

**AN ANALYSIS OF PRONUNCIATION ABILITY AT THE FOURTH
SEMESTER STUDENT OF FKIP UMMAT**



A Thesis

**As a Partial Fulfilment of the Requirement for Getting Bachelor Degree of
English Education Program**

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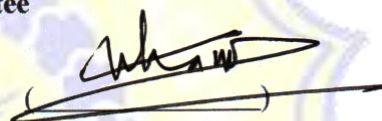
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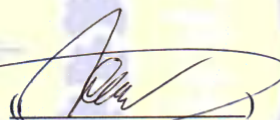
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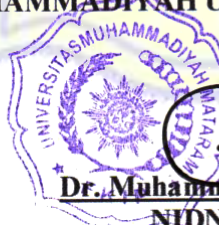


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MOTTO

“We can not change the past to rewrite the beginning, but we can work for the future and strive for a better ending.”



DEDICATION

This thesis is dedicated to:

1. First, thank to Allah who always give full of Rohmah and blessing.
2. My Beloved parents especially my father who always supporting me (Father: Harsin and Mother: Supianita Hariana).
3. My partner of working who always support me too (Ghifari Rais and Samsul Hakim)
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5. For my lecturers who teach me many things in English language so that I can improve my English be better.
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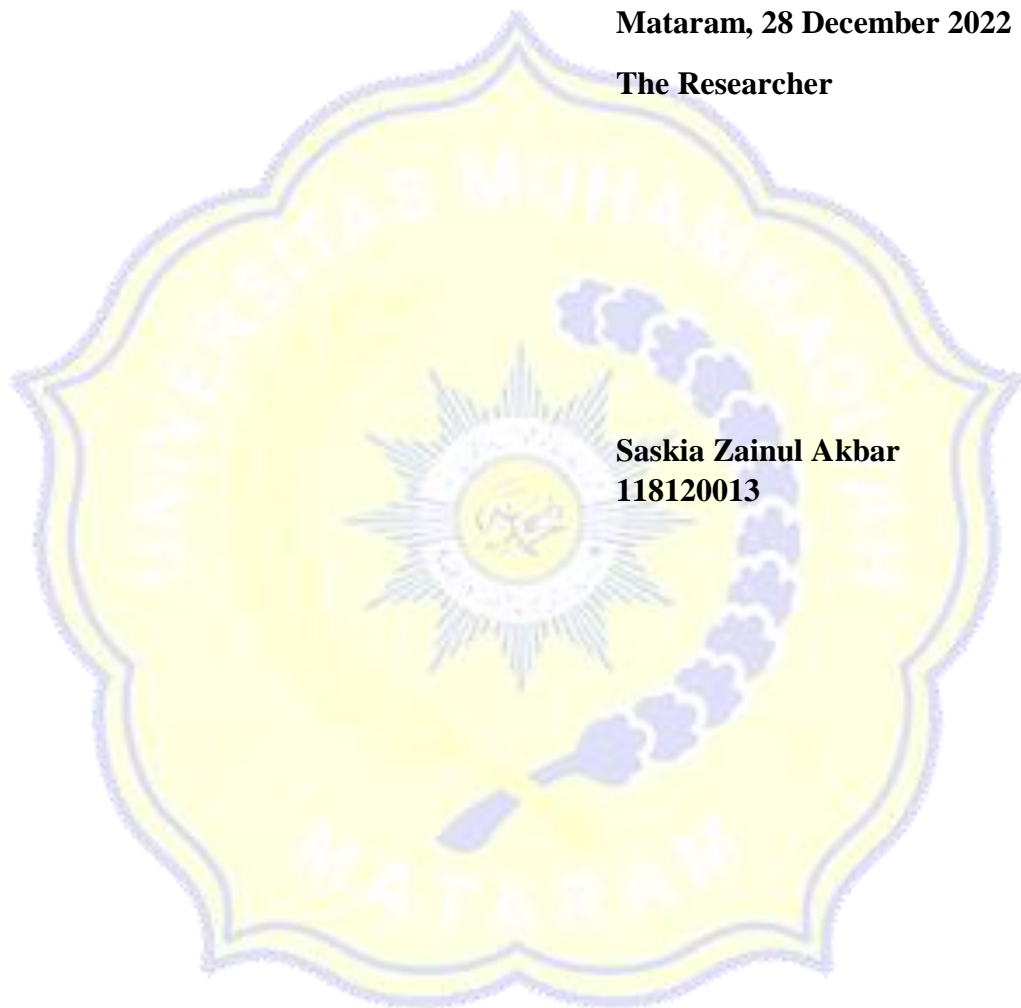
In this great occasion, the researcher would like to thanks to all of those who gave the researcher help, guidance and advice in composing this thesis. Therefore, the researcher would like to extend the appreciation to all of them, especiallt to:

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9. The greatest thanks are addressed to my organization English Student Association

Finally, the researcher realize that this thesis is a far from perfect because there is nothing perfect in this word. Therefore, any suggestion and criticism for better of this thesis. The researcher prays that all who helped get blessing from Allah SWT.

Mataram, 28 December 2022

The Researcher



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ABSTRAK

Saskia Zainul Akbar. 2022. ANALISIS KEMAMPUAN PELAJARAN PADA SEMESTER KEEMPAT. Tesis. Mataram: Universitas Muhammadiyah Mataram

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Salah satu keterampilan yang harus dimiliki siswa untuk dapat berbicara bahasa Inggris dengan baik dan benar adalah keterampilan pengucapan yang baik. Keterampilan pengucapan memegang peranan yang sangat penting dalam hal berkomunikasi atau memberikan informasi secara tepat dan akurat sehingga komunikasi dapat berjalan sesuai dengan yang diinginkan. Kenyataannya, pengucapan masih dianggap sebagai salah satu masalah dalam mengembangkan bahasa Inggris di lingkungan pendidikan; banyak mahasiswa tidak akrab dengan kata-kata dalam bahasa Inggris. Berangkat dari permasalahan tersebut, penelitian ini mencoba menggali tingkat kemampuan pronunciation mahasiswa Universitas Muhammadiyah Mataram semester empat. Peneliti menggunakan pendekatan kualitatif dengan membagikan tes dan merekam pengucapan siswa. Data dianalisis secara hati-hati dalam empat langkah; mengumpulkan, mereduksi, menampilkan data dan menarik kesimpulan. Secara umum temuan menunjukkan bahwa kemampuan siswa dalam hal pengucapan adalah rata-rata atau skor rata-rata mencapai 63. Tiga siswa memiliki skor lebih tinggi dari 75 atau kriteria baik dan seorang siswa memiliki skor 72 atau kriteria sedang. Sebaliknya, tiga siswa memiliki kemampuan yang rendah; satu siswa memiliki skor 54 atau kriteria buruk dan dua diantaranya memiliki 46 dan 32 yang mengacu pada kriteria sangat buruk. Oleh karena itu, data menunjukkan bahwa siswa masih memerlukan studi lebih lanjut untuk meningkatkan kemampuan pengucapannya.

Kata Kunci: Pengucapan, Kemampuan

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ABSTRACT

One of the skills that must be possessed by students to be able to speak English properly and correctly is good pronunciation skills. Pronunciation skills play a very important role in terms of communication or providing information precisely and accurately so that communication can proceed as intended. In the reality, pronunciation is still considered as one of the problems in developing English in educational environments; many college students are not familiar with words in English. Departing from these problems, this study tries to explore the level of students' pronunciation skills at the Muhammadiyah University of Mataram in the fourth semester. The researcher utilizes a qualitative approach by sharing the test and record the students' pronunciation. The data was carefully analyzed in four steps; collecting, reducing, displaying the data and drawing a conclusion. In general, the findings show that the students' ability in terms of pronunciation is on average or the average score reach 63. Three students have a score higher than 75 or good criteria and a student has a score of 72 or average criteria. On the contrary, three students have low ability; one student has a score of 54 or poor criteria and two of them have 46 and 32 which refer to very poor criteria. Therefore, the data shows that students still need further study to improve their pronunciation ability.

Keywords: Pronunciation, Ability

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language was a window on the mind." So it was Chomsky's claim about language, in the journal of Srivastava and Goldberg (2017) entitled "*Language as a window into culture*". Since language played an essential role in any aspect, it has varieties purposes in the society where it was used. The function for which a language was used in a society affects the status of the language itself. In a society, a language could be the official, national, educational, religious, or group language Hakim *et al.* (2022). In addition, a master foreign language could bring a positive effect on the subject, it was a better chance for the learner – given the fact that globalization connects people around the world. However, there were many things that might be learned that consume time because the language has sound, vocabulary, and grammar. Thus, it was reasonable that language was interesting to analyze. On the other hand, learning a new language was not a simple task, many learners found was as a daunting task. They spent much time learning it because it was a new taste for them.

English has become an international language that interacts with many peoples' concerns. English was the key to success in communicating; pronunciation was one of the most aspects of speaking skills, and one of the most important parts of English was communicating with others. In learning a foreign language, pronunciation played an important role. According to

Suzukida and Saito (2022), "pronunciation was the way we pronounced a word, especially in a way that was accepted or generally understood". It was essential when we pronounced a word, if speakers had awful pronunciation, our speech could not be understandable to the listeners. Therefore, teaching pronunciation was a prominent feature in foreign language teaching. It involves a variety of challenges and students' consider it a complex matter before achieving a proficiency level in terms of pronunciation (Suzukida and Saito, 2022). Since pronunciation played an essential role in communication.

To begin with, it was sometimes difficult for teachers to find enough class time to devote to this English education. Teaching typically results in the presentation and practice of a variety of topics that were unrelated to student activity when teachers find the opportunity to master pronunciation. Additionally, continuously practicing sounds (such as through minimum pair work) can have negative effects, therefore both students and teachers avoided pronunciation exercises.

According to Gilakjani (2016), pronunciation was an integral part of foreign language learning since it directly affects learners' communication competence and performance. Limited pronunciation skills could an decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities. It caused issues with many processes, including pronunciation. The first was a true pronunciation was sue, which arises when students found it difficult to

replicate the necessary sounds. As a result, ensuring comprehensible pronunciation for language learners was one of the essential criteria for language proficiency. For Indonesian pupils, it was challenging to pronounce English words correctly. For example, when they were asked to pronounce the word "diamond" /'daɪəmənd/, they pronounced /dramon/. It was because of the difference between their mother tongue and English. According to Couper (2019) stated that teachers must be provided with courses and materials to help them improve their pronunciation.

Even when learners have learned pronunciation, it was still a crucial component. This ability played a significant role in the continuation of English-language communication. The students had to repeat the word many times to get used to pronouncing the words (Nguyen and Hung, 2021). The difficulty in pronouncing the word typically has ramifications for the distinction between writing and reading. On the other hand, incorrect word pronunciation might result in miscommunication. Pronunciation skills were a stand-alone subject with their way of development because of their significant function. Students' capacity to speak and comprehend the material being delivered in English increased as a result of mastering pronunciation.

As was already said previously, pronunciation was problematic; meanwhile, it takes a critical role in English studies. This caused issues for both low-level learners and students in college. For instance, students at the Muhammadiyah University of Mataram keep struggling with English word

pronunciation. Students had trouble expressing words they were unfamiliar with, according to observations made by the current researcher. However, students also had less vocabulary. These two things indicated that English pronunciation was a challenge for Muhammadiyah University students. This fact was a serious matter. Errors in pronunciation could have a fatal impact that leads to misunderstanding when carrying out a conversation.

With regard to pronunciation skills in English language context, it has attracted the interest of educators to better research from perceptions to teaching methods to improve students' abilities in these skills. Research from Rahayu, (2018) for example that focuses on improving pronunciation skills using song teaching media; the study concluded that it can be an effective teaching media. At the same time, research from Raudyatuzzahra, (2020) discusses the problem of student perception in terms of pronunciation. The study concluded that students think it is crucial to understand how to pronounce words in English. While pronouncing words correctly and accurately, it might help learners feel more confident when communicating in English. A discussion can flow more easily between speakers and listeners if the pronunciation is correct, preventing misunderstandings. Research conducted by Ariyanti and Fauzan, (2019) found that the instructor assumed that it was crucial for the students to practice pronouncing English phonemes using "Listen and Repeat" exercises or oral drills, with a focus on difficult vowels and consonants. As far as research is done by researchers, studies that measure the ability of students

who have studied pronunciation are still an issue that has minimal study. These conditions prompted researchers to conduct a study on the level of ability of students who have studied pronunciation, so the focus of this study is students' ability in pronunciation skills.

This condition indicated that the pronunciation learning activities at the University of Muhammadiyah Mataram were still not optimal because not a few students still have difficulty expressing English words even though they had been equipped with theory pronunciations. In addition, studies on pronunciation at the Muhammadiyah University of Mataram were still minimal. By far, the present researcher did not find any previous studies related to pronunciations at the Muhammadiyah University of Mataram. Departing from this objective condition, the present researcher conducted a study to measure the fluency of Muhammadiyah University students in pronouncing words.

1.2 Statements of the Problem

The present researcher stated the statements of the problem as follows: “how the students' ability in pronunciation skill at the fourth semester of the English department Faculty of Teacher Training and Education of Universitas Muhammadiyah Mataram?”

1.3 Objectives of the Study

The objective of this study was to describe the students' pronunciation ability in the fourth semester of the English department Faculty of Teacher Training and Education of Universitas Muhammadiyah Mataram.

1.4 Significance of the Study

The importance of this study was to find out the student students' pronunciation ability in the fourth semester of the English department. This research also was expected to find out ways to develop the students' pronunciation and the students' problems that could bring some improvements for the students.

1.4.1 Practically

a. For the Student

Through this study, the researcher expected that the student aware of the essentials of pronunciation and become courageous to learn about pronunciation.

b. For the Lecturer

The researcher expected the result of the research could help the teacher solve the students' problems by finding adapted methods based on the students' problems which could encourage the teaching-learning process in the class to become more interesting and pleasurable.

c. For the Institution

This study was expected to be a useful additional document and information to enrich the reference related to the students' pronunciation ability in the fourth semester of the English department. The researcher hopes could find an appropriate method based on

students' problems that could be implemented to improve students' pronunciation.

1.4.2 Theoretically

It was expected that the study was helpful for further research and enlarge the readers' knowledge of using songs as media for the readers. It was expected that the study would be reference for following researchers

1.5 Limitations of the Study

To avoid misunderstanding, the present researcher decided on the limitation of the study. In this study, the researcher focused on the students' pronunciation ability in the fourth semester of the English department of the Muhammadiyah University of Mataram. The data collection was collected through the test from seven students that have learnt pronunciation.

1.6 The Definition of Key Terms

In this research, there were two key terms were pointed out, they were:

1.6.1 Pronunciation

According to Suzukida and Saito (2022) said since there were discrepancies between the sign and their sounds, pronunciation was one aspect of English that helped people to interact with one another. As a result, we should have a solid vocabulary and pronunciation while speaking to people. Pronunciation was therefore the topic that needed to be taught. As Tamimi Sa'd (2018) said that "for the people,

Pronunciation would improve both their ability to understand spoken English and their products.

1.6.2 Ability

Ability comes from the word capable which means power (can, able) to do something, while ability means ability, skill, strength. Capability means the capacity of an individual to perform various tasks in a job (Reynolds, 2019). From these understandings it can be concluded that ability is the ability or ability of an individual to master a skill and be used to do various tasks in a job. Furthermore, Kittle, (2022) states that A person's total aptitude is mostly determined by two sets of variables: (1) The capacity to do diverse mental activities is known as intellectual ability (thinking, reasoning and solving problems). (2) Physical aptitude is the capacity to carry out tasks requiring endurance, dexterity, strength, and comparable qualities.

In the context of this study, the researchers focused on discussing pronunciation skills as a core part of English language skills. Pronunciation ability is one of the subjects that must be taken in tertiary institutions. At the same time, pronunciation ability is also a serious concern for scholars. However, the researcher carefully reviews the meaning of pronunciation ability in the next chapter. An in-depth review of pronunciation skills aims to support the studies conducted by current researchers.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this part, the researcher reviews previous studies, literature reviews, and theoretical frameworks.

2.1 Previous Studies

In this section, the present researcher described several findings related to previous research to be able to find gaps in this study. Researchers highlighted several important points from methodology, finding, content, or location as follows;

The present researcher found the first study that relates to current issues entitled “The Analysis of Students’ Pronunciation Error on English Diphthong Made by Fifth Semester of English Language Education Program Universitas Negeri Padang” that conducted by (Saadah and Ardi, 2020). By detailing the incorrect pronunciations made by the fifth-semester students, this study employs the descriptive qualitative approach.

The pronunciation test comprises several English diphthongs that students pronounce as the current researcher records the student. These include /ɪə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /aʊ/, /ɔɪ/, /əʊ/. Through a test of pronunciation, data were gathered. Students were first given a list of sentences without underlined diphthongs and given five minutes to read the sentences aloud. Following that, they were given ten minutes to pronounce the list of sentences one at a time while utilizing a Flash disk recorder to

record their pronunciations. The pronunciation of the students was then translated into phonetic symbols by the researcher.

The previous researcher discovered that students' pronouncing skills were on a fair level. It was revealed that 60% of English Language Program students achieved a score of 55 to 65. Second, 24% of pupils had good grades, 12% had low grades, and only 2% had very good grades. Lack of speaking experience, unfamiliarity with the terms, and first-language interference all had an impact on pronunciation ability.

The hardest sounds to pronounce were the diphthong of /ʊə/, /εə/, and /iə/. First factors that must be taken into consideration when combining weak and strong vowels to pronounce diphthong sounds. However, students frequently enunciate only vowels. It asserts that there were significant issues that could lead to pronunciation misunderstandings because Indonesia and English employ distinct phonological systems.

The second researcher Habibi (2016) entitle “English Pronunciation Problems Encountered By Indonesian Advance Students”. This study's goal was to ascertain how the BSI students mispronounced the segmental elements of English sounds with consonants and vowels when presenting their research project. The research subjects had two issues with consonant pronunciation, according to the author's finding. They started by replacing certain consonant sounds with others that sounded similar to the target sounds. Second, when certain consonant sounds appeared in consonant clusters, they were eliminated. Three was issues with vowel pronunciation

presented themselves to the research subjects at the same time. They started by replacing certain vowel sounds with other consonants. Second, they add a consonant sound in the middle of two consonants. A pure vowel sound was diphthongized in the third place. The test respondents had two issues with the pronunciation of the diphthongs. To start, they converted certain diphthong sounds to pure vowel sounds by monophthong inaction. Second, different diphthong sounds were used in place of the original.

The third research was conducted Astina (2020) entitle “The Analysis of Teaching English Pronunciation At Young Learners at SD Negeri 82 Pwepwere”. This study focuses of the was to know the techniques that teachers used in teaching pronunciation to young learners, and knowing the teacher’s face in teaching pronunciation. In addition, the previous researcher used the qualitative approach to collect the data. The previous researcher examined the methods teachers employ to teach pronunciation as well as the challenges associated with doing so. To support the findings in this study, observation, interviews, and document analysis were conducted. The previous researcher concluded that the instructor in SDN 82 Pwepweres using a drilling and visual aids strategy for teaching pronunciation based on the results of the study. The teacher employed repetition drills as a drilling technique. This method involved reading a word or a sentence to the class and asking them to repeat it back to her. Additionally, the instructor taught pronunciation using visual aids. She supported his teaching methods by using images that were relevant to the subject. To teach pronunciation at

SDN 82 Prepwere, the teacher employed two different methods. The previous researcher also discovered several challenges in pronunciation instruction. The study discovered that there were several challenges in teaching and learning pronunciation through observation and interviews with the instructor and some students. The usage of media in the classroom, the impact of the student's mother language, and unmotivated students in learning English were all factors.

2.2 Literature Review

2.2.1 Definition of Pronunciation

According to Yusriati and Hasibuan (2019), The way a word or a language was spoken. Correct pronunciation may relate to commonly accepted sound patterns used to pronounce a certain word or language in a particular dialect, or it may simply refer to the way a single person says a word or language. The origins of disputed or often mispronounced terms, such as names of cities and towns or the word GIF, were frequently used as proof. A term could be spoken differently by different people or groups based on a variety of circumstances, including the length of their early cultural experience. The location of their present domicile, speech or vocal, ethnicity, socioeconomic class, or education. Pronunciation was an essential element in speaking skills. It concerned how people pronounce words and receive sounds from spoken words. Communication proceed well if the speaker and listener both understand one another.

Comprehension gained if the people representing the discussion understand and appropriately speaks their voice. Although we were fluent in English without good pronunciation skills, our English was difficult to understand by native speakers. In addition, we had difficulty understanding English from native speakers when they sputtered.

2.2.2 Aim of Pronunciation

According to Zhang (2009) said that many factors influenced language teaching predominantly English pronunciation. Besides, the teacher should select suitable media for teaching English pronunciation; they also hope to know how to teach pronunciation well, by knowing the excellent way to teach English pronunciation. There have three alternatives to convey. First, the whole lesson: Making pronunciation the primary emphasis of the class does not require that pronunciation exercises take up the entirety of the session. Second, discrete slots: Some teachers incorporate quick, independent pronunciation practice into class plans. The last option was integrated phases, where teachers encouraged students to concentrate on pronunciation as a part of the lesson. The choice of the option was made in this instance by the teacher. They might create a strategy based on the alternative by determining the alternatives they employed when teaching English pronunciation.

Moreover, the most important thing in the teaching and learning process was to understand the students the lesson. It may be a significant thing for instructors to require the obligation for checking whether their students get it the dialect being utilized and the reason of exercises being carried out. In this case, the educator ought to let the understudies know that they were considering articulation and were anticipated to be able to articulate English words accurately.

According to Gilakjani (2016) said for teaching English pronunciation to be successful for both the teacher and the students, excitement was required. It may be accomplished by telling the learners they should do their hardest. In addition, it might be done by asking pupils to demonstrate their command of English pronunciation so that other students could see how well they could do it. Due to this, pupils were really motivated to learn how to enunciate English words.

2.2.3 Element of Pronunciation

Pronunciation consisted of two components: segmental traits and supra-segmental features. Speech traits have a tremendous impact on the sound. When we mastered English, we come across two types of speech in this situation (Robin, 2022).

1. Segmental Feature

The sounds that contain vowels, consonants, clusters, and diphthongs were known as a segmental feature system. The distinctions between the functions of speech and their modes of

production serve as the basis for classification. Sound units that were organized sequentially were referred to as segmental. The phonetic symbols stood in for the utterance sound units. Vowels and consonants are examples of segmental characteristics.

a. Vowel

Voiced air passed through various mouth forms to produce vowels; the various mouth shapes are brought about by the tongue and the location of the mouth. Pure vowels and diphthongs are two different kinds of vowels.

b. Consonants

Consonants were sounds that were not vowels. When two articulators in the oral cavity created a blockage to the air leaving, a consonant is created. The consonant was significant in words for two reasons. The initial consonant made more of an impact on how comprehensible English was. The second consonant was often produced by a clear interference of the vocal organ with the air stream, making it simpler to explain and comprehend.

2. Supra Segmental Feature

Supra-segmental elements resembled linguistic diction or sentence structure. Stress, pitch, intonation, and other aspects that always go along with speech production were referred to as supra-segmental features. Three different types of supra-segmental features exist syllable, intonation, and stress.

a. Stress

In English, stress was a crucial component of the word identity. A syllable was stressed when it was uttered with a certain amount of power or volume to make it stand out. Three types of stress might be distinguished: main or strong stress, secondary or medium stress, and mild stress or no stress. Because differing stress distinguished meaning and purpose, stress played a significant function in English.

b. Intonation

The voice's transition between high and low pitch was known as intonation. The varying pitch over various syllables in a speech was known as intonation. A series of opposing pitch levels in a statement created intonation. Intonation might convey a wide range of meanings, including attitudes and feelings. The word "Yes," for instance, could be pronounced in a variety of ways, including "I agree," "Perhaps it was true," "You can't be serious," "Wow, you're so right," and a host of additional meanings

c. Syllable

A syllable was one beat or a group of sounds in a word. You could clap your hand once when you say "May" and three times when you say "December," for instance. December contained three syllables whereas May only had one. In longer linguistic units, rhythm was created through word stress and unstress patterns. English syllables could have a close juncture, which means they were connected

extremely closely without pausing, or they could have an open juncture, which means they were connected so loosely that there appears to be pausing in the pronunciation. Syllables could be used to break apart words.

2.2.4 Technique in Teaching Pronunciation

Teaching techniques change, and depend on the teacher's teaching style and conditions. The following were some teaching methods that had been practiced to improve students' abilities. Several studies have revealed that the following methods were effective so that researchers used them as a source of theory to support the studies being carried out. The following were some strategies or methods used in teaching pronunciation (Taqiyuddin, 2021):

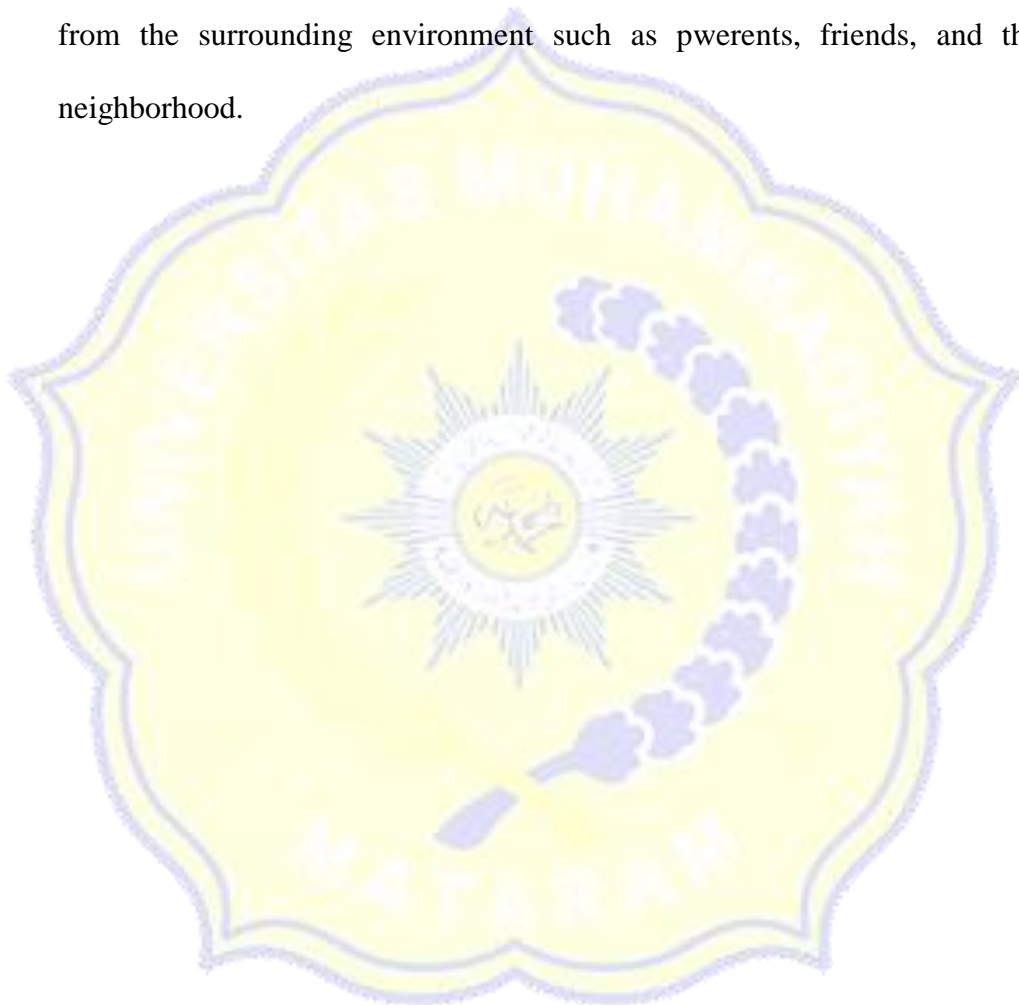
1. Drilling is the technique to utter a word or a structure, then asked the learners to repeat it. The objective was to improve pronunciation and recall new words. Seven different forms of drilling exist, including backward build-up drills, repetition drills, chain drills, single-slot substitution drills, multiple-slot replacement drills, transformational drills, and question-and-answer drills
2. Tongue Twister Tongue twister is a practice that involved frequently twisting the tongue to practice making particular sounds.

3. Game The game was a project that emphasizes pupil actions. From an educational perspective, this exercise was particularly beneficial for learning pronunciation since it created a great game setting for language use. The instructor encouraged learners to use unconscious learning by assigning them to this assignment. Students therefore learnt the language while they concentrated on the gaming action in a similar manner to how they learnt their mother tongue, which was without realizing it.
4. Song – it is common practice to utilize songs to teach pronunciation. Students learnt pronunciation by singing along to the words of the songs without even realizing it since using this song keeps them from becoming bored. Some of the methods mentioned above were the ones that were most frequently used to teach pronunciation. However, depending on the needs of the students and the teacher, there were still a variety of tactics that might be utilized to teach pronunciation.

2.2 Theoretical Framework

This framework described the students' pronunciation ability in the fourth semester of the English department. Pronunciation was how we pronounce a word, especially in a way that was accepted or generally understood" It was crucial when we pronounce a word; if speakers had awful pronunciation, our speech were understandable to the listeners. Most materials forms were discussed pronunciation. Internal variables come from

within a person and might impact pupils' pronunciation. Students learning motivation was typically poor, there was no material grasp of the necessity of learning English, and there were limited opportunities to practice English pronunciation. External factors were the factor that comes from outside a person or individual, and factors arise from the family, like lack of support from the surrounding environment such as parents, friends, and the neighborhood.



CHAPTER III

RESEARCH METHODS

This chapter explained the research design, location, data sources and types, data collection methods, instructional items, and data analysis methods.

3.1 Research Design

Research design was the framework that assists the researcher in providing an outline and details of each research procedure. This study employed a case study approach. Numerous techniques were utilized in the qualitative approach, including ethnography, case studies, naturalistic observation, concentrated interviews, and historical analyses (Subagio, Prayogo, and Iragiliati, 2019). The present researcher chose this approach because it was seen to be the most appropriate one for identifying and describing the problems they were working on.

In this study, the present researcher consented to how the students' ability in pronunciation in the fourth semester of the English department using the qualitative descriptive approach and case method. Thompson (2009) defines qualitative research as a procedure that used descriptive data in the form of written or oral words from people or across that could be observed. In this term, the case study research method was used in descriptive research approaches to interpret, describe, and integrate the researched factors into the students' ability.

Meanwhile, a Case study was an approach to describing real-life phenomena rather than developing normative statements (Rashid *et al.*, 2019). The case study used in this research was a new ethnography, the research was intended to explore how students' abilities. To find out how the students' abilities and methods of collecting and analysing data adopt the tests then the described using the qualitative. Adopting the case study of qualitative research, the present researcher determined students' pronunciation ability in the fourth semester of the academic year 2021/2022.

3.2 Research Setting

This research carried out by the fourth-semester student of the Muhammadiyah University of Mataram in 2021/2022. Located at K.H.Ahmad Dahlan Street, No. 1, Pagesangan Mataram City, West Lombok Regency, West Nusa Tenggara Province.

3.3 Data Sources

According to Dierckx de Casterlé *et al.* (2021), the main data source in qualitative research was Observation, interviews, and actions; the rest was additional data such as theory, documents, and others (Freeman *et al.*, 2007). To support the validity of data in qualitative research, the study was encouraged to develop the data into primary and secondary data (Ruggiano and Perry, 2019). In addition, the data source used by the author in this study consists of two primary data and secondary data. Primary data was data sources obtained directly from the source, authors obtained from the test-relevant participants or fourth-semester students of the Muhammadiyah

University of Mataram. Secondary data was a type of research information that was acquired by researchers using media intermediaries such as books, journals, and online articles.

3.4 Instrument

One of the main components in conducting the research was the instruments of the research. An Instrument was the standard term researchers practice for measurement, e.g., questionnaires and specifications (Sarasvathy, 2015). It was the tool used by researchers in collecting data so that their work was easier and the results were better, in the sense that it was more efficient complete, and systematic so that it was easy to process. The researcher uses some instruments to gain the data.

Data was collected if the direction and purpose of the research were clear and the source of the data, the informant or participant, has been identified and given permission to provide the required information (Kalpokas and Radivojevic, 2021). The researcher collected the data to respond to the research problems. The researcher used some steps of data collection; testing and recording. The researcher conducted the test and it recorded to ensure the data was safe. Furthermore, the researcher used test season as the primary data in this research.

3.4.1 Pronunciation Test

To test the students' pronunciation, the researcher created a text that must be read by the students loudly. The researcher decided on 25

vocabularies that must test, however, the students did not be told which words were tested. In addition, the researcher shared the simple reading text as an instrument of the test. The instrument of the test for the students and the researcher was different. To determine whether the students' correct or incorrect pronunciation were checked using the third edition of Cambridge Advance Learner's Dictionary electronic.

The tests were recorded and then scored by considering the test scoring categories for pronunciation and taking the percentages as consideration of validity, and reliabilities as what has been applied by (Grosse and Wright, 1985). Additionally, the researcher utilized a rubric for evaluation as a research tool. The rubric was used to evaluate the test results given to participants and as an effort to determine whether the participants pronounce the word correctly or incorrectly. The rubric also includes ten assessments based on the questions posed to the participants. The researcher awards a (*T*) if participants pronounce the words accurately and an (*F*) if students give a false pronounce of the words incorrectly.

The final step was to provide the percentage of participants' true values. This aims to provide an objective assessment of the participant's level of pronunciation ability. The percentage was calculated using Microsoft Office (Excel); divide the number of words stated correctly by the total number of words tested, in this case, 25 words.

Table 3.4.1. Rubric of Pronunciation Assessment

The test is focused of the sound changes of “u” to “ʌ”								
N O	QUESTION	RESPONDENT	ANSWER					Percentage
			Question 1	Question 2	Question 3	Question 4	Question 5	
1.	1. Question 2. Question 3. Question 4. Question 5. Question	R 1						
2.		R 2						
3.		R 3						
4.		R 4						
5.		R 5						
6.		R 6						
7.		R 7						

Table 3.4.1. *Level of Score*

No	Final score	Category
1.	86-100	Very Good
2.	76-85	Good
3.	63-75	Average
4.	50-62	Poor
5.	≥ 50	Very Poor

3.4.2 Interview

One of the most popular methods for gathering data is the interview. According to (Naz, Gulab and Aslam, 2022) three approaches can be used; (1) unstructured interviewing, where the interviewer conducts the interview without having a systematic plan of questions; (2) structured interviewing, where the interviewer conducts the interview while using a predetermined set of questions; and (3) semi-structured interviewing, where the interviewer employs a predetermined set of questions that are created to obtain a particular piece of information.

The purpose of the interview was to gather additional information in response to an unexpectedly intriguing or significant answer to one of the pre-planned questions. The researcher utilized a semi-structure interview that conducted to seven students to find their perception as applied by (Ilham, 2022). To ascertain the participants' replies, questions on participants' pronunciations abilities were put out. The data collected using the interview approach is used as additional data to support the test results. Meanwhile, the recording tool aims to record and keep the data safe because there may be some unpredictable dates.

3.4.3 Recording

In this term, the students were instructed to produce the words that the researcher has decided. Furthermore, 30 words had been decided by the researcher. However, the participants were told the words that were tested. While the student produces the words, they recorded. The tool that was used to record the students was the phone.

The researcher shared the text with the students during the exam instruction, and they generated what had been given the bold mark. After being produced the words by the students, the researcher checked the students' pronunciation using the third edition of Cambridge Advance Learner's Dictionary electronic.

3.5 Data Analysis Method

After collecting the data, the next step of this research was analyzing the data. The data analyzed by descriptive qualitative. Qualitative research focused on understanding social phenomena like students' pronunciation, the factor of the problems, and students' ways to develop their ability in pronunciation. The qualitative approach includes several methods, such as ethnography, case study, naturalistic observation, focused interviews, and previous studies (Subagio, Prayogo and Iragiliati, 2019). Qualitative data was used to measure data from tests. The present researcher adopts the theory of Miles and Huberman in Onwuegbuzie and Weinbaum, (2016) that

explain the analysis as consisting of some concurrent flows of activity – Data Reduction, Data Display, and Conclusion Drawing and Verifying.

The first step to analysis the data is data reduction; data reduction was the process of deciding which information included in a written-up field note or transcription and then making it simpler, abstracting it, and changing it. Data reduction frequently prompted researchers to make decisions on whether parts of the gathered data should be highlighted, diminished, or altogether disregarded for the study's objectives. At this stage, the researcher has determined the 25 words that have been determined by the researcher without confirming the word being tested on the participants. The second step that applied by the researcher is data display; a display was a streamlined, structured collection of data that enables action and conclusion-making. Displaying the data enables us to comprehend what was occurring and to act – either by conducting further research or by taking action – based on the knowledge. The data displayed in this study utilize the pronunciation test and recording. Researchers carry out systematic data checks by confirming test results or checking students' pronunciation using a digital Cambridge dictionary. The last step is conclusion drawing/verification. Drawing conclusions from identification required verification. The qualitative components included regularities, patterns, explanations, potential configurations, casual flows, and orientations from the very beginning of data collecting. Verification might take the form of a transient idea that the identifier has while writing. It was used to explain all of the

facts that gathered and written in the conclusion so that the researcher and others could comprehend it. To conclude the data, the researcher calculate the score based on the result of the test.

The data analysis method in this study ran in some steps. The first step was assembling the data. In this step, the researcher started to the researcher grouped the results of the test. The second step was comparing the data. In this step, the researcher compared the categories of different sets of data to see whether the data say the same thing or whether there were contradictions. Third, the present researcher uses the Cambridge Advance Learner's Dictionary; an application/electronic dictionary to check the student pronunciation and whether their pronunciation was true or false. The last step, drawing conclusions about students' pronunciation ability based on the test pronunciation test result given to the student in the fourth semester Muhammadiyah Mataram. In this step, the researcher describes the context of the research, outlines finding, and considers how to organize the whole research.