecture at class. It reflects their willingness to take initiative and explore language concepts independently, both inside and outside the classroom. The findings presented in the table illustrate varying degrees of spontaneity among students in their approach to learning English phonetics

Conclusion

The conclusion of this research can be explained that The attitudes of EFL learners in English program at IAIN Parepare toward their English phonetics learning showed the indicator of direction which focused on the instruction that students get categorized as good attitudes with score 74,79, while indicator of intensity focused on is quality of being intense categorized as good attitudes with score 60,86, while indicator of Consistency focused on quality of being consistent categorized as good attitudes with score 75,29 and indicator of Spontaneity focused on quality of being spontaneous categorized as good attitudes with score 76,79. It proved that students showed good attitudes of EFL learners in English program at IAIN Parepare.

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Appendix 08: LOA



**DEIKTIS: JURNAL PENDIDIKAN BAHASA DAN SASTRA
PERKUMPULAN DOSEN MUSLIM INDONESIA
SULAWESI SELATAN**

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BUKTI PENERIMAAN NASKAH ARTIKEL ILMIAH

No: 02/JD-DMI/VII/2024

Diberitahukan bahwa, Naskah artikel ilmiah dengan judul:

**EFL LEARNERS ATTITUDE TOWARD ENGLISH PHONETICS LEARNING IN ENGLISH
PROGRAM AT IAIN PAREPARE**

Yang diserahkan oleh:

**DIAN AISYAH ABIDIN
AMBO DALLE
ABDUL HARIS SUNUBI
ZULFAH FAKHRUDDIN
MAGDAHALENA TJALLA**

Telah diterima untuk dipublikasikan pada
DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra, Volume 4, No. 3 Tahun 2024
Demikian surat ini dibuat dan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 17 Juli 2024

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