

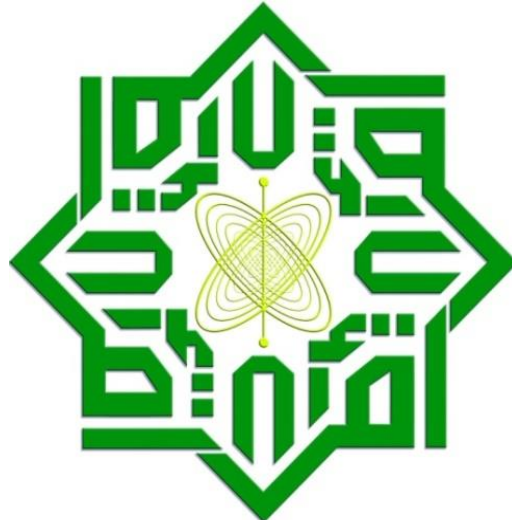


**STUDENTS' PRONUNCIATION ANXIETY LEVEL OF ENGLISH
EDUCATION DEPARTMENT AT UIN SUSKA RIAU**

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State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU

BY

TYA NOVIRA UTAMI

SIN. 11714202522

**FACULTY OF EDUCATION AND TEACHER TRAINING STATE
ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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UIN SUSKA RIAU

**BY
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SIN. 11714202522**

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING STATE
ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU**

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STATEMENT OF AUTHENTICITY

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University : State Islamic University Sultan Syarif Kasim Riau

Certify that this thesis entitled **“Students’ Pronunciation Anxiety Level of English Education Department at UIN SUSKA RIAU”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *thesis*. Others’ opinion finding include in this *thesis* are quoted in accordance with ethical standards.

Pekanbaru, July 13th, 2023



Tya Novira Utami
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SUPERVISOR APPROVAL

The thesis entitled *Students' Pronunciation Anxiety Level of English Education Department at UIN SUSKA RIAU* that is written by Tya Novira Utami, SIN. 11714202522. It had been accepted and approved to be examined on the final examination of an Undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Finally, the researcher believes that this thesis still has a lot of imperfections and is far from flawless. Therefore, this thesis has to be improved and would benefit from the comments, criticism, and ideas of the readers. May the universe's ruler, Allah Almighty, bestow his blessings on you all. Amin.

Pekanbaru, July 09th 2023

The Researcher



Tya Novira Utami

11714202522

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ABSTRACT

Tya Novira Utami (2023): Students' Pronunciation Anxiety Level of English Education Department at UIN SUSKA RIAU

In this study, the purpose of this research was to find out the students' pronunciation anxiety students at the Department of English Education of the State Islamic University of Sultan Syarif Kasim Riau. This study is quantitative research and in conducting this research the researcher used a descriptive quantitative method as the research design. The population of this research was seventh-semester students of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau academic year 2022/2023 with a total number of 112 students. This research was conducted with a sample of participants who were 28 students which was chosen by using simple random sampling. Furthermore, to gather the data, Foreign Language Pronunciation Anxiety Questionnaire (Kralova, et al, 2017) was used by the researcher, with the higher the score was the greater anxiety that students had. The result of this research showed that the student's pronunciation anxiety was in the "Mild" category by a percentage of 54%. This indicates that students' pronunciation anxiety was not severe.

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ABSTRAK

Tya Novira Utami (2023): Tingkat Kecemasan Pengucapan Siswa Jurusan Pendidikan Bahasa Inggris di UIN SUSKA RIAU

Dalam penelitian ini, tujuan dari penelitian ini adalah untuk mengetahui kecemasan pengucapan mahasiswa di Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau. Penelitian ini merupakan penelitian kuantitatif dan dalam melakukan penelitian ini peneliti menggunakan metode deskriptif kuantitatif sebagai desain penelitian. Populasi penelitian ini adalah mahasiswa semester tujuh Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau tahun pelajaran 2022/2023 dengan jumlah 112 mahasiswa. Penelitian ini dilakukan dengan sampel partisipan sebanyak 28 siswa yang dipilih dengan menggunakan simple random sampling. Selanjutnya, untuk mengumpulkan data, Kuesioner Kecemasan Pengucapan Bahasa Asing (Kralova, et al, 2017) digunakan oleh peneliti, dengan semakin tinggi skornya, semakin besar kecemasan yang dimiliki siswa. Hasil penelitian menunjukkan bahwa kecemasan pengucapan siswa berada pada kategori “Ringan” dengan persentase 54%. Hal ini menunjukkan bahwa kecemasan pengucapan siswa tidak parah.

ملخص

تيا نوفيرا أوتامي، (٢٠٢٣): مستوى قلق النطق لدى طلاب قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو

الغرض من هذه الدراسة هو تحديد قلق النطق لدى طلاب قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. هذا البحث هو بحث كمي وفي إجراء هذا البحث استخدمت الباحثة منهجاً وصفيًا كميًا كتصميم بحث. مجتمع هذه الدراسة من طلاب الفصل السابع من قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو للعام الدراسي ٢٠٢٢/٢٠٢٣ بإجمالي ١١٢ طالباً. تم إجراء هذا البحث على عينة من ٢٨ طالباً تم اختيارهم باستخدام عينة عشوائية بسيطة. علاوة على ذلك، لجمع البيانات، استخدمت الباحثة استبيان قلق النطق بلغة أجنبية (كرالوفا، وآخرون، ٢٠١٧)، فكلما زادت النتيجة، زاد قلق الطلاب. وأظهرت النتائج أن قلق الطلاب من النطق كان في فئة "ضعيفة" بنسبة ٥٤٪. هذا يدل على أن قلق الطلاب من النطق ليس شديداً.

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TABLE OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINAR APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. The Problem	4
1. Identification of the Problem	4
2. Limitation of the Problem	4
3. Formulation of the Problem	5
C. The Objective and Significance of the Research	5
1. Objective of the Research	5
2. Significance of the Research	5
D. The Definition of the Terms	6
CHAPTER II LITERATURE REVIEW	7
A. Theoretical Framework	7
1. Pronunciation Anxiety	7
2. The Factors that Affect Students' Pronunciation Anxiety..	13
B. Relevant Research	14
C. Operational Concept	17
CHAPTER III RESEARCH METHOD	19
A. Research Design	19

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B. Location and Time of the Research	20
C. Subject and Object of the Research	20
D. Population and Sample of the Research	20
E. Technique of Data Collection	22
F. Technique of Data Analysis.....	24
CHAPTER IV FINDINGS AND DISCUSSION	26
A. Findings	26
1. Students' pronunciation anxiety level of the seventh semester at Department of English Education of UIN SUSKA RIAU	26
2. Factors that affect students' pronunciation anxiety of the seventh semester at the Department of English Education of UIN SUSKA RIAU	44
B. Discussion.....	48
CHAPTER V CONCLUSION AND SUGGESTIONS.....	51
A. Conclusion	51
B. Suggestions	52
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table III. 1	Blue print of Pronunciation Anxiety Questionnaire
Table III. 2	Scale Rating
Table III. 3	The Criteria of Questionnaire Score
Table IV. 1	Foreign Language Pronunciation Anxiety Questionnaire Score
Table IV. 2	The Category of the Foreign Language Pronunciation Anxiety
Table IV. 3	Item Questionnaire 1
Table IV. 4	Item Questionnaire 2
Table IV. 5	Item Questionnaire 3
Table IV. 6	Item Questionnaire 4
Table IV. 7	Item Questionnaire 5
Table IV. 8	Item Questionnaire 6
Table IV. 9	Item Questionnaire 7
Table IV. 10	Item Questionnaire 8
Table IV. 11	Item Questionnaire 9
Table IV. 12	Item Questionnaire 10
Table IV. 13	Item Questionnaire 11
Table IV. 14	Item Questionnaire 12
Table IV. 15	Item Questionnaire 13
Table IV. 16	Item Questionnaire 14
Table IV. 17	Item Questionnaire 15
Table IV. 18	Item Questionnaire 16
Table IV. 19	Item Questionnaire 17
Table IV. 20	Item Questionnaire 18
Table IV. 21	Item Questionnaire 19
Table IV. 22	Item Questionnaire 20
Table IV. 23	Interview Answer
Table IV. 24	Interview Answer

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LIST OF FIGURES

Figure IV. 1 The Frequency Score of Students' Foreign Language Pronunciation Anxiety Questionnaire

Figure IV. 2 The Percentage of the Interval Score Distribution



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LIST OF APPENDICES

APPENDIX 1 Instrument of the Research

APPENDIX 2 The Score of the Questionnaire

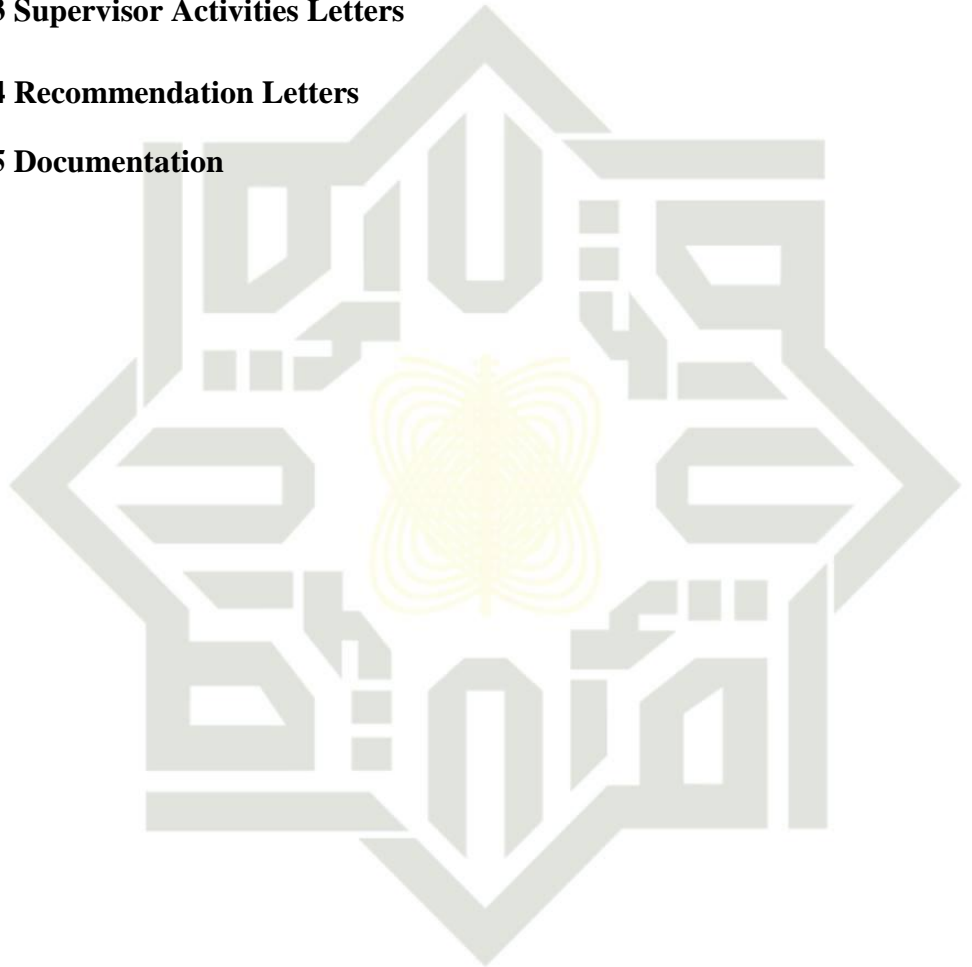
APPENDIX 3 Supervisor Activities Letters

APPENDIX 4 Recommendation Letters

APPENDIX 5 Documentation

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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is a part of skills that needs to happen in learning or doing something. When we utter something with our mouths, it will create sounds. Speaking is one of the productive skills that can deliver our thoughts, opinions, or deliver any message. For a variety of reasons, many people believe that speaking a new language is more difficult than reading, writing, or listening. In contrast to reading or writing, speaking occurs in real-time, and the person you are speaking to is typically waiting for you to start speaking at that same moment. Second, you cannot edit and alter what you say while speaking as you do when writing.

Mackey (1965) in Taufana and Mirza (2020) stated that speaking is an oral expression that requires the use of the proper sounds in the proper rhythm and intonation patterns, as well as the proper choice of words and word inflection in the proper order to convey the right meaning. There are several components that consist of speaking, such as fluency, vocabulary, pronunciation, comprehension and grammar.

Having good and understandable pronunciation is important. It is important for someone to have good pronunciation so that others can easily understand without making miscommunication. According to Gilakjani and Sabouri (2016) non-native speakers are unable to communicate effectively if their pronunciation is below the minimum

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level even while their vocabulary and grammar are acceptable. Pronunciation and fluency are one of the things that is difficult to achieve.

In Celce (2006) there are some quotations that will make us realize how important pronunciation is in a language classroom instruction. This good quotation, sounds like this.

I feel that I am judged by my way of talking English. In other classes, teacher often treats me as inferior or academic disability because of my muttering English” is comes from undergraduate student in an ESL pronunciation course. The next quotation comes from graduate student in an ESL pronunciation course. It said “Sometime when I speak to native American, I guess because of my Chinese a sense or mispronunciate the word, they ask me what did you say, can you repeat, or I beg your pardon. Sometimes my face turn red, and become so embarrassed in front of them. I remembered once my tears were in my eyes.

Viewing the statement above, the outcome such as embarrassment and a feeling of being judged in pronouncing words are also viewed as factors that influence the language learning. In addition to that Spielberg (1983) in Horwitz (2001), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with excitement in the autonomic nervous system. It also appears in many variables that are most highly examined in all psychology and education studies. In this case, pronunciation anxiety can be seen as one of the factors that can disturb student’s English learning process. Lack of practice in pronunciation is also caused by students that are afraid to pronounce words correctly. Those students that pronounce words incorrectly can cause students to feel anxious.

Based on an informal interview with students in the Department of English Education at UIN SUSKA RIAU, especially the seventh-semester

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students still have problems in the terms of their pronunciation anxiety. Some students feel afraid of speaking and feel they are being negatively judged by others. Some students are afraid if they utter the word incorrectly. Some students also feel not satisfied with their pronunciation because they do not know the correct pronunciation of some English words.

There are some previous studies that discuss about students' pronunciation anxiety. The study by Kralova, et al (2017) "Reducing student teachers' foreign language pronunciation anxiety through psycho-social training" found that students' pronunciation improves when they are less worried or anxious, and vice versa, Kafes (2018) "A Study on Pronunciation Anxiety of Pre-service ELT teachers" found that all of the participants reported moderate levels of pronunciation anxiety, which varied depending on the individual's gender, prior English education, perceived proficiency in pronouncing words, and anxiety level. In addition, Baran (2014) "Pronunciation Anxiety and Willingness to Communicate in the Foreign Language Classroom" and Kumaeroh (2018) entitled "A Study on English Learning Anxiety At The Eleventh Grade Students of SMA MA'ARIF NU 04 Kangkung Kendal in The Academic Year of 2017/2018" both find out that students willingness to communicate is affected their pronunciation anxiety.

Based on the explanation above this study is needed to be conducted because there are still a few studies related to this topic

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conducted at the university level especially in UIN SUSKA RIAU. In order to find out further information of the problems above, this research project paper which entitled **“Students’ Pronunciation Anxiety Level of English Education Department at UIN SUSKA RIAU”**.

B. Problems

1. Identification of the Problem

In line with the background above, the writer would like to analyze the problem of the research. The identification of the problem that the writer found was start with some students lack of practice their pronunciation and students are tend to lack some confident in pronouncing the English words. Furthermore, they are also afraid of speaking in the classroom and feel being negatively judged by the other. Beside that, some students are afraid if they utter the words incorrectly. Then, some student can not hear correctly the English word that are saying because of they do not know the correct pronunciation.

2. Limitation of the Problem

This study was conducted to focus on the research problem which is to find out students’ pronunciation anxiety levels especially seventh-semester students of the English Education Department at UIN SUSKA RIAU.

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3. Formulation of the Problem

The problem for this research study formulated into these following research questions:

- a. How is students' pronunciation anxiety level of the seventh semester at Department of English Education of UIN SUSKA RIAU?
- b. What are the factors that affect students' pronunciation anxiety of the seventh semester at the Department of English Education of UIN SUSKA RIAU?

C. The Objective and Significant of the Research

1. Objective of the Research

- a. To describe how the students' pronunciation anxiety level of the seventh semester at Department of English Education of UIN SUSKA RIAU is
- b. To describe what are factors that affect students' pronunciation anxiety of the seventh semester at Department of English Education of UIN SUSKA RIAU

2. Significances of the Research

Theoretically, this research's result is expected to give information about students' pronunciation anxiety at the English Education Department of UIN SUSKA RIAU. Practically, this research results are also expected to be helpful for students' and to overcome the problem in learning English especially with their

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pronunciation anxiety. By all means, this research hopefully can give contribution for those who are concerned in the world of teaching and learning English as a foreign language.

D. The Definition of the Terms

In order to avoid misunderstanding about the title of this research study, it would be better for the researcher to describe the terms use as follows:

1. Pronunciation anxiety

Baran (2014) defined pronunciation anxiety as a multidimensional construct referring to the feeling of apprehension experienced by non-native speakers in oral-communicative situations, due to negative/low pronunciation self-perception and to beliefs and fears related to pronunciation.

By all mean, pronunciation anxiety is a feeling of nervousness when a learner experienced foreign language learning, especially with their pronunciation.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Pronunciation Anxiety

Pronunciation plays an important part in the term of communication. Pronunciation also act as an crucial part in English speaking to deliver our ideas. Good pronunciation in communication leads both listener and speaker to the atmosphere where there is no misunderstanding. Since there are distinctions between the sign and its sounds, pronunciation is one aspect of English that helps people interact with one another. Prashant (2018) stated that many people learning and speaking the English language often do not pay any attention to their pronunciation. Some of them underestimate it and ignore it. They think that pronunciation is not as important as speaking and pronunciation is less important than grammar and vocabulary. But the fact is that pronunciation is extremely important. Many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation.

According to Morley (1999) our way of speech should be intelligible. People who does not have English as their first language, must have an accent from their first language when they utter English as their second language or foreign language. Overall, people who have their own accent because of their first language do not need to be

native-like speaker in speaking so that people can recognize or identify us. Realizing that our accent can affect the way we pronounce, it can not be a reason that that bother us when we speak or utter something. We need to know, understand and apply the rules in speaking so that people can understand what we actually mean and can get the message that we want to deliver.

In order to effectively interact with people, it's important to have a strong vocabulary and clear pronunciation. As an addition, Kosasih (2021) presented that even with good grammar and vocabulary, speaker with poor pronunciation will make the listener confuse which leads to misunderstanding by Shankar (2008). In addition, Bailey (2003) stated that in order to communicate well in a foreign language, we should be understood by the people we are speaking to, and this is not always easy to do. In this case, speak with good pronunciation is needed.

Pronunciation is a part of grammatical competence. Based on Bachman (1990) language competence consists of two main competencies. Organizational competence and pragmatic competence. Both of these competencies is divided into two parts. Grammatical competence and textual competence are the parts of organizational competence. Pronunciation or phonology is a part of grammatical competence along with vocabulary and syntax.

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There are many views about the pronunciation of language teaching. Pronunciation based on Bull (2008) means that the ways in which a language or a particular word or sound is spoken. Even more specifically is from AMEP Research Centre stated in Ghouti and Taibi (2015). Pronunciation is defined as the act of creating sounds that convey meaning. In its broadest sense, this includes paying attention to gestures and expressions that are closely related to the way we speak a language. It also includes paying attention to speech features that go beyond the level of individual sounds, such as intonation, rhythm, stress-timing, and 'suprasegmental features', as well as how the voice is projected. According to Julia in Gilakjani and Sabouri (2016) pronunciation is one of the basic skill in oral communication for EFL learner and mentioned that without pronunciation there will be no spoken language and will have no oral communication. In line with that, Gilakjani and Sabouri (2016) stated that pronunciation is the way of speaker when they producing the sounds that are used to make meaning when speakers speak so that the listener can understand the speaker. Addition to this, Stenberg (2002) in Mulatsih (2015) stated that pronunciation is the act of manner pronouncing words with reference to the production of sounds, the placing of stress, intonation, etc.

Prashant (2018) stated that the ability to reproduce language sounds in a way that makes the intended meaning clear might be

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referred to as proper pronunciation. The act of pronouncing involves creating sounds that convey meaning. It comprises paying attention to a language's specific sounds (or segments), such as intonation, syllable, phrasing, stress, timing, rhythm, and voice quality, as well as paying attention to gestures and facial expressions that are directly tied to how we speak a language. Both suprasegmental and segmental elements are included in a wide definition of pronunciation. These characteristics interact as we talk, making them a fundamental component of spoken language.

In conclusion, pronunciation is the act of making sounds correctly, since the main goal of correct pronunciation is to understand each other while having a conversation. Goodwin as cited in Celce Murcia (2006) stated that good pronunciation that the students should know is how to employ pauses, pitch movement and stress. The word is spoken differently by different individuals or groups depending on many factors, such as the area in which they grew up and the area in which they currently live. As a result, pronunciation is a crucial fundamental skill of English that all students must develop early if they want to master it.

Furthermore, pronunciation can be influenced by some factors. According to Zhang and Yin (2009) attitude toward learning the target language might have an impact on pronunciation success. It is rare to discover that several pupils in phonetics classes oppose teacher

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coordination. Sometimes some other students pronounce separate phonemes uncorrected, and the other students will laugh at them. It requires the right mindset to learn English. In addition, Acton (1984) in Zhang and Yin (2009) sees that

Preparing students psychologically as a necessary correlate to improving their pronunciation. Phonology, he says, has both ‘inside-out’ and ‘outside-in’ dimension which function in a kind of loop: ‘Not only does personality or emotional state show in pronunciation ... but the converse is also true: speakers can control their nerves or inner states by speaking properly’. This is the basic tenet of successful programs in voice training and public speaking’.

Similarly to the explanation above, Gilakjani (2012) also presented that attitude can affect a student's pronunciation. They state that students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. In support of this idea, Szpyra-Kozłowska (2015) in Baran (2017) notes that many foreign language teachers, phonetics instructors, and even students themselves share the belief that the depth of emotion expressed through pronunciation practice is greater than feelings connected to learning other aspects and/or skills in the foreign language. Additionally, Guiora (1972) in Baran (2017) highlighted the significance of pronunciation, asserting that "the way we sound" is "one of the basic modes of identification by the self and others". Baran (2017) said that although foreign language learners may not always be aware of it, the sound of the target language clearly elicits a spectrum of emotions in them. While some students may associate a language's pronunciation with good

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emotions (considering it to be musical, pleasant, charming, etc), others may associate the same language with negative emotions (considering it to be unpleasant, unnatural, etc).

Pronunciation anxiety by Baran (2014) can be defined as a multidimensional construct referring to the feeling of apprehension experienced by non-native speakers in oral-communicative situations, due to negative/low pronunciation self-perception and to beliefs and fears related to pronunciation. In line with that, as pronunciation in speaking in the language learning classroom can not be separated. Horwitz in Izzati (2020) explains that "they complain about difficulties 'discriminating the sounds of a target language' (Horwitz, Horwitz, & Cope, 1986) and feel embarrassed because of their pronunciation errors (Price, 1991)". Baran (2014) added that given that pronunciation is frequently connected to students' anxiety in foreign language classrooms, it is essential to thoroughly comprehend the nature of this construct. Similarly, Kralova, et al (2017) explain that pronunciation anxiety has five components is pronunciation anxiety, such as; oral performance apprehension, self-concern over the pronunciation, pronunciation self-image, pronunciation self-efficacy, attitude to English pronunciation.

Oral performance apprehension/ communication apprehension is a type of shyness characterized by fear or anxiety to communicate. Next, self-concern about pronunciation refers to anxiety brought on by

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the worry that other speakers will think negatively because of one's pronunciation. Then, pronunciation self-image is the beliefs one holds about personal appearance, about the way one looks and sounds. Next, pronunciation self-efficacy and self-assessment are related to one's predisposition to acquire/learn a foreign language. The last is attitude to English pronunciation which the researcher categorized as beliefs about the importance of pronunciation for successful communication.

Based on the experts' explanation above about pronunciation anxiety components. The researcher will take it as indicators of this research.

2. The Factors that Affect Students' Pronunciation Anxiety

In the process of pronunciation anxiety, it is crucial to find out the factors that affect students' pronunciation anxiety. Here are the reviews of some factors that related to students' pronunciation anxiety.

According to Kafes (2018) the factor that affect students' pronunciation anxiety is their educational background. It shows that students with educational background in English, or in other words students which having an intensive English education in high school has higher pronunciation anxiety than those who did not enroll in intensive English education courses in high school. Similarly to that, it is also shows that students that having a preparatory school education in the university has higher pronunciation anxiety than the other students who did not have preparatory school education in university.

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Furthermore, according to Baran (2014) factor that can affect students' pronunciation anxiety is caused by their willingness to communicate. The results seems to lend support to Peng's (2007) in Baran (2014) that claims individuals will not want to initiate or take part in conversations if they do not feel affectively and it makes them having difficulties accepting their pronunciation self-image. Along with that students refuse to communicate because they are afraid of the environment in which they feel like they are being evaluated.

B. Relevant Research

There are some specific studies that are related to the subject foreign language anxiety, especially in students' pronunciation anxiety.

First of all, the study that has been done by Kralova, et al (2017) in Slovakia about strategies to reduce students' foreign language pronunciation anxiety in Zilina using psycho-social training. A total of 68 non-native English language student teachers served as test participants in this study. This study used questionnaires that included 20 declarative statements to gather students' perceptions of their pronunciation in the FL and required the participants to indicate the extent to which they agree/disagree to the statements. This study shows that students may have pronunciation anxiety while learning the language in the terms of pronunciation. In line with this, the findings of this research shows that it can be stated that the levels of pronunciation anxiety and pronunciation quality were similar in both groups before the training. After the training,

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anxiety was significantly lower and pronunciation quality was significantly higher in the experimental group.

The next study comes from Kafes (2018) in Turkey. The researcher conducts the research about Pre-service ELT teachers pronunciation anxiety. This research study was conducted with the participation of 75 freshmen enrolled in an EFL program at a Turkish state university. The data were collected through the Foreign Language Pronunciation Anxiety (FLPA) at the beginning of the fall semester of 2017-2018 academic year. The instrument that is used to collect the data is a questionnaire of Foreign Language Pronunciation Anxiety (FLPA) by Kralova et al (2017). This research investigates various relationship between pre-service ELT teachers' pronunciation anxiety level and their gender, prior English education, perceived level of pronunciation skills and perceived level of pronunciation anxiety. The data was collected at the beginning of the fall semester of 2017-2018 academic year. However, the findings of this study shows that gender was not found to be one of the determinants of pronunciation anxiety, while the other variables had shown higher pronunciation anxiety to the participants.

In line with the study above which is about the relationship between students' pronunciation anxiety and other variables. The next study came from Baran in 2014 at the university of Wroclaw, Poland. The participants of this study were among 151 Polish learners of English studying at the University of Wroclaw, Poland, majoring in various

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disciplines of knowledge, such as mathematics, physics, chemistry, history, information and library studies, management, economics, law and administration, biotechnology, geography, environmental protection etc. The aim of the study is to report results to verify whether Pronunciation Anxiety (PA) is an important determinant of students' Willingness to Communicate (WTC) in a FL classroom. Two main instruments were designed to gather data needed to answer the research questions, i.e. a Measure of Willingness to Communicate in the FL Classroom (MWTC-FLC) and Measure of Pronunciation Anxiety in the FL Classroom (MPA-FLC). The finding of this study shows that the higher the level of Pronunciation Anxiety, the less eager the students are to engage in oral communicative tasks in the Foreign Language classroom. The researcher also add that, when students work in big groups as opposed to small groups or dyads, pronunciation anxiety is more likely to stop them from communicating.

Then, a study conducted by Kumaeroh (2018) in Kendal shows that students has English Language anxiety in learning English language in the school or classroom. The study shows that there are some internal and external factors. She says that almost all of the participants are not interested in English lessons so they are too lazy to learn, they have limited vocabulary and are also afraid to make mistakes when they speak. While the factors that may contribute to anxiety, they are two factors such as internal and external factors. Internal factors from self-belief, lack of

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preparation, linguistic aspects such as vocabulary, grammar and pronunciation. External factors can be from the teacher and environment related to the learning process.

Based on the previous studies above, it can be concluded that only a few studies focus on finding out or describing students' pronunciation anxiety. However, the difference between this study and the previous studies above is the respondent or the participants. The previous studies were conducted abroad such as in Slovakia, Turkey, and Poland. The study that was conducted in Indonesia comes from Kendal. Meanwhile, this study was conducted for students from UIN SUSKA RIAU as the participants.

C. Operational Concept

The researcher will explain one variable in this study which is pronunciation anxiety in order to make it more clear. This study will be descriptive with an emphasis on pronunciation anxiety. The operational concept is a term that is used to clarify the theories in this research in order to avoid misunderstanding or misinterpretation. In this research, the indicators of pronunciation anxiety by Kralova, et al (2017) are:

1. Oral performance apprehension
A type of shyness characterized by fear or anxiety to communicate.
2. Self-concern over the pronunciation
Anxiety brought on by the worry that other speakers will think negatively because of one's pronunciation

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3. Pronunciation self-image

The beliefs one holds about personal appearance, about the way one looks and sounds

4. Pronunciation self-efficacy

One's predisposition to acquire/learn a foreign language.

5. Attitude to English pronunciation

The beliefs about the importance of pronunciation for successful communication

Furthermore, the next term that is used in this research was to find out the factors that affect students' pronunciation anxiety. These terms were defined as:

1. Educational background

According to Kafes (2018), students educational background was that students who have an intensive English education in high school.

2. Willingness to communicate

Baran (2014) explain that willingness to communicate is a willingness to make participation in oral communication in some situations in a foreign language learning classroom.

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CHAPTER III RESEARCH METHOD

A. Research Design

The researcher used quantitative research as the research methodology. According to Goertzen (2017) quantitative research is a research type that focuses on data that can be measured which deals with numbers to assess information, objective and the results data can be evaluated using statistical analysis. Uses statistics to analyze these data and carries out study in a fair and objective manner. Fraenkel, et al (2012) added that quantitative research is research in which the investigator attempts to clarify phenomena through carefully designed and controlled data collection and analysis. Uses statistics to analyze these data and carries out study in a fair and objective manner. Quantitative research methods are fundamentally concerned with gathering and evaluating structured data.

Furthermore, this research use descriptive quantitative as the research design. Khaldi (2017) stated that descriptive quantitative research, as the name suggests, helps the researcher to collect data about conditions, situations, and events that occur in the present. The researcher came to the conclusion that information in the current condition of existence, especially the students' pronunciation anxiety of the Department of English Education at UIN SUSKA RIAU is gathered through descriptive quantitative research.

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B. Location and Time of the Research

This research was conducted at Department of English Education of State Islamic University of Sultan Syarif Kasim Riau. It is located at Jln. HR. Soebrantas Panam Km. 15 No. 155, Tuah Madani, Kec. Tampan, Kampar, Riau. This research was carried out in December 2022.

C. Subject and Object of the Research

The subject of this research was college students in the seventh semester of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau. Furthermore, the object of this research was students' pronunciation anxiety at the seventh semester of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

D. Population and Sample of the Research

1. Population

Fraenkel, et al (2012) stated that population is the group to which the researcher would like the results of a study to be generalizable. It includes all individuals with certain specified characteristics. It also mean that all the individual in the object of the research is the population. In this research, the researcher will use all the seventh semester students at the Department of English Education of UIN SUSKA Riau as the population.

The total population of the seventh semester students at Department of English Education of UIN SUSKA RIAU was 112

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students. It consists of 4 classes, which class A, B, C, and D. The A class consists of 27 students, B class consists of 28 students, C class consists of 29 students and D class consists of 28 students.

2. Sample

According to Creswell (2012) sample is a group of research participants selected from the target population, from which the researcher draws conclusions about the target population as a whole. In this research, the researcher used simple random sampling as a sampling technique. Simple random sampling based on Creswell (2012) is a type of quantitative sampling strategy that is to ensure that every person has an equal chance of being chosen from the population and the goal is to select sample subjects who are representative of the population. Furthermore, according to Arikunto (2006) in Muslih and Sari (2017) the researcher may choose a sample size of 10%, 15%, 20%, or 25% if there are more than 100 responders in the population.

In this research, the researcher took 25% of the population as the sample which consists of 28 students. The researcher used a lottery method in choosing the sample of the population from each class randomly. Singh and Masuku (2014) stated that in the lottery method of sampling each member or item in the population will be given a special number. Then, the researcher gave 30 pieces of paper written with number on it which is only 7 pieces of paper written numbers (1-7). Students that choose a paper with a number on it will be the

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sample. The population member or item that is assigned that number is then included in the sample. As a result, seven students from each class will be chosen for the sample.

E. Technique of Data Collection

To collect the data from the sample participant, the researcher used a questionnaire.

1. Questionnaire

Questionnaires were used as the instrument of this research. In this research, the questionnaire is an adaptation from the student teachers' foreign language pronunciation anxiety questionnaire by Kralova, et al (2017). The questionnaire is used to measure student's pronunciation anxiety has five categories which include 20 declarative statements as follow:

Table III. 1
Blue Print of Pronunciation Anxiety Questionnaire

No	Indicators	Question Numbers
1	Oral Performance Apprehension	2, 5, 6, 11
2	Self-Concern Over Pronunciation	1, 4, 10, 12
3	Pronunciation Self-Image	7, 8, 13, 20
4	Pronunciation Self-Efficiency	3, 16, 17, 19
5	Attitude To English Pronunciation	9, 14, 15, 18

Kralova, et al (2017)

The questionnaire above is used to describe students' perceptions of their pronunciation in the foreign language and required the participants to indicate the extent to whether they agree/disagree to the statements by using a 6-point Likert scale ranging from "strongly agree" to "strongly disagree". The format of the Likert scale as follows:

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**Table III. 2
Scale Rating**

Scales	Definition
Strongly Agree	6
Agree	5
Partly Agree	4
Partly Disagree	3
Disagree	2
Strongly Disagree	1

2. Interview

Interview were also used as the instrument of this research. Fraenkel, et al (2012) views that an interview is a data collection technique when a respondent answers a set of questions that are solicited in person by the researcher. Then the responses are then described and reported. In order to find out what factors that affect students' pronunciation anxiety the researcher used interview with few questions. The questions from this interview based on finding on Kafes (2018) about educational background, and Baran (2014) about willingness to communicate. The interview question then was already approved by supervisor. The interview questions was used to support the idea and to find out the factors that affect students' pronunciation anxiety especially seventh semester students English Education Department at Islamic State University of Riau. The interview questions can be seen below:

1. Have you ever taken an intensive English course when you were in high school?
2. Why did/ didn't you take the English intensive course?

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3. In practicing English, how often do you practice your pronunciation?
4. Do you think good pronunciation can encourage you to communicate with other people?

F. Technique of Data Analysis

In order to find out students' pronunciation anxiety level, the researcher used descriptive analysis. The researcher also used Microsoft Excel and SPSS to calculate the data. According to Beck, Epstein, Brown, and Steer in Kralova, et al (2017) the anxiety score ranged from 20 to 120, with the higher scores reflecting greater anxiety. The researcher used the interval score based on Kralova, et al (2017). The following intervals are used to classify anxiety levels:

1. Classifying the score :

Table III. 3
The Criteria of Questionnaire

No	Score	Classification
1	96-120	High Level
2	71-95	Moderate
3	46-70	Mild Level
4	20-45	Minimum Level

Beck, Epstein, Brown, and Steer (1988) in Kralova, et al (2017)

2. The researcher apply the formula by Arikunto (2006) in Maulidaturrahmi (2020) to determine the scores.

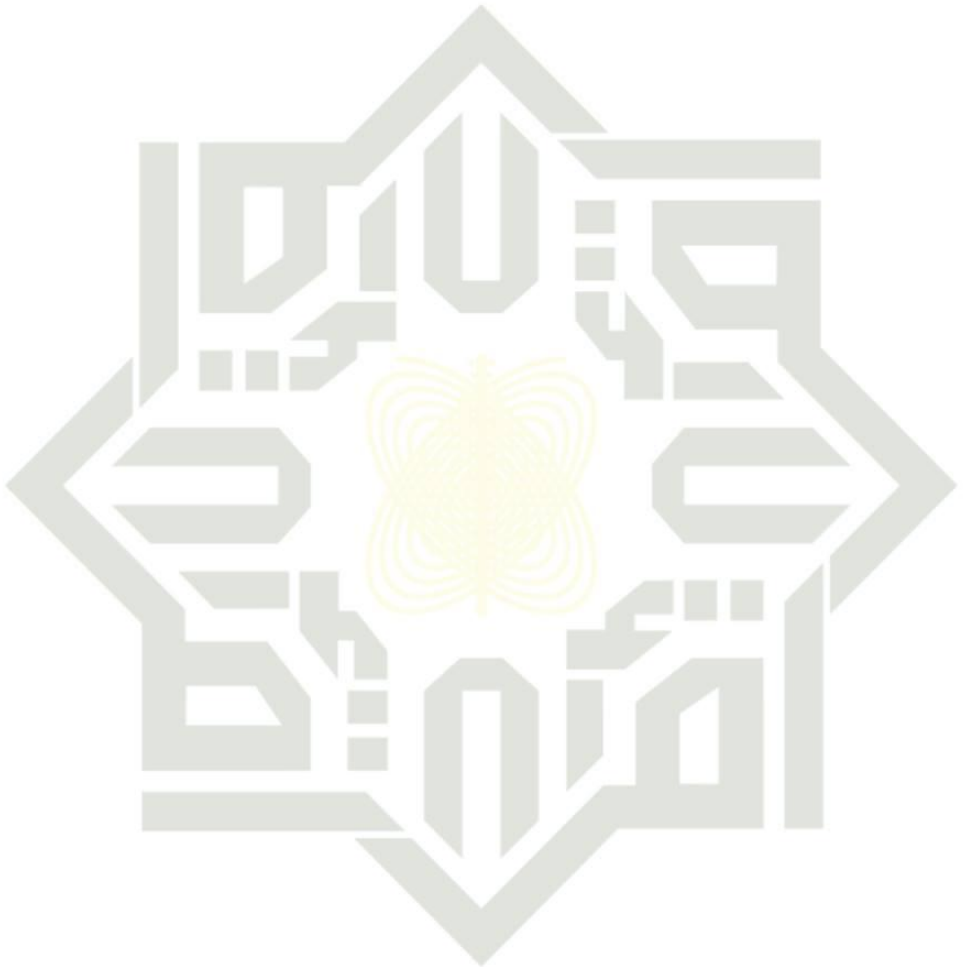
$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency

N = Number of respondents



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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research was conducted to know how students' pronunciation anxiety at the Department of English Education of the State Islamic University of Sultan Syarif Kasim Riau. Based on the data presented above, the researcher found that in total of 28 students in the Department of English Education, 15 of them are in the “mild” category and the percentage is 54%. Moreover, 9 students were found in the moderate category with 32% and 4 students were found in the “minimum” category of pronunciation anxiety with the percentage 14%. The researcher also found that factors that can affect students' pronunciation anxiety were their educational background in which students that had high scores in pronunciation anxiety had has took an English-intensive course in High school, and their willingness to communicate in which students that had high pronunciation anxiety are likely do not want to communicate.

In line with what has been presented and analyzed in the previous chapter, the researcher concluded that the students' pronunciation anxiety is in the “mild” category. It means that overall the students are possessing a low degree in terms of pronunciation anxiety. In this case, the data showed that students of the English Education Department of the state of the Islamic University of Sultan Syarif Kasim Riau have not severe levels of pronunciation anxiety.

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B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

1. For students, they should be more aware of their own pronunciation anxiety to be able to successfully deal with it.
2. For lecturers and faculty members, they should be more aware of the pronunciation anxiety of their students, especially listening and pronunciation, and should take it into consideration in making educational policy.
3. For the future researcher, regarding students' pronunciation anxiety, it is important to look out for any other aspect that can cause students' pronunciation anxiety. It is also an interesting topic to investigate more in the field of Junior or High School teachers and any other.



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APPENDIX 1

Instrument of the Research

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The following questionnaire was designed for the purpose of academic research. Your responses will not be shared with anyone but the researchers who are conducting this study and will be kept confidential.

Thank you for your time and participation.

Personal background information

Gender:

Learning English (since/where/how):

Time spent in an English speaking country:

Communication with English native speakers (duration/frequency):

- 5 : Strongly
- 4 : Agree
- 3 : Partly Agree
- 2 : Partly Disagree
- 1 : Disagree
- 0 : Partly Disagree

No	Statement	PA	A	PA	PD	D	SD
1	I am not satisfied with my English pronunciation						
2	I feel nervous when speaking English						
3	I am worried about not being understood because of my improper pronunciation						
4	I am bothered about making pronunciation mistakes						
5	I do not like talking to more advanced English speakers						
6	I feel embarrassed talking to people with good English pronunciation						
7	I am afraid people will think I am silly and incompetent because of my poor English pronunciation						
8	I consider imitating native-like English pronunciation ridiculous						
9	I think English pronunciation is difficult						

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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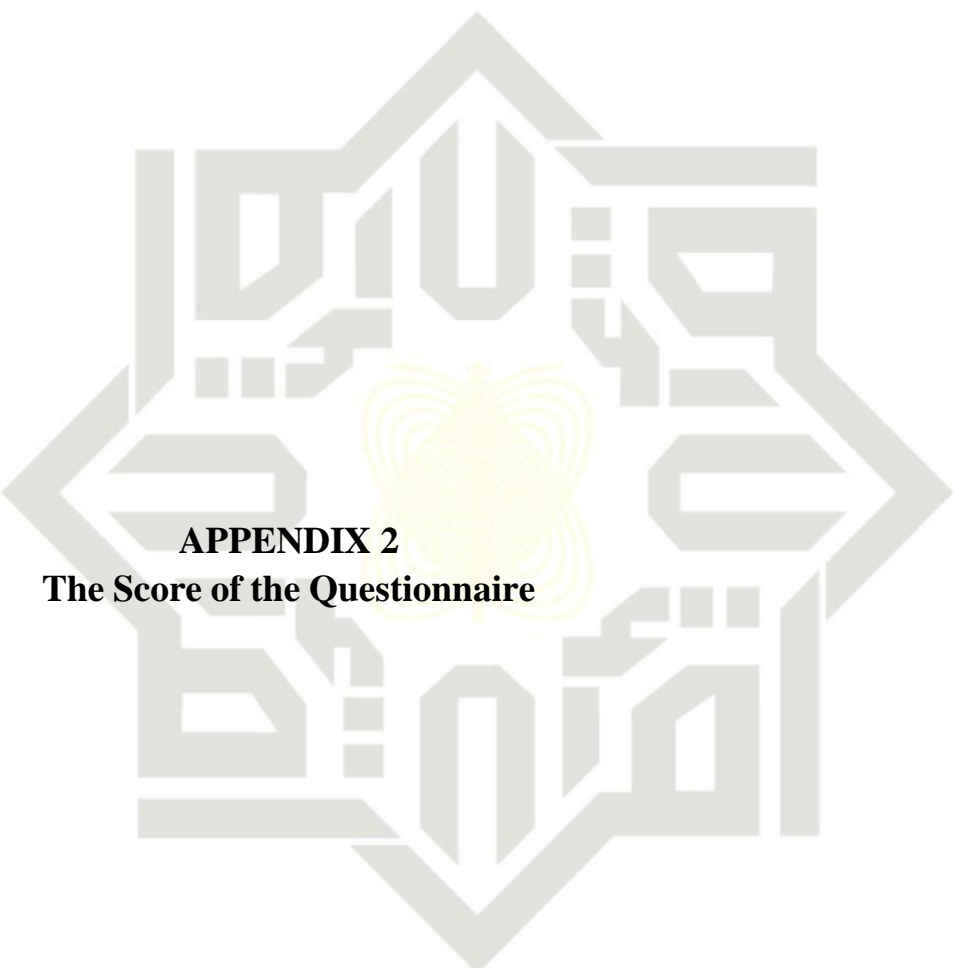
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10	I realize how many pronunciation mistakes I make							
11	I get nervous when I have to speak English in front of other people							
12	I feel embarrassed when I realize that I pronounce some words incorrectly							
13	I am afraid my future students will have better English pronunciation than I do							
14	I consider the rules of English pronunciation incomprehensible							
15	It is very difficult to pronounce like a native speaker							
16	I feel ashamed when people correct my pronunciation mistakes							
17	It seems to me that I can not get rid of my Indonesian accent in English							
18	I think that good English pronunciation is very important for an English teacher							
19	I can never master good English pronunciation							
20	Other students have better English pronunciation than I do							

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APPENDIX 2

The Score of the Questionnaire

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

Respondents	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	
1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:	5	6	5	3	4	4	3	4	5	5	5	2	3	4	4	4	4	4	4	
2. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	3	4	4	2	3	3	2	3	5	4	5	2	4	4	4	4	4	4	6	
3. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	5	4	5	3	4	4	4	4	4	4	4	4	5	5	5	4	6	3	3	
4. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	4	4	5	4	5	5	4	5	5	5	4	6	5	5	5	6	6	3	5	
5. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	4	5	5	5	2	3	4	5	1	5	2	5	2	4	2	4	3	6	1	3
6. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	6	3	2	5	1	1	2	3	3	2	3	5	2	1	5	6	5	6	1	2
7. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	4	4	3	4	2	2	5	3	2	4	5	4	2	3	4	1	2	6	2	3
8. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	1	2	2	2	1	2	2	1	2	2	4	3	2	4	1	2	2	6	5	2
9. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	3	2	2	2	2	2	2	3	5	2	2	2	3	3	3	3	6	2	5	
10. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	3	4	4	5	4	2	2	5	3	5	3	4	5	5	6	5	5	5	3	5
11. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	4	5	5	5	3	6	5	5	5	5	5	5	5	5	5	5	5	6	4	5
12. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	2
13. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	5	6	4	6	5	5	4	5	3	3	4	4	3	4	4	4	4	5	3	5
14. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	5	5	4	6	2	4	4	4	4	4	3	5	4	4	4	6	5	6	3	2
15. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	2	4	2	2	2	3	3	1	2	4	2	3	2	2	4	2	3	5	2	4
16. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	3	4	4	4	3	4	4	5	2	4	4	5	1	1	1	3	4	6	1	5
17. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	4	4	4	5	3	3	4	2	3	4	4	4	2	4	3	3	3	3	1	5
18. Diarangi mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

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State Islamic University of Sultan Syarif Kasim Riau



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Respondent 3 3 3 2 1 2 3 1 2 4 3 3 3 2 4 2 2 6 1 4

19
 2. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 2. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 3. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 4. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 5. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 6. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 7. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 8. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 9. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 10. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 11. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 12. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 13. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 14. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 15. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 16. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 17. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 18. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 19. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Respondent	3	3	3	2	1	2	3	1	2	4	3	3	3	2	4	2	2	6	1	4
Respondent	6	6	5	4	1	4	5	5	6	6	5	1	2	5	2	4	6	1	4	
Respondent	5	5	5	3	5	6	3	2	4	5	5	4	4	4	5	4	5	2	4	
Respondent	3	5	5	5	3	3	5	4	5	4	4	1	3	6	4	4	5	4	3	
Respondent	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	
Respondent	4	4	4	2	5	4	3	6	5	6	5	5	4	6	3	5	5	6	5	
Respondent	5	5	5	4	2	5	4	3	4	4	5	6	3	4	4	2	4	6	3	
Respondent	4	4	5	6	5	5	6	2	4	4	5	6	5	4	5	5	3	6	2	
Respondent	6	6	3	4	5	3	3	3	5	6	3	4	3	1	3	6	3	4	1	
Respondent	2	2	2	5	2	2	3	3	3	4	3	2	1	2	3	3	5	2	2	

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APPENDIX 3

Supervisor Activities Letter

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LEMBAR DISPOSISI

**INDEKS BERKAS
KODE : 004**

HAL : Pengajuan Sinopsis	
TANGGAL : 22 April 2020	
ASAL : Tya Novira Utami	
TANGGAL PENYELESAIAN: SIFAT: Biasa	
<p>-INFORMASI</p> <p>1. Judul : The Influence of Using English Drama for Students Pronunciation At Eight Grade Student of Junior High School 4 Mandau.</p> <p>2. Pembimbing : NELVIA IBRAHIM, M.Pd</p>  <p style="text-align: right;">3 Mei 2020</p>	<p>DITERUSKAN KEPADA:</p> <p>1. KAJUR PBI </p> <p>2.</p> <p>3.</p> <p>4.</p>
<p>*) 1. Kepadabawahan "Instruksi" atau "Informasi" 2. Kepadaatasan "Informasi" coret "Instruksi"</p>	

encantumkan dan menyebutkan sumber:

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 Fax. (0761) 561647 Web www.fk.uinsuska.ac.id E-mail: fak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/1761/2021
 Sifat : Biasa
 Lamp. : -
 Hal : **Pembimbing Skripsi**

Pekanbaru, 16 Februari 2021

Kepada
 Yth. Nelvia Ibrahim, S.Pd.I

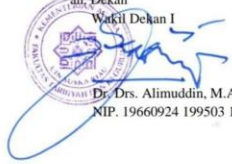
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 Pekanbaru

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Nama : TYA NOVIRA UTAMI
 NIM : 11714202522
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The Influence of Using English Drama for Students Pronunciation at Eight Grade Students of Junior High School 4 Mandau
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
 an, Dekan
 Wakil Dekan I

 Dr. Drs. Alimuddin, M.Ag.
 NIP. 19660924 199503 1 002

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing : Proposal
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Nelvia Ibrahim, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 198011012007102004
- 3. Nama Mahasiswa : Tya Novira Utami
- 4. Nomor Induk Mahasiswa : 11714202522
- 5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	09 October 2022	- Konsultasi judul - Bab I		
2	01 November 2022	- Bab I & II - Theory		
3	24 November 2022	- Bab II		
4	25 November 2022	- Bab III		
5	5 Desember 2022	- Bab III - References		
6	13 Desember 2022	BAB I, II, III & References		

Pekanbaru, 13 Desember 2022
 Pembimbing,

Nelvia Ibrahim, M.Pd
 NIP. 198011012007102004

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 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/9685/2023 Pekanbaru, 14 Juni 2023
 Sifat : Biasa
 Lamp. : -
 Hal : **Pembimbing Skripsi (Perpanjangan)**

Kepada
 Yth. Nelvia Ibrahim, S.Pd.I

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : TYA NOVIRA UTAMI
 NIM : 11714202522
 Jurusan : Pendidikan Bahasa Inggris
 Judul : A study on Pronunciation Anxiety of English Education Departement
 Students at UIN SUSKA RIAU
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m

an, Dekan
 Wakil Dekan I

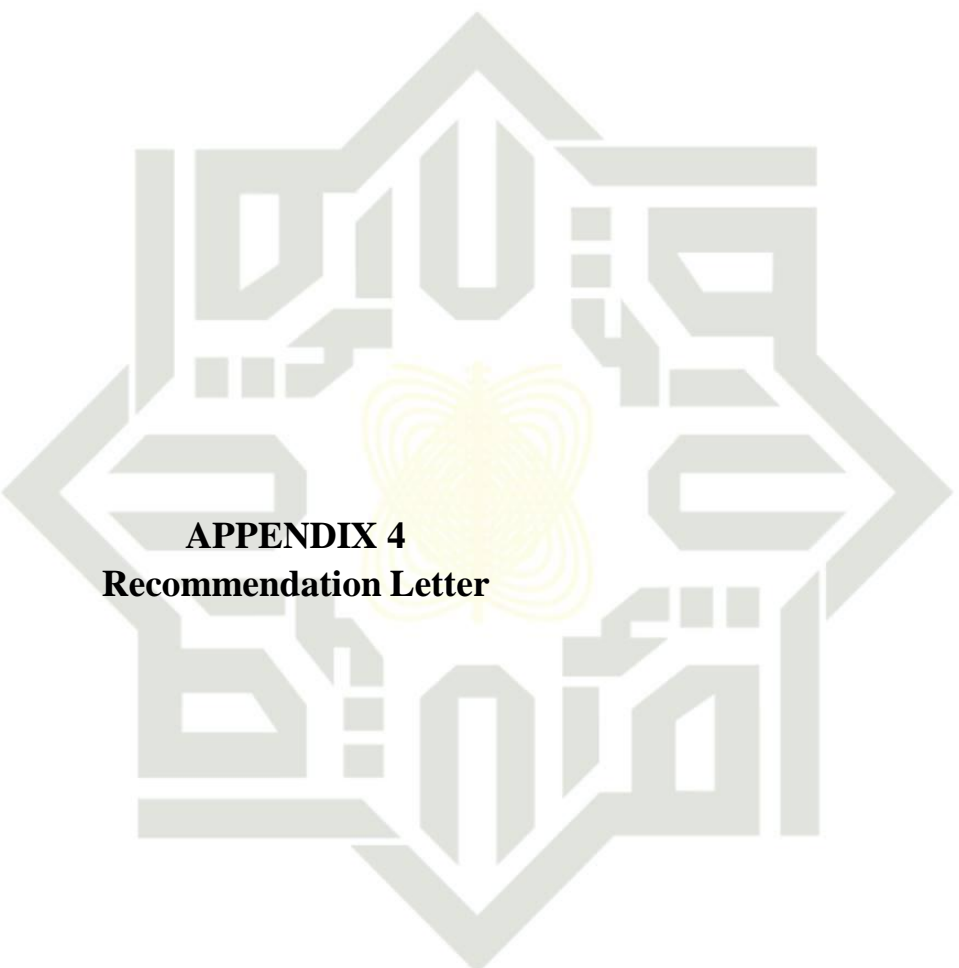


Drs. Larkasih, M. Ag.

NIP. 19721017 199703 1 004

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APPENDIX 4

Recommendation Letter

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Nomor : Un.04/F.II.4/PP.00.9/19913/2022
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 13 Desember 2022

Kepada
Yth. Kajor Jurusan
Pendidikan Bahasa Inggris Uin Suska Riau
di
Tempat

Assalamu 'alaikum warhamatullahi wabarakatuh


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Tya Novira Utami
NIM : 11714202522
Semester/Tahun : XI (Sebelas)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan PraRiset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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SURAT KETERANGAN

Pekanbaru, 03 Januari 2023

Assalamu'alaikum Warahmatullahi Wabarakatuh.

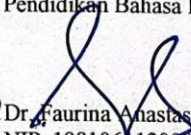
Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Tya Novira Utami
NIM : 11714202522
Pendidikan : S1 Pendidikan Bahasa Inggris
Judul Penelitian : A Study on Pronunciation Anxiety of English Education Department Students at UIN Suska Riau.

Nama yang bersangkutan di atas di izinkan melakukan prariset di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Faurina Anastasia, M.Hum
NIP. 19810612048012017



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 Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama : Tya Noura Utami
 Nomor Induk Mahasiswa : 1714202522
 Hari/ Tanggal : Senin, 19 Desember 2022
 Judul Proposal Penelitian : A Study on Pronunciation Anxiety of English Education Students at UIN Suska Riau

NO	URAIAN PERBAIKAN
1.	Research background of the problem!
2.	Use theory for operational concept!
3.	Research grammatical mistakes!
4.	Research references!
5.	Add previous studies in the background!
6.	

Penguji I

 Nua Fdi, M. Ed

Pekanbaru, 19 Desember 2022
 Penguji II

 Maimar Fitri, Mpd

Note:
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : Tya Novira Utami
 Nomor Induk Mahasiswa : 11714202522
 Hari/Tanggal Ujian : Senin, 19 Desember 2022
 Judul Proposal Ujian : A Study on Pronunciation Anxiety of English Education
 Department Students at UIN SUSKA RIAU
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian Proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nuardi, M.Ed	PENGUJI I		
2.	Mainar Fitri, M.Pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 29 Desember 2022
 Peserta Ujian Proposal

Tya Novira Utami
 NIM. 11714202522

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 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/995/2023
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 19 Januari 2023 M

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Tya Novira Utami
 NIM : 11714202522
 Semester/Tahun : XI (Sebelas)/ 2023
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A Study On Pronunciation Anxiety Of English Education Department Students At UIN SUSKA RIAU
 Lokasi Penelitian : UIN SUSKA RIAU
 Waktu Penelitian : 3 Bulan (19 Januari 2023 s.d 19 April 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dra. H. Kadar, M.Ag.
 NIP.19650521 199402 1 001

Tembusan :
 Rektor UIN Suska Riau

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 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/53685
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/995/2023 Tanggal 19 Januari 2023**, dengan ini memberikan rekomendasi kepada:

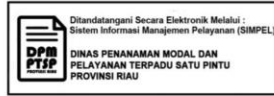
- 1. Nama : **TYA NOVIRA UTAMI**
- 2. NIM / KTP : **11714202522**
- 3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
- 4. Jenjang : **S1**
- 5. Alamat : **PEKANBARU**
- 6. Judul Penelitian : **A STUDY ON PRONUNCIATION ANXIETY OF ENGLISH EDUCATION DEPARTEMENT STUDENTS AT UIN SUSKA RIAU**
- 7. Lokasi Penelitian : **UIN SUSKA RIAU**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 10 Februari 2023



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN Suska Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

Utkan sumber:

Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0761) 562051; Faksimili (0761) 562052 ;
Web: www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

Nomor : B- 880 /Un.04/WR.I/TL.00/03/2023
Sifat : Biasa
Lamp : -
Hal : Izin Riset

13 Maret 2023

Yth. 1. Dekan Fakultas _____
2. Kepala PTIPD _____
3. Kepala Bagian _____
UIN Suska Riau
Pekanbaru

Assalamualaikum Wr. Wb.

Dengan hormat, menindaklanjuti surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor: 503/DPMPTSP/NON IZIN-RISSET/53685 tanggal 10 Februari 2023 hal Mohon izin Riset Skripsi/Tesis, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

Nama : Tya Novira Utami
NIM : 11714202522
Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Riset dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: "A Study On Pronunciation Anxiety Of English Education Departement Students At UIN Suska Riau" pada unit kerja saudara.

Demikian kami sampaikan atas kerjasamanya diucapkan terimakasih.

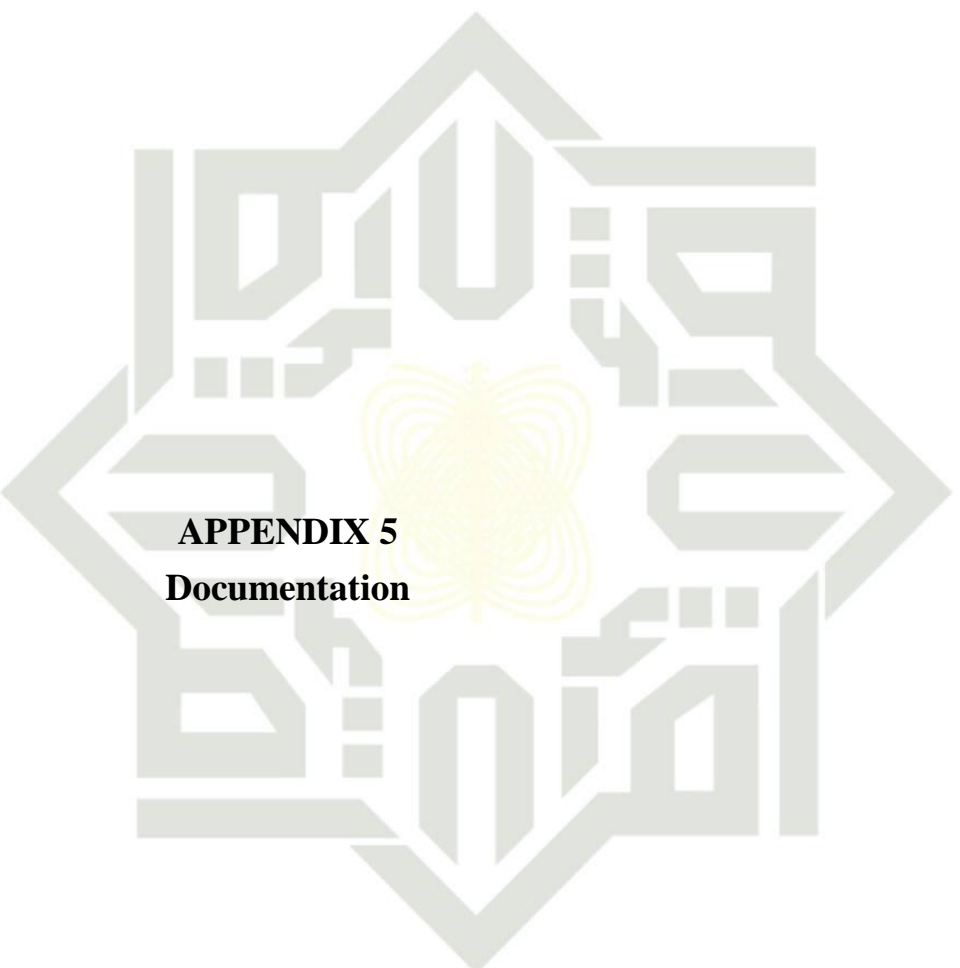
Wassalam
a.n. Rektor
Wakil Rektor Bidang Akademik
dan Pengembangan Lembaga



Prof. Dr. Hj. Helmiati, M.Ag.
NIP. 19700222 199703 2 001

Tembusan
Rektor UIN Suska Riau (sebagai laporan)

Bag-Akd:106/eh/su/03/2023



UIN SUSKA RIAU

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English Pronunciation Anxiety Questionnaire

This questionnaire was designed for academic research purpose. Your responses will not be shared with anyone but the researchers who are conducting who this study and will be kept confidential. Thank you for your time and participation

Email *

setiaabdanaagis@gmail.com

Name *

Agis Setia Abdana

Class *

A

Gender *

Female

Male

Age *

21

Learning English (since/where/how) *

Start from my junior high school, I learn at school and private course

Time spent in an English-speaking country *

none

Communication with English native speakers (duration/frequency) *

none

English Pronunciation Anxiety questionnaire

1. I am not satisfied with my English pronunciation *

Strongly Agree

Agree

Partly Agree

Partly Disagree

Disagree

Strongly Disagree



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2. I feel nervous when speaking English *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

3. I am worried about not being understood because of my improper pronunciation *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

4. I am bothered about making pronunciation mistakes *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

5. I do not like talking to more advanced English speakers *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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6. I feel embarrassed talking to people with good English pronunciation *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

7. I am afraid people will think I am silly and incompetent because of my poor English pronunciation *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

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8. I consider imitating native-like English pronunciation ridiculous *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

9. I think English pronunciation is difficult *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

10. I realize how many pronunciation mistakes I make *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

11. I get nervous when I have to speak English in front of other people *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

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12. I feel embarrassed when I realize that I pronounce some words incorrectly *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

13. I am afraid my future students will have better English pronunciation than I do *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

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14. I consider the rules of English pronunciation incomprehensible *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

15. It is very difficult to pronounce like a native speaker *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

16. I feel ashamed when people correct my pronunciation mistakes *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

17. It seems to me that I cannot get rid of my Indonesian accent in English *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

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18. I think that good English pronunciation is very important for an English teacher *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

19. I can never master good English pronunciation *

- Strongly Agree
- Agree
- Partly Agree
- Partly Disagree
- Disagree
- Strongly Disagree

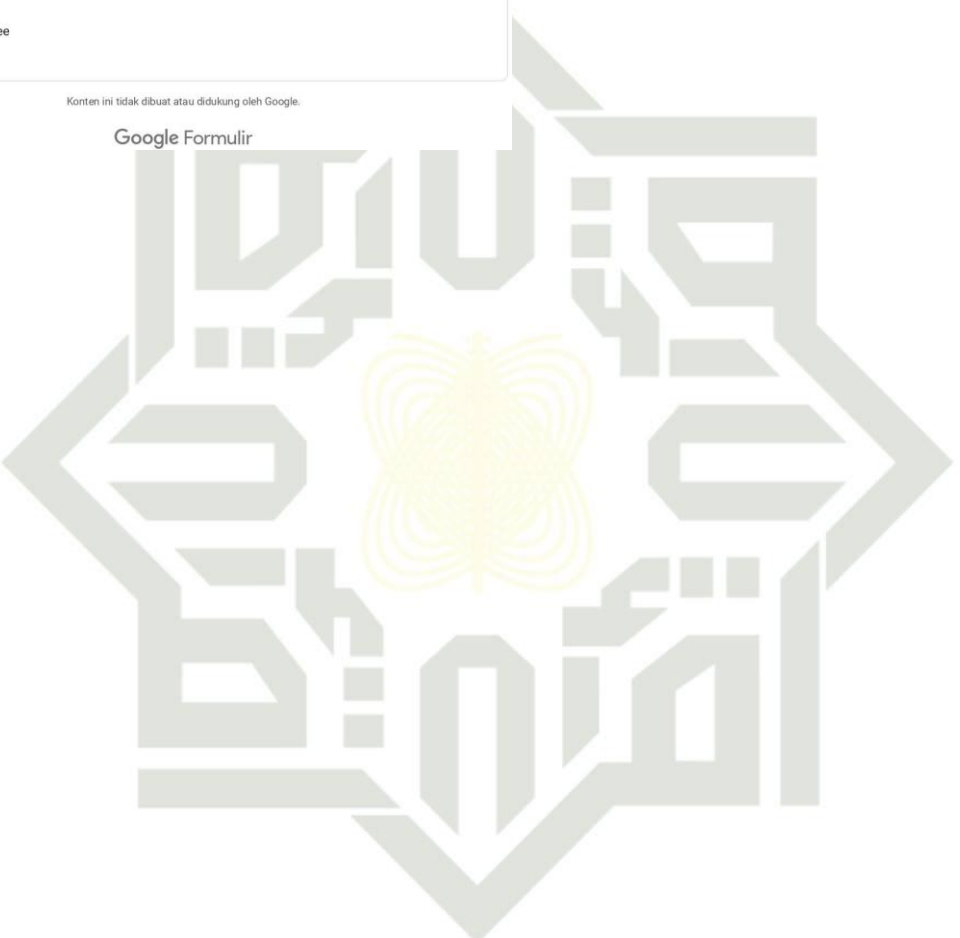
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20. Other students have better English pronunciation than I do *

Strongly Agree

Agree

Partly Agree

Partly Disagree

Disagree

Strongly Disagree

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CURRICULUM VITAE

Tya Novira Utami is the daughter of Mr. Tri Satia Utomo and Mrs. Rosita. She was born in Perbaungan, Medan, on November 11, 1998. In 2011, she graduated from SDN 010 Air Jamban and finished her junior high school at SMPN 4 Mandau in 2014. Then, in 2017, she graduated from SMAN 2 Mandau. In 2017, she was accepted as one of the students in the English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2020, she was doing a KKN (Kuliah Kerja Nyata) program in Duri. Then, she was doing the Pre-Service Teacher Practice (PPL) program at MTS Muhammadiyah 02 Pekanbaru from October 2020 until December 2020. Finally, she passed this thesis examination entitled "Students' Pronunciation Anxiety Level of English Education Department at UIN Suska Riau."