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**A COMPARISON OF STUDENTS' ATTITUDES TOWARDS
LEARNING ENGLISH PRONUNCIATION BETWEEN
ISLAMIC AND NON-ISLAMIC EDUCATIONAL
BACKGROUND AT UIN SUSKA RIAU IN PEKANBARU**



UIN SUSKA RIAU

BY:

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UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1446 H/2025 M**



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Thesis

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

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1446 H/2025 M**

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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled “A Comparison of Students’ Attitudes towards Learning English Pronunciation between Islamic and Non-Islamic Educational Background at Uin Suska Riau in Pekanbaru” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, May 15th, 2025



Luluk Nadzifa Ramadhani
NIM. 12110422731



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The thesis entitled *A Comparison of Students' Attitudes towards Learning English Pronunciation between Islamic and Non-Islamic Educational Background at UIN Suska Riau in Pekanbaru* was written by Luluk Nadzifa Ramadhani, SIN.12110422731. It had been accepted and approved to be examined on the final examination of an Undergraduate degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau.


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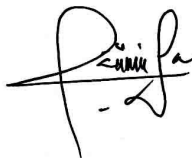
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EXAMINER APPROVAL

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2. Dr. H. Kadar, M. Ag., the Dean of the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau; Dr. H. Zarkasih, M. Ag., as the Vice Dean I; Prof. Dr. Zubaidah Amir, MZ, M. Pd., as the Vice Dean II; Prof. Dr. Amirah Diniaty, M. Pd. Kons., as the Vice Dean III; and all the staff. Thanks for the kindness and encouragement.
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Finally, the researcher realizes that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, May 19th, 2025

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UIN SUSKA RIAU

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ABSTRACT

Luluk Nadzifa Ramadhani, (2025): A Comparison of Students' Attitudes towards Learning English Pronunciation between Islamic and Non-Islamic Educational Background at UIN Suska Riau in Pekanbaru

This study aims to compare the attitudes of students from Islamic and non-Islamic educational backgrounds toward learning English pronunciation in the English Education Department at UIN SUSKA Riau. This research employed a quantitative comparative method, focusing on three components of attitude: cognitive, affective, and behavioral. The sample consisted of 35 second-semester students, including 20 students from Islamic educational backgrounds and 15 students from non-Islamic educational backgrounds. The results showed that students from Islamic educational backgrounds generally demonstrated a neutral attitude toward English pronunciation, with a mean score of 3.42. In contrast, students from non-Islamic educational backgrounds demonstrated a positive attitude, with a higher mean score of 3.77. Further analysis revealed that the cognitive aspect was the most positive among both groups, while the behavioral and affective components showed more significant variation. An independent samples t-test confirmed a significant difference in attitudes between the two groups, indicating that educational background influences students' attitudes toward learning English pronunciation, with a significance value of 0.000. In conclusion, this study suggests that educational background plays a role in shaping learners' engagement and perceptions in pronunciation learning, which should be considered in teaching strategies and curriculum development.



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ABSTRAK

Luluk Nadzifa Ramadhani, (2025): Perbandingan Sikap Siswa terhadap Pembelajaran Pelafalan Bahasa Inggris antara Latar Belakang Pendidikan Islam dan Non-Islam di UIN Suska Riau di Pekanbaru.

Penelitian ini bertujuan untuk membandingkan sikap mahasiswa dari latar belakang pendidikan Islam dan non-Islam terhadap pembelajaran pengucapan bahasa Inggris di Program Studi Pendidikan Bahasa Inggris UIN SUSKA Riau. Penelitian ini menggunakan metode kuantitatif komparatif, yang berfokus pada tiga komponen sikap: kognitif, afektif, dan perilaku. Sampel penelitian terdiri dari 35 mahasiswa semester dua, yang terdiri dari 20 mahasiswa berlatar belakang pendidikan Islam dan 15 mahasiswa berlatar belakang pendidikan non-Islam. Hasil penelitian menunjukkan bahwa mahasiswa dari latar belakang pendidikan Islam secara umum menunjukkan (sikap netral) terhadap pengucapan bahasa Inggris, dengan skor rata-rata 3,42. Sebaliknya, mahasiswa dari latar belakang pendidikan non-Islam menunjukkan (sikap positif), dengan skor rata-rata lebih tinggi yaitu 3,77. Analisis lebih lanjut menunjukkan bahwa aspek kognitif merupakan aspek yang paling positif pada kedua kelompok, sementara komponen perilaku dan afektif menunjukkan variasi yang lebih signifikan. Uji *independent samples t-test* mengonfirmasi adanya perbedaan signifikan dalam sikap antara kedua kelompok, yang menunjukkan bahwa latar belakang pendidikan memengaruhi sikap mahasiswa dalam mempelajari pengucapan bahasa Inggris, dengan nilai signifikansi 0,000. Sebagai kesimpulan, studi ini menunjukkan bahwa latar belakang pendidikan memiliki peran dalam membentuk keterlibatan dan persepsi pembelajar dalam pembelajaran pengucapan, yang perlu diperhatikan dalam strategi pengajaran dan pengembangan kurikulum.

ملخص

لؤلؤ نظيفة رمضاني، (٢٠٢٥): مقارنة مواقف الطلاب تجاه نطق اللغة الإنجليزية بين الخلفية التعليمية الإسلامية وغير الإسلامية في جامعة السلطان الشريف قاسم الإسلامية الحكومية

برياو

هذا البحث يهدف إلى مقارنة مواقف طلاب قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو من خلفيات تعليمية إسلامية وغير إسلامية تجاه نطق اللغة الإنجليزية. استخدم البحث منهجا كميا مقارنة ركّز على ثلاثة مكونات من الموقف: المعرفي، والعاطفي، والسلوكي. تكوّنت عينة البحث من 35 طالبا في الفصل الدراسي الثاني، منهم 20 طالبا من خلفية تعليمية إسلامية، و15 طالبا من خلفية تعليمية غير إسلامية. أظهرت نتائج البحث أن الطلاب من خلفية تعليمية إسلامية أبدوا موقفا عاما محايدا تجاه نطق اللغة الإنجليزية، بمتوسط درجات بلغ 3,42. أما الطلاب من خلفية تعليمية غير إسلامية فقد أظهروا موقفا إيجابيا، بمتوسط درجات أعلى بلغ 3,77. وأشارت التحليلات الإضافية إلى أن الجانب المعرفي كان هو الأكثر إيجابية لدى كلا المجموعتين، بينما أظهرت مكونات السلوك والعاطفة تفاوتاً أكثر وضوحاً. وقد أكّد الاختبار التائي للعينات المستقلة وجود فرق كبير في المواقف بين المجموعتين، مما يدل على أن الخلفية التعليمية تؤثر على مواقف الطلاب في تعلم نطق اللغة الإنجليزية، حيث بلغت قيمة الدلالة 0,000. وأظهر هذا البحث أن الخلفية التعليمية تلعب دوراً في تشكيل انخراط وتصور المتعلّمين في تعلم النطق، وهو ما ينبغي أخذه بعين الاعتبار في استراتيجيات التدريس وتطوير المناهج.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as a foreign language is a complex language to learn because it includes many components such as grammar, vocabulary, and pronunciation. Harmer (1991) stated that knowing a language is not only about having grammatical competence, but also includes knowing how words are formed and pronounced, how sentences are produced, and how they function in communication.

One of the most crucial elements of English, especially in spoken communication, is pronunciation. Pronunciation is considered a basic skill in learning English (Gilakjani & Ahmadi, 2011) and an important sub-skill of speaking that contributes to oral performance (Putri, 2018). Mispronouncing a word can lead to misunderstanding, even when the grammar is correct. For this reason, pronunciation needs to be properly taught and practiced. Cook (1996) stated that pronunciation involves producing English sounds and overcoming difficulties that may come from learners' first language. Yates (2002) also emphasized that pronunciation means producing sounds that carry meaning.

Pronunciation influences learners' communicative success. Kriedler (1989) explained that correct pronunciation is crucial for being understood by others, and Morley (1998) added that limited pronunciation skills can lower



learners' self-confidence and negatively impact how they are perceived. Brown (2001) pointed out several factors that affect pronunciation learning, including native language, age, exposure, phonetic ability, motivation, and concern for clear pronunciation.

Attitude is another important factor in the success of language learning, including pronunciation. The Oxford University Press (2023) defines attitude as the way someone behaves towards something, showing how they think and feel. A positive attitude toward English can increase motivation and improve language learning outcomes (Lightbown & Spada, 2006; Baker, 1992). Gardner and Lambert (1972) emphasized that attitude has a strong relationship with language achievement. Students who have a positive attitude towards pronunciation tend to show better motivation and performance (Young, 2006; Marza, 2014), while those with negative attitudes may become demotivated (Tella, Indoshi, & Othuon, 2010).

In addition to attitude, students' educational background also influences how they learn. Educational background refers to the type of school students attended before university. In Indonesia, students may come from general senior high schools (SMA), Islamic-based schools (MA or boarding school), or vocational schools (SMK), which all offer different curricula and emphases. Students from Islamic schools, for instance, learn both general and religious subjects. Daulay (2004) stated that MA students have a heavier lesson load because they must study religious subjects in addition to general ones.

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This variety of school types creates differences in students' knowledge, focus, and English proficiency. Krech, Crutchfield, and Ballachey (1983) noted that educational background affects how people think and learn, including their attitudes and behavior in the classroom. When students with diverse educational backgrounds are placed in the same class without grouping based on prior knowledge or ability, they may experience challenges in adjusting to the same learning pace, especially in pronunciation.

However, pronunciation is often not prioritized in language classrooms. Many students focus more on grammar and vocabulary and less on pronunciation. Based on the researcher's preliminary observations, some students seem less interested in learning correct pronunciation. This may affect their willingness to practice speaking and may lead to low confidence in speaking English.

Several previous studies have investigated learners' attitudes toward English pronunciation. Huensch and Thompson (2017) found that university students appreciated explicit pronunciation instruction because it improved their awareness, confidence, and willingness to speak. Sardegna, Lee, and Kusey (2018) revealed that learners who practiced pronunciation independently with feedback showed increased motivation and better learning outcomes. Tsunemoto and McDonough (2020) found that learners' engagement in pronunciation tasks was linked to their positive attitudes and willingness to improve. In addition, Steed and Delicado (2014) reported that Spanish EFL students viewed pronunciation as important but felt that it



received insufficient attention in their classroom instruction. Lastly, Tergujeff (2013) highlighted that Finnish learners believed pronunciation was essential but thought it was not sufficiently taught.

These studies clearly show that students' attitudes play a major role in pronunciation learning, but none of them have investigated how students' educational backgrounds influence these attitudes. There is still a lack of research comparing students from Islamic and non-Islamic schools in terms of their attitudes toward learning English pronunciation, particularly in the Indonesian context.

Therefore, this study is conducted to investigate the comparison of students' attitudes toward learning English pronunciation between those from Islamic and non-Islamic educational backgrounds, particularly at UIN SUSKA Riau in Pekanbaru. The results of this research are expected to provide a better understanding of how educational background influences students' attitudes, and to support more effective pronunciation teaching for diverse learners.

B. Identification of the Problem

One of the fundamental skills in learning English is pronunciation, which is important for conducting conversations and communicating effectively because it produces meaningful sounds in two senses. Pronunciation has two functions: it refers to speaking acts and primarily, it is the act of producing and receiving clear speech.

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Therefore, the problem in this study is that the researcher observes differences in attitudes toward learning English pronunciation between students from Islamic backgrounds and those from non-Islamic backgrounds show a striking educational gap. As a result, the researcher was investigated students' attitudes toward learning English pronunciation based on Islamic and non-Islamic educational backgrounds among EFL students.

C. Limitation of the Research

Based on the identification of the problem, this research focuses on investigating students' attitudes towards learning English pronunciation among those with Islamic and non-Islamic educational backgrounds. This is because attitude can influence students' success or failure in language learning. It means that students with positive attitudes toward the language they are learning tend to perform better than those with negative attitudes.

D. Formulation of the Problem

The researcher formulates the problem in the following formulated questions:

1. What are the students' attitudes with Islamic and non-Islamic educational backgrounds toward learning English pronunciation?
2. Is there any significant difference between the attitudes of students with Islamic and non-Islamic educational backgrounds towards learning English pronunciation?



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5 Objectives of the Research

The researcher analyzes this research for objectives as follows:

1. To describe the attitudes of students with Islamic and non-Islamic educational backgrounds toward learning English pronunciation.
2. To examine the differences in students' attitudes with Islamic and non-Islamic educational backgrounds toward learning English pronunciation.

6 Significance of the Research

The theoretical significance of this research lies in its contribution in expanding broader knowledge, particularly in the context of attitudes towards English pronunciation. This study can also be used as references for those who want to conduct a research on investigating students' attitudes toward English pronunciation, especially about differences educational background of students.

Practically, this research can benefit the lecturers. The findings provide insights into understanding how students from different educational backgrounds perceive and develop attitudes toward English pronunciation, which may influence their English pronunciation skills. Then, students stand to benefit practically by gaining a deeper understanding of their attitudes and perspectives in learning English pronunciation. This can aid in improving their pronunciation, which directly impacts their ability to communicate effectively in English, which is crucial for academic and professional success.



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Definition of the Terms

In order to avoid misunderstanding in analyzing the title, it is necessary to define the terms as follows:

1. Attitudes towards Learning English Pronunciation

Attitudes toward learning English pronunciation refer to learners' thoughts, feelings, and behaviors related to how they perceive and engage with pronunciation learning. According to Abidin, Pour-Mohammadi, and Alzwari (2012), attitude in language learning includes cognitive (beliefs and knowledge about pronunciation), affective (feelings toward pronunciation activities), and behavioral (readiness to act or practice) components. Gardner (1985) emphasized that a learner's attitude significantly influences the success of language acquisition, especially when it concerns aspects of oral production such as pronunciation. Furthermore, Marzà (2014) stated that students with positive attitudes toward pronunciation are more likely to practice regularly and aim for better intelligibility in communication. Therefore, In conclusion, attitude in this study refers to students' personal feelings, beliefs, and behaviors related to how they perceive and respond to learning English pronunciation.

2. Educational Background

According to Gay, Mills, & Airasian (2012), educational background refers to an individual's formal education history, including the type and level of schooling training and qualifications obtained. In this study, the

term educational background specifically refers to the type of formal of formal education students received during their earlier schooling, particularly whether they attended Islamic or non-Islamic educational institutions. In conclusion, the educational background in this study distinguishes students based on whether their previous learning environment incorporated Islamic religious education or not.

3. English Pronunciation

Pronunciation is one of the essential skills in oral form and is considered the basic ability of speaking English as well as other language (Huang, & Radant, 2009). Correct pronunciation of English is very important because the target of learning English is to help students to speak accurately and fluently which leads the students are easy to understand the utterances. In conclusion, English pronunciation in this research means the way students produce spoken English sounds correctly and clearly, including how they use stress, intonation, and rhythm to make their speech more understandable.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. English Pronunciation

Pronunciation is the most important starting point for all spoken language because thoughts must be articulated in sound to be heard and become a message that can be communicated to another person. Szyszka (2017) states that pronunciation is commonly understood to be a component of a broader concept referring to a language's sounds (phonetics). The understanding and application of speech sounds is referred to as the phonetic aspect of pronunciation (Sobkowiak, 1996). To put it another way, pronunciation is comparable to the "know-how" in phonetics that a student must pick up or learn in order to speak clearly. Furthermore, Roach (2009) holds a similar perspective, defining pronunciation as the process of generating a language's sounds.

Aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voices projected, and, in its broadest sense, attention to gestures and expressions that are closely related to the way we speak a language are all included in pronunciation, which is the production of sounds



that we use to convey meaning. According to Oxford Learners Dictionary, pronunciation is the way in which a language or a particular word or sound is pronounced. According to Hewings (2007) pronunciation is the main component of speech which is combined together. Then, pronunciation aimed to produce the sound and make some meaning. According to these two definitions, pronunciation is the process of combining a word with a sound in order to create meaning.

According to Mahon (2002), pronunciation is a branch of linguistics that studies sound and is divided into the sub-disciplines of phonology and phonetics. Boyer (2012) states that proper pronunciation is an essential component of oral communication, involving four key components: understanding how sounds fit into a speech pattern, producing the right sounds in a given language, correctly emphasizing words, and using intonation. This indicates that pronunciation is the process of assembling sounds in a speech to produce the right sound, recognize stress, and employ the appropriate intonation. Kelly (2000) also defined pronunciation as the process by which speech organs like the lips, tongue, teeth, hard and soft palates, and alveolar ridge are used to produce sounds.

In summary, pronunciation can be defined as a component of language that has features that produce sounds from speech organs and make some meaning, as well as how the sounds are put together

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in the flow of speech to make correct sound, understand the stress, and use the correct intonation.

Pronunciation in English includes both segmental and supra-segmental aspects. The segmental aspect involves vowels, consonants, and diphthongs. A vowel is produced when airflow passes freely through and out of the mouth. According to Kelly (2000, p. 2), English has twelve pure vowels, such as [i:] in tree /tri:/, [ɑ:] in pass /pɑ:s/, [ɪ] in milk /mɪlk/, [ʌ] in sun /sʌn/, [e] in bed /bed/, [u:] in blue /blu:/, [æ] in sat /sæt/, [ʊ] in put /pʊt/, [ɜ:] in word /wɜ:d/, [ɔ:] in four /fɔ:(r)/, [ə] in along /ə'lo:ŋ/, dan [ɒ] in dog /dɒg/. English vowels are divided into long and short vowels. Long vowels include /i:/, /ɛ:/, /a:/, /u:/, /o:/, while short vowels consist of /ɪ/, /e/, /æ/, /ʊ/, /ʌ/, /ʊ/, and /o/. Yule (2014) explains that vowel sounds are produced with relatively free airflow and are all voiced. The tongue's position influences the shape of the oral cavity through which the air passes. Kelly (2000, p. 31) categorizes vowel sounds into three types: closed vowels (/i:/, /ɪ/, /ʊ/, /u:/), mid vowels (/e/, /ə/, /ɜ:/, /ɔ:/), and open vowels (/æ/, /ʌ/, /ɑ:/, /ɒ/).

In contrast, consonants are sounds where airflow is obstructed as it passes through the vocal tract. According to Kelly (2000), English has twenty-four consonants, such as [p] in pet /pet/, [tʃ] in chin /tʃɪn/, [b] in bad /bæd/, [dʒ] in jump /dʒʌmp/, [t] in tea /ti:/, [θ] in thin /θɪn/, [d] in day /deɪ/, [ð] in this /ðɪs/, [k] in key /ki:/,

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[m] in man /mæn/, [g] in go /gəʊ/, [n] in night /naɪt/, [f] in fish /fɪʃ/ in sing /sɪŋ/. Consonants can be voiced or voiceless. Voiceless sounds occur when the vocal folds are apart, allowing air to pass freely, while voiced sounds are produced when the folds are together and vibrate due to the passing air (Yule, 2014).

Diphthongs are vowel sounds that involve a glide from one position to another. According to Jones (2002), a diphthong is formed when speech organs start in the position of one vowel and move smoothly to another. The transition is intentional and forms a separate sound, not merely a blend caused by adjacent vowels. Diphthongs are categorized into falling diphthongs, centering diphthongs, and raising or closing diphthongs.

Beyond the segmental level, pronunciation also involves supra-segmental aspects, such as stress, pitch, and intonation. Stress refers to the emphasis placed on a syllable or word. According to the Oxford Learner's Dictionary and Ladefoged (2006), stress is a supra-segmental element that makes certain parts of speech more prominent. Kelly (2000) suggests that stress contributes to the rhythm of speech, while (Revell, 2011) notes that stress can also be referred to as “prominence,” “emphasis,” or “accent,” and plays a vital role in conveying meaning and intention in English.

Pitch is our perception of how high or low a voice sounds, based on the vibration frequency of the vocal folds (Revell, 2011).



Intonation, as described by Kelly (2000), refers to the rising and falling pitch in speech. The Oxford Learner's Dictionary defines intonation as the rise and fall of the voice while speaking, helping convey emotions, intentions, and sentence types.

The goal of learning pronunciation is to develop speech that is comprehensible and accurate, even if not native-like. Rosalia (2021) emphasizes that learners should aim to produce speech that is easy to understand and as close as possible to native pronunciation. Wremble (2002) outlines several key objectives for pronunciation learning: functional intelligibility (speech that listeners can easily understand), functional communicability (speech that fulfills communicative purposes effectively and boosts confidence), and the development of a positive self-image through improved pronunciation skills. Furthermore, learners should develop the ability to monitor and modify their own speech outside the classroom. Djiwandono (2008) identifies four main indicators of effective pronunciation: intelligibility (speech is clear and understandable), fluency (speech flows smoothly), accuracy (words are pronounced correctly), and native-like quality (pronunciation resembles that of native speakers).

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2. Islamic and Non-Islamic Educational Background

Educational background refers to the formal education that a person has received, including the types of schools attended, levels of education completed, areas of specialization, and academic qualifications. Gay, Mills, and Airasian (2012) define educational background as an individual's formal education history, including the type and level of schooling, training, and qualifications obtained. This concept is essential in educational research, as it helps identify patterns that may influence learners' academic behavior, performance, and attitude.

Educational background encompasses the formal and informal educational experiences that shape an individual's knowledge, skills, and attitudes, influencing their cognitive and social development. According to Schunk (2016), educational background includes the cumulative learning history that affects motivation and achievement in learning contexts.

In the context of this study, educational background is classified into Islamic and Non-Islamic types. Islamic educational institutions, such as madrasahs (MI, MTs, MA) and integrate religious teachings with academic subjects. These schools often emphasize spiritual and moral education based on Islamic principles (Magfiroh et al., 2023; Muchtar et al., 2024). In contrast, Non-Islamic educational institutions, including public or secular private



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schools, typically follow national curricula with limited emphasis on religious instruction. The distinction between these educational environments contributes to different learning cultures, student values, and cognitive development.

Educational background plays a significant role in shaping students' attitudes, motivation, and academic engagement. According to Schunk (2016), prior educational experiences influence learners' self-efficacy, goal setting, and persistence, which are essential for academic success. Karabchuk and Roshchina (2022) argue that students' educational background can predict the level of engagement and participation in higher education settings, showing how prior schooling shapes learners' attitudes toward learning. Furthermore, Glerum et al. (2020) highlight that a strong educational foundation is associated with the development of a growth mindset, contributing to students' positive attitudes toward challenges and learning processes. These findings collectively affirm that educational background is a critical factor that influences students' cognitive and affective dispositions in academic contexts.

3. Attitudes towards Learning English Pronunciation

Attitude is a vital factor in second language acquisition including the mastery of pronunciation. In general, attitude refers to an evaluative reaction based on a person's beliefs, emotions, and behaviors toward a particular object. Gardner (1985) defined attitude



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as an evaluative reaction inferred from an individual's beliefs or opinions, while Kreitner and Kinicki (2004) described it as a tendency to respond consistently toward a given object. In sociolinguistic contexts, attitudes are crucial in shaping perceptions and interactions, especially when it comes to language. According to Abidin, Mohammadi, and Alzwari (2012), an individual's evaluation of a language object is influenced by their internal opinions and beliefs, often linked to social identity, motivation, and educational experiences.

In the context of learning English pronunciation, attitudes can be analyzed through three interrelated components: cognitive, affective, and behavioral. Brown (1994) explained that the cognitive component relates to learners' beliefs and thoughts about pronunciation and its importance in communication. Learners who believe that good pronunciation improves clarity and boosts their confidence are likely to develop positive cognitive attitudes. Pickens (2005) elaborated that cognitive attitude involves connecting prior knowledge with new information, checking and applying it, which supports language learning. The affective component involves emotional responses such as enjoyment, anxiety, or motivation during pronunciation practice. Feng and Chen (2009) emphasized that language learning is inherently emotional, and students' feelings greatly affect their engagement. Learners who feel enthusiastic and



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comfortable when speaking English tend to perform better in pronunciation activities. The behavioral component refers to students' actions or tendencies toward pronunciation learning such as practicing regularly, joining English clubs, or mimicking native speakers. Kara (2009) and Abidin et al. (2012) agreed that learners who demonstrate consistent positive behavior usually have favorable attitudes which support successful language development.

In relation to pronunciation specifically, Elliot (1995) found that attitudes significantly influence motivation and performance in oral communication. Through his Pronunciation Attitude Inventory (PAI), he demonstrated that learners who highly value accurate pronunciation and strive to improve it achieve better outcomes. Sardegna, Lee, and Kusey (2018) further emphasized the role of self-efficacy learners' belief in their ability to succeed in strengthening their attitude toward pronunciation learning. Learners with strong self-confidence tend to use more effective strategies and remain persistent in practice.

Understanding attitudes is essential because they not only affect individual language success but also inform how policies, teaching methods, and learning environments are developed. As Lewis (1981) explained, attitudes toward a language determine its status, value, and social acceptance and can be measured individually or collectively to reflect broader educational dynamics.



Attitude surveys in this field offer important indicators of how learners from various educational backgrounds perceive the English language and its components including pronunciation.

According to Abidin et al (2012) the components of attitude consists of three components:

First is behavioral component, the behavioral of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community.

Second is cognitive component, the cognitive of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge and applying the new knowledge in many situations. This aspect contains the belief of the language learners in terms of the information that they can gain and their sympathetic in the process of language learning.

Third is emotional component, Feng and Chen (2009) stated that, “learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in

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various emotional activities in it and varied fruits of emotions are yield.” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language. Choy & Troudi (2006), the education provider and his pupils involve in numerous emotional actions in it and diverse fruits of emotions are yield.

B. Relevant of the Research

According to syafi'i (2018) relevant research is required to observe some prior investigations conclude by other researchers that are relevant to our research. Relevant research is crucial in order to avoid plagiarism of earlier study strategies and conclusion. Many people have conducted researches on learners' attitudes toward English. It shows that English learners' attitude is an interesting object to study. The researcher has found there relevant studies that related to the research.

The first previous study is Sardegna, V., Lee, J., & Kusey, C. (2018). Self-Efficacy, Attitudes, and Choice of Strategies for English Pronunciation Learning. *Language Learning*, 68(1), 83-114.. This study investigated the relationship between learners' self-efficacy and their attitude toward pronunciation learning. The results showed that students with high self-efficacy were more engaged and used more effective strategies in improving

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their pronunciation. It supports the idea that attitude toward pronunciation significantly influences learning outcomes.

The second previous study is Huensch, A., & Thompson, A. S. (2017). Contextualizing Attitudes toward Pronunciation: A Qualitative Study of Second Language Learners. *System*, 66, 69-79. This study explored second language learners' perspectives on pronunciation and revealed that learners' attitudes are shaped by identity, learning context, and motivation. It aligns with the current study that educational background may influence pronunciation attitudes.

The third previous study is Almusharraf, N. (2022). Saudi EFL Learners' Beliefs and Practices in Pronunciation Learning. *International Journal of Applied Linguistics*, 32(2), 301-320. This study explored how EFL learners in Saudi Arabia perceive the importance of pronunciation and how their beliefs shape their learning practices. The findings revealed that learners with more positive attitudes toward pronunciation tend to engage more actively in learning strategies. This supports the notion that attitude influences pronunciation learning outcomes.

The last previous study is Tergujeff, E. (2013). Learners' Views on English Pronunciation Teaching in an EFL Context. *Research in Language*, 11(1), 81-95. This study collected students' views about how pronunciation is taught and how they feel about their own learning. Results showed that many learners feel pronunciation is neglected and they wished it was emphasized more. This is relevant to the current study because it reflects the importance

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of students' background experiences in shaping their attitudes toward pronunciation.

In conclusion, the findings of the current research share several similarities with previous studies on attitudes toward English pronunciation learning. Similar to Sardegna et al. (2018), this study found that students with positive attitudes demonstrated more active engagement in learning pronunciation. Almusharraf (2022) also supported this view by showing that students with stronger beliefs in pronunciation importance used more strategies. Meanwhile, Huensch and Thompson (2017) emphasized the role of educational background, which aligns with this study's comparison of Islamic and Non-Islamic schooling. However, unlike Tergujeff (2013), who focused on learners' perceptions of pronunciation teaching, the current study centered on attitudes from a cognitive, affective, and behavioral perspective. Overall, this study expands on prior findings by highlighting how educational background influences attitudes toward learning English pronunciation.

Operational Concept

The researcher explained one of the variables in this study, which was students' attitudes towards learning English pronunciation, in order to make it clearer. The operational concept is the concept used to explain the theoretical framework and avoid misunderstandings in this research. In this research, the researcher formulated several indicators based on the theory proposed by Abidin et al. (2012), which classifies attitude into three components: affective, cognitive, and behavioral. Although these components were

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originally designed for general language learning, in this research they were specifically adapted to reflect students' attitudes toward learning English pronunciation. The indicators are described as follows:

- 1) Affective component. This refers to the emotional feelings and psychological responses when learning English pronunciation, such as whether they enjoy or feel anxious during pronunciation practice.
- 2) Cognitive component. This relates to students' beliefs, knowledge, and assumptions about learning English pronunciation, including how important they think pronunciation is for improving their speaking skills and communication.
- 3) Behavioral component. This refers to students' actions or intentions to behave in ways that support their pronunciation learning, such as participating in pronunciation activities or practicing outside of class.

Although the basic structure of attitude (cognitive, affective, and behavioral) follows Abidin et al. (2012), the questionnaire items were modified to focus specifically on pronunciation learning. This adaptation was based on insights from Elliot (1995), who developed the Pronunciation Attitude Inventory (PAI) to measure learners' value toward accurate pronunciation, and Sardegna et al. (2018), who highlighted the importance of learners' self-efficacy and motivation in pronunciation development.



Therefore, the operational indicators in this study were adjusted to capture students' attitudes specifically toward the process of learning English pronunciation.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that students' attitude toward English pronunciation between Islamic and Non-Islamic educational backgrounds are different. This means that it is also assumed that there is a significant difference in students' attitudes based on their educational backgrounds at UIN SUSKA Riau in Pekanbaru.

2. Hypothesis

The hypothesis of the result study is formulated as follows:

Ho: There is no significant difference in students' attitudes between Islamic and non-Islamic educational backgrounds at UIN SUSKA Riau in Pekanbaru.

Ha: There is a significant difference in students' attitudes between Islamic and non-Islamic educational backgrounds at UIN SUSKA Riau in Pekanbaru.



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CHAPTER III

RESEARCH METHOD

A. Research Design

A quantitative research method was used to carry out this investigation. Gay (2012) defines quantitative research as the process of gathering and analyzing numerical data in order to explain, predict, control, or describe interesting phenomena. In order to conduct quantitative research, according to Creswell (2012), a researcher must identify specific questions, find or create instruments to collect data, and use statistics to analyze the instrument's numbers.

This research was used comparative design. The purpose is to examine the difference attitudes between students with Islamic and non-Islamic educational background. Comparative research is a research that compares variables or research objects with different themes or at different times and finds out causal relationships. According to Tavakoli (2012) in his book, comparative research is to search for similarity and variation between the entities that are the object of comparison. Comparative is comparing two or more objects, people, ideas, or opinions to make judgments about them (Torky, 2006). According to Gay (2012) comparative causal research aims to find out the causes of interesting differences in the behavior or status of groups or individuals. Similarly, Creswell (2009) mentions that comparative research is research that explores comparison between groups or find the relationship between the variables of the researched items.



In the other hand, the researcher took a research to compare or to know whether there was a significant difference of attitudes toward learning English pronunciation between the students with Islamic and non-Islamic educational background at UIN SUSKA Riau in Pekanbaru.

B. Location and Time of the Research

The location of this research was conducted at the English Education Department of an Islamic University in Pekanbaru at Jl. H.R. Soebrantas No. 155 Km 15, Simpang Baru, Tampan, Pekanbaru. The research was carried out in March – June 2025. The researcher selected the place because of 3 reasons; there are accessibility, familiarity, and relevance to the research problems.

C. Subject and Object of the Research

The subject of this research was all the second semester EFL students at UIN SUSKA Riau in Pekanbaru. Then, the object of this research was EFL students' attitudes toward English pronunciation between Islamic and non-Islamic educational background at UIN SUSKA in Pekanbaru.

D. Population and Sample of the Research

1. Population of the Research

According to Sugiyono (2012), population is a generalization of the area including objects and subjects with certain qualities and characteristics that the researcher decides. Population is not only human, but objects or other things also can be said as population. Population is not just about the total but includes the characteristics. Meanwhile, according to Arikunto (2010), the population is the totality of the subject in the

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research. Furthermore, the total of population in this research was all the second semester EFL students of an Islamic University in Pekanbaru. The population is 141 EFL students with 5 classes. The specification of the population can be seen on the table below:

Table III. 1
The Total Population of the Second semester EFL students at
UIN SUSKA RIAU in Pekanbaru

No	Classes	Total
1	2A	26 students
2	2B	32 students
3	2C	30 students
4	2D	28 students
5	2E	25 students
Total		141 students

2. Sample of the Research

Arikunto (2006), a sample is several individuals for a study in such a way that the individuals represent the larger group from which they are selected. In addition, according to Sugiyono (2012) sample is the smaller group having the same characteristics as are owned population. Meanwhile, Setiyadi (2006) states that the sample is the individual who gave the data which can supply the data for the research. Based on the opinion above, it can be concluded that the sample is the individual who gave the data for the research.

In this research, the researcher determined sample by using stratified sampling. Stratified sampling was a type of probability sampling. As Creswell (2012) states, in stratified sampling, the researcher divides

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(stratifies) the population based on a specific characteristic. In this case, the students' educational background (Islamic and non-Islamic). After the population was divided into these two groups, the researcher randomly selected respondents from each group to ensure fair representation.

According to Arikunto (2006), in quantitative research, determining the sample size depends on the total population. If the population is greater than 100, a percentage of the population can be used to calculate an appropriate sample size. Arikunto suggests that for populations over 100, researchers can take 10% to 25% of the population, depending on the research needs and the desired margin of error.

The population of this research are 141 students, which are 81 the Islamic educational background students and 60 the Non-Islamic educational background students. The researcher takes 25 percent from the Islamic educational background populations which are 20 students and 15 students from the Non-Islamic educational background populations which are 35 students.

Table III. 2

The total sample of students in English pronunciation

Educational Background		Total
Islamic (25%)	Non-Islamic (25%)	
20	15	35



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E. Technique of Collecting Data

1. Questionnaire

In this research, the researcher used questionnaire as technique of data collection. Therefore, the researcher used close-ended questionnaire. This type of questionnaire, as outlined by Creswell (2014), typically involves questions that are clear, concise, and closed in nature, aiming to elicit quantifiable responses within the defined response categories. According to Creswell (2014), the closed-ended questionnaire is especially helpful when the goals of the research demand accurate, quantifiable data and when processing and analysis of the data must be done efficiently. Closed-ended questions are structured, which increases response reliability by reducing interpretation variability and guaranteeing consistency in data collection (Creswell, 2014). As suggested by Creswell (2014), researchers who utilize closed-ended questionnaires frequently analyze the data using statistical methods, which enable the production of numerical insights and support rigorous quantitative research methodologies.

The questionnaire in this research used the students' attitudes on English pronunciation, that the researcher used is adapted from Abidin (2012). However, the statements in the questionnaire were modified specifically to reflect students' attitudes toward learning English pronunciation. This adjustment was supported by the theoretical perspectives of Elliot (1995), who developed the Pronunciation Attitude Inventory (PAI), and Sardegna et al. (2018), who emphasized the

importance of self-efficacy and motivation in learning English pronunciation. The questionnaire included questions in Indonesian (to avoid misunderstanding). The questionnaire was designed to take 5–10 minutes to complete. The main topic addressed is about English pronunciation in language teaching. The questionnaire consisted of 20 items for 3 components of attitudes, namely: affective (emotional), cognitive, and behavioral.

Table III. 3

The Blue Print of Students' Attitudes on English Pronunciation

No	Indicators	Statement Number
1	Affective/emotional	3,5,6,11,14,16,20
2	Cognitive	15,2,7,9,13,18
3	Behavioral	1,4,8,10,12,17,19

In the quantitative comparison methodology that employed for this research, data collection is facilitating through a questionnaire design to compare students' attitudes between their educational backgrounds. Respondents articulate their perspectives by assigning scores on a Likert scale range from 1 to 5, where 1 represents "strongly disagree," 2 for "disagree," 3 for "neutral" 4 for "agree," and 5 for "strongly agree."

Table III. 4

Likert Five-Point Scale Questionnaire

Option	Represent
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

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Attributing a specific author to the concept of a 5-point Likert scale is not straightforward, as Likert scales are a widely used and method in social science research. The Likert scale itself was developed by Rensis Likert (1932), an American psychologist, in 1932. However, the specific use of a 5-point Likert scale may not be attributed to a single expert or researcher, as it is a common variation of Likert scales used in various fields (DeVellis, 2016; Fowler, 2013).

2. Validity

Validity was an evidence to demonstrate that the test interpretation that was assumed to measure matches it's proposed. It means that validity was the extent to which inferences made from assessment results were appropriate, meaningful, and useful in terms of the purpose of the assessment (Creswell, 2012).

The instrument used in this research needs to be tested for validity. This test is carried out so that when the questionnaire is distributed, the research instruments are valid. According to Sugiyono (2013) a valid instrument means that the measuring instrument used to obtain the data (measurement) is valid. The items were partly adapted from the attitude questionnaire test employed in a study by Abidin (2012).

The criteria for testing the validity by comparing the calculated r_{xy} and r table at the significance level (α) 5% with $N = 30$ and $df = -2$ obtained r table = 0.361. If r_{xy} count > r table, it means that the instrument item is valid. Conversely, if r_{xy} count < r table, it means that the

instrument item is invalid. The questionnaire validity test was carried out on 30 respondents, for the results of the validity test, namely the students' attitude consisting of 23 statements. Statement items that are declared valid and invalid can be seen in the table as follows.

Table III. 5
Students' Attitude Validity

Item Number	r-item	r-table	Result
1	0,508	0,361	VALID
2	0,419	0,361	VALID
3	0,431	0,361	VALID
4	0,433	0,361	VALID
5	0,403	0,361	VALID
6	0,469	0,361	VALID
7	0,535	0,361	VALID
8	0,485	0,361	VALID
9	0,393	0,361	VALID
10	0,478	0,361	VALID
11	0,422	0,361	VALID
12	0,402	0,361	VALID
13	0,307	0,361	VALID
14	0,389	0,361	VALID
15	0,480	0,361	VALID
16	0,420	0,361	VALID
17	0,428	0,361	VALID
18	0,388	0,361	VALID
19	0,261	0,361	INVALID
20	0,415	0,361	VALID
21	0,460	0,361	VALID
22	0,289	0,361	INVALID
23	0,248	0,361	INVALID

Based on the table, the results of the validity test for the students' attitude questionnaire showed that there were 3 invalid items and 20 valid items, as the r-count values were greater than the r-table values.



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3. Reliability

According to Brown (2003) reliability means that the assessment is consistence and dependable. It means the same test that the same respondent, the scores gotten are not significantly different no matter who is scored. According to Gay (2009), reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It was clear that reliability is to measure the consistency and the quality of the test score. According to Arikunto (2013, p. 221), reliability refers to the definition that a tool can be relied upon as a data collection tool because it is always good.

The questionnaire instrument is said to be reliable if $r_{\text{count}} > r_{\text{table}}$ and vice versa with a significance level (α) of 5% with $N = 23$ and $df = -2$ the obtained $r_{\text{table}} = 0.361$. If the value of $r_{\text{count}} > r_{\text{table}}$, it means that the research instrument is declared reliable. Conversely, if the value of $r_{\text{count}} < r_{\text{table}}$, it means that the instrument is declared unreliable. The results of the calculation of the reliability test for students' attitude are reliable, based on the table below, it showed that the result of reliability of students' attitude:

Table III. 6

Reliability Statistics

Cronbach's Alpha	N of Items
.769	23

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Based on the results of the questionnaire reliability test for students' attitude variable using SPSS version 20 by means of Analyze - Scale - Reliability Analysis - Ok so that the price r count = 0.769, because the price r count (0.769) > r table (0.361).

Data Analysis Technique

In this research, the researcher analyzed the differences of students' attitudes towards English pronunciation between those from Islamic and non-Islamic educational backgrounds at UIN Suska Riau in Pekanbaru. The researcher has opted to employ the Likert scale with a range of 1-5, offering respondents options spanning from "Strongly Disagree" to "Strongly Agree" regarding students' attitudes on English pronunciation. Each item in the questionnaire will assign a numerical score, with 1 corresponding to "strongly disagree," 2 to "disagree," 3 to "neutral," 4 to "agree," and 5 to "strongly agree" based on the responses provided by the students.

To analyze the data, the researcher distributed the gather data into SPSS 20.0 for windows, because SPSS version 20 is known for its stability and has been widely used in academic research for many years. Many literature sources and analysis guides still use this version, making it easier for researchers to follow.

The researcher used descriptive analysis in analyzing the data of English teacher and he transcribed the result of the questionnaire by calculating the percentage of each item. To get the percentage of the



questionnaire, the researcher used a formula as proposed by Sudjiono (2008) as follow:

$$P = \frac{f}{N} \times 100$$

Description:

P = Percentage

f = Frequency

N= Number of Respondent

100% = Constant Number

The descriptive percentage can be calculated as follows:

- a. The researcher analyzed the students' answer by likert scale. There were some indicators to arrangement instrument items about statement or question answer: Strongly disagree, disagree, neutral, agree, and strongly agree.
- b. The researcher calculated the frequency (f) of respondents' answer.
- c. Then measured mean of the data
- d. The research calculated all percentages get from each indicator to gain the conclusion for each indicator.

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Table III. 7

Interpretation Attitude Criteria Percentage

Scale	Attitude Level
1.00 – 2.49	Negative
2.50 – 3.49	Neutral
3.50 – 5.00	Positive

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- e. Drawn the conclusion based on the result of questionnaire.

After calculating descriptive statistics, hypothesis testing was conducted using SPSS 20.0. The Independent t-test was used to determine whether there was a difference in students' attitudes towards English pronunciation between those with Islamic and non-Islamic educational backgrounds. This test assessed whether educational background (independent variable) influences students' attitudes towards English pronunciation (dependent variable) (Santoso, 2014).

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on findings and discussion in this research, several conclusions could be drawn:

1. Students with a non-Islamic educational background show a positive attitude towards learning English pronunciation, with an average score of 3.77. In contrast, students with an Islamic educational background demonstrate a neutral attitude, with an average score of 3.42.
2. The result of the hypothesis testing shows that the null hypothesis (H_0) is rejected, indicating a significant difference in students' attitudes towards learning English pronunciation between Islamic and non-Islamic educational backgrounds. The statistical test using Levene's Test showed a p-value of 0.000 ($p < 0.05$), which confirms that the difference is statistically significant. Therefore, it can be concluded that students from non-Islamic and Islamic educational backgrounds have significantly different attitudes towards learning English pronunciation.

B. Suggestion

Based on the findings of this research, which revealed a significant difference in students' attitudes towards English pronunciation between Islamic and non-Islamic educational backgrounds, the researcher proposes the following suggestion:

1. It is recommended that students, particularly those from Islamic educational backgrounds, be encouraged to engage more positively
2. With English pronunciation learning through interactive and supportive learning environments.
3. Future researchers are encouraged to conduct qualitative studies to explore the underlying factors that influence students' attitudes, such as teaching methods, exposure to English media, or cultural influences.
4. This study can serve as a reference for other researchers interested in exploring similar topics. It is suggested to replicate this research with a larger sample size or in different educational institutions to gain broader insights and validate the results.

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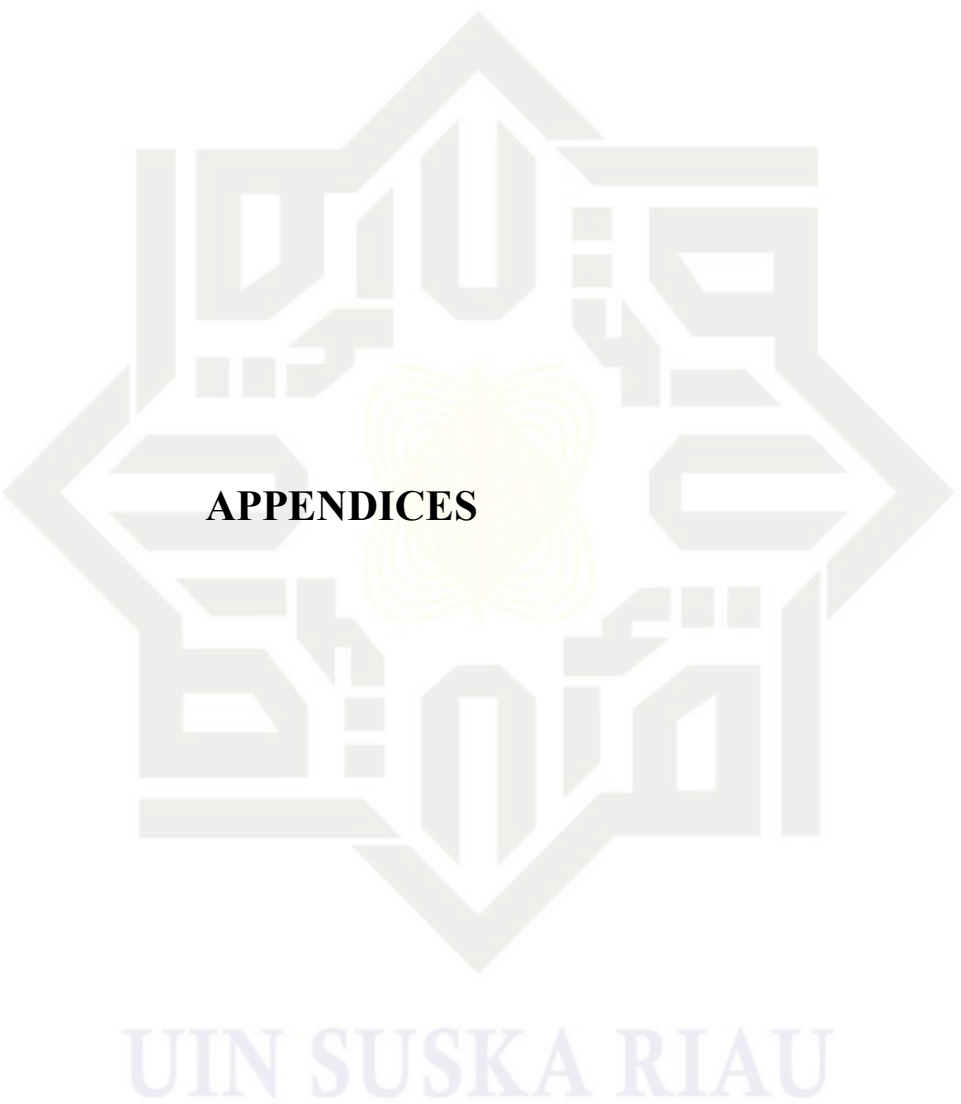
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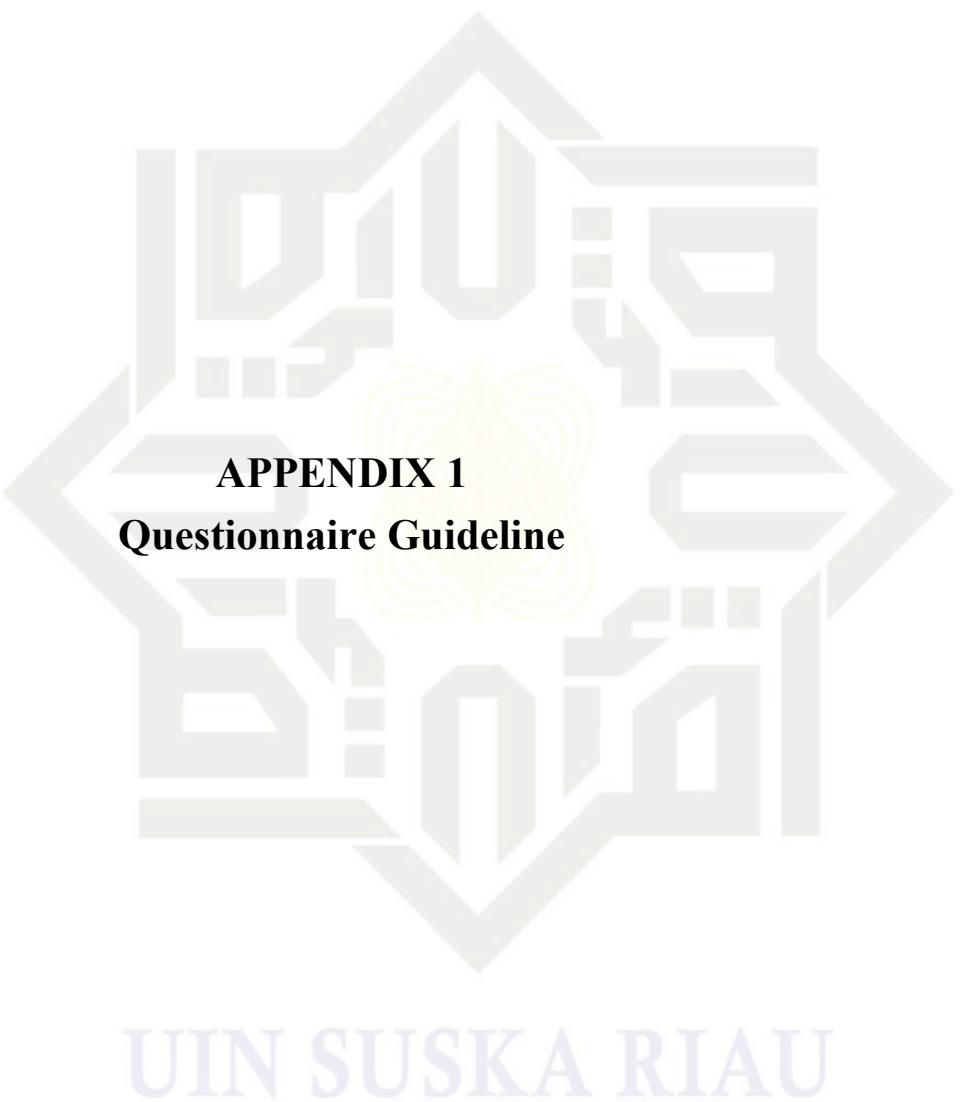
APPENDICES

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APPENDIX 1

Questionnaire Guideline

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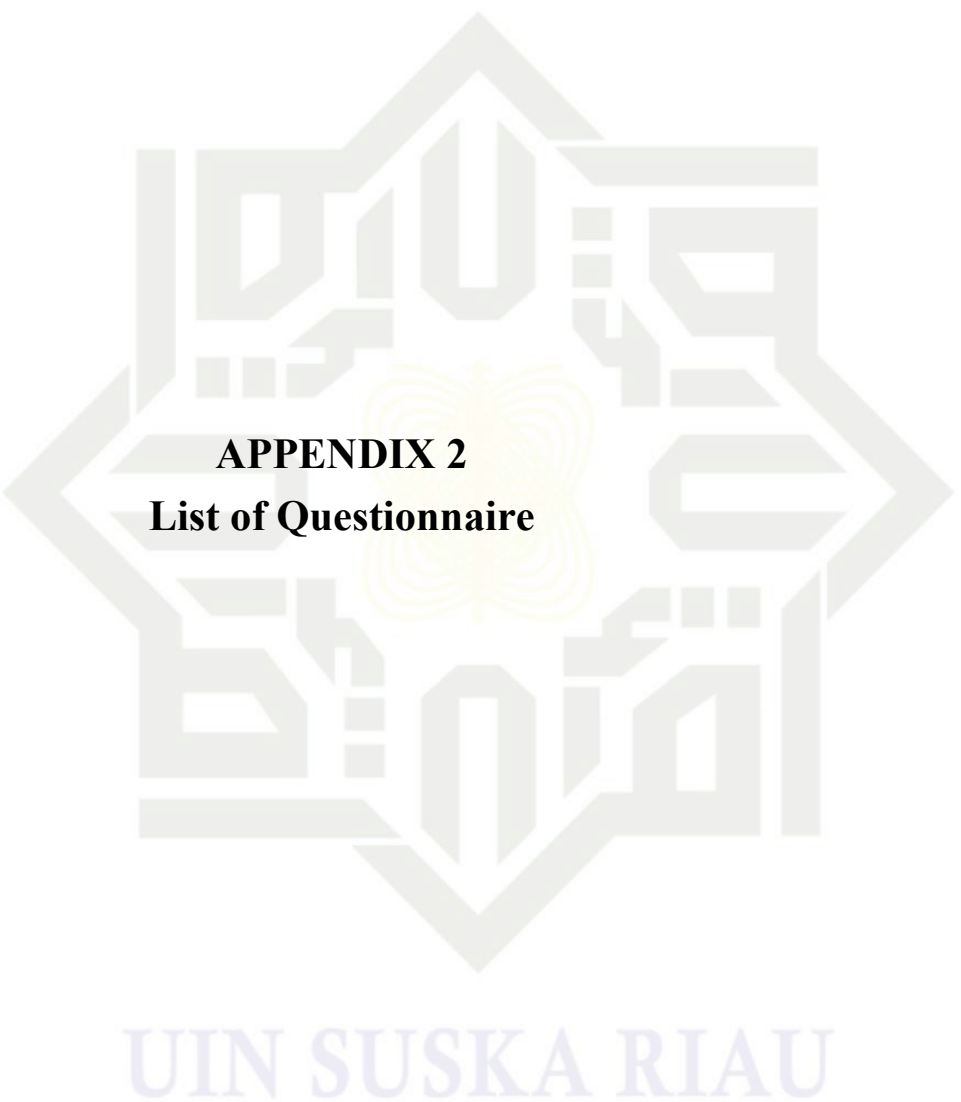
Questionnaire Guideline

No	Indicators	Statement Number
1	Affective/emotional	3,5,6,11,14,16,20
2	Cognitive	15,2,7,9,13,18
3	Behavioral	1,4,8,10,12,17,19

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APPENDIX 2

List of Questionnaire

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ANGKET PENELITIAN

SIKAP MAHASISWA DALAM BELAJAR ENGLISH PRONUNCIATION DI UIN SUSKA RIAU

A. Pengantar

Angket ini adalah angket untuk mengetahui sikap mahasiswa dalam pembelajaran English Pronunciation. Kerahasiaan data dan identitas saudara tidak akan dipublikasikan, sehingga angket ini tidak akan memberi efek negatif dan mempengaruhi nilai saudara. Data yang saudara berikan sangat berarti untuk menyelesaikan tugas akhir peneliti, oleh karena itu berikanlah jawaban sesuai dengan keadaan yang sebenarnya.

B. Identitas

Nama :

Semester/kelas:

Asal sekolah :

C. Pedoman

1. Isilah terlebih dahulu identitas saudara.
2. Bacalah pernyataan dengan seksama, mengisi kuisioner ini membutuhkan waktu 3-5menit.
3. Berikanlah jawaban sesuai dengan kondisi yang saudara rasakan dengan memberi tanda ceklis (√) pada kolom yang tersedia.

Keterangan:

- | | |
|-------------------------------|------------------------|
| 1 : Sangat Tidak Setuju (STS) | 4 : Setuju (S) |
| 2 : Tidak Setuju (TS) | 5 : Sangat Setuju (SS) |
| 3 : Netral (N) | |



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NO	STATEMENT	SD (1)	D (2)	N (3)	A (4)	SA (5)
1	Studying English pronunciation helps me to have good relationships with friends. <i>(Belajar pelafalan bahasa Inggris membantu saya untuk memiliki hubungan yang baik dengan teman-teman)</i>					
2	Being good at English pronunciation will help me study other subjects well. <i>(pandai dalam pelafalan bahasa Inggris akan membantu saya dalam mempelajari pelajaran yang lain dengan baik)</i>					
3	I feel proud when studying English pronunciation. <i>(saya merasa bangga ketika belajar pelafalan bahasa Inggris)</i>					
4	I like to give opinions during English pronunciation lessons. <i>(Saya suka memberikan pendapat selama pelajaran pelafalan bahasa Inggris)</i>					
5	I feel excited when I communicate with good English pronunciation with others <i>(saya merasa senang ketika saya dapat berkomunikasi dengan pelafalan bahasa Inggris yang baik dengan orang lain)</i>					
6	I am interested in studying English pronunciation. <i>(Saya tertarik untuk belajar pelafalan bahasa Inggris)</i>					
7	I have more knowledge and more					



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	understanding when studying English pronunciation. <i>(Saya memiliki lebih banyak pengetahuan dan pemahaman ketika belajar pelafalan bahasa Inggris)</i>					
8	I am able to make myself pay attention during studying English pronunciation. <i>(Saya mampu membuat diri saya memperhatikan selama belajar pelafalan bahasa Inggris)</i>					
9	I like my English pronunciation class so much; I look forward to studying more English pronunciation in the future. <i>(Saya sangat menyukai kelas pelafalan bahasa Inggris; saya berharap dapat mempelajari lebih banyak pelafalan bahasa Inggris di masa depan.)</i>					
10	When I hear a student in my class pronounce English well, I like to practice pronunciation with him/her <i>(Ketika saya mendengar seorang siswa di kelas saya melafalkan bahasa Inggris dengan baik, saya suka berlatih pengucapan dengan dia)</i>					
11	To be honest, I really have little interest in my English pronunciation class. <i>(Sejujurnya, saya tidak begitu tertarik dengan kelas pengucapan bahasa Inggris)</i>					
12	Studying English pronunciation makes me have more confidence in expressing myself.					



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	(Mempelajari pelafalan bahasa Inggris membuat saya lebih percaya diri dalam mengekspresikan diri.)					
13	Studying English pronunciation helps me communicate in English effectively. (Mempelajari pelafalan bahasa Inggris membantu saya berkomunikasi dalam bahasa Inggris secara efektif.)					
14	I do not like studying English pronunciation. (Saya tidak suka belajar pengucapan bahasa Inggris.)					
15	Studying English pronunciation is important because it will make me more educated. (Mempelajari pelafalan bahasa Inggris itu penting karena akan membuat saya lebih teredukasi.)					
16	Knowing English pronunciation is an important goal in my life. (Mengetahui pelafalan bahasa Inggris adalah tujuan penting dalam hidup saya.)					
17	I do not feel enthusiastic to come to class when the English pronunciation is being thought. (Saya tidak merasa antusias untuk datang ke kelas ketika pelafalan bahasa Inggris sedang dipelajari.)					
18	I am not satisfied with my performance in the English pronunciation subject. (Saya tidak puas dengan kinerja saya dalam mata pelajaran pengucapan bahasa Inggris.)					



Hak Cipta Dilindungi Undang-Undang

19	I do not pay any attention when my English pronunciation teacher is explaining the lesson. (<i>Saya tidak memperhatikan ketika guru pengucapan bahasa Inggris saya menjelaskan pelajaran.</i>)					
20	In my opinion, English pronunciation is difficult and complicated to learn. (<i>Menurut saya, pelafalan bahasa Inggris itu sulit dan rumit untuk dipelajari.</i>)					

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APPENDIX 3

Islamic Background Students' Questionnaire Score

UIN SUSKA RIAU



Hasil Data Kuisioner Mahasiswawa Islamic Educational Background																						
No	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	Total	Nama
	1	4	5	3	3	4	4	5	3	5	4	2	4	4	2	4	5	2	3	2	4	72
2	4	5	5	4	5	5	4	5	4	5	2	5	5	1	5	4	2	2	1	3	76	NNS
3	3	3	5	3	5	5	3	5	5	3	2	3	3	2	4	3	3	5	2	3	70	YZS
4	5	4	5	3	5	4	4	4	5	3	2	3	4	2	5	4	2	3	2	3	72	HU
5	3	4	3	3	4	5	4	4	5	3	1	3	3	1	3	3	1	3	2	3	61	ADI
6	3	5	4	4	5	5	5	4	5	4	2	5	5	1	4	3	4	3	2	1	74	NA
7	4	4	5	3	4	5	4	4	4	4	2	4	4	2	4	4	2	3	1	3	70	ANF
8	2	5	4	3	5	5	3	3	4	3	1	5	5	1	4	5	1	2	1	1	63	AWA
9	3	3	4	3	4	5	3	3	4	4	2	3	4	2	4	3	3	3	3	2	65	ROS
10	4	4	3	5	4	4	5	3	4	3	3	4	4	2	4	3	2	2	2	1	66	MIA
11	4	4	4	3	4	4	3	4	4	3	3	4	4	2	4	4	2	2	2	2	66	FK
12	4	4	2	2	3	3	4	3	3	4	4	2	3	2	4	3	3	4	3	4	64	MJ
13	3	4	4	3	4	4	4	4	4	3	2	3	3	2	4	4	2	4	3	4	68	AM
14	2	4	3	5	4	3	4	3	3	2	3	4	4	3	4	3	3	4	4	2	67	KP
15	4	4	4	4	4	4	4	4	4	2	3	4	2	4	4	4	4	4	4	4	75	MAN
16	4	3	4	3	5	4	4	3	3	4	2	4	4	2	4	3	2	3	2	4	67	A
17	3	5	5	3	5	5	5	3	4	3	4	4	4	2	5	3	3	4	2	3	75	RAS
18	4	4	4	3	4	4	3	4	4	4	2	3	4	2	3	3	2	2	2	3	64	RZA
19	3	3	4	3	4	4	4	3	4	4	3	3	4	2	4	4	2	4	3	3	68	NA
20	5	5	5	5	5	3	4	4	5	4	2	3	1	2	3	1	2	5	1	3	68	N

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APPENDIX 4

Non-Islamic Background Students' Questionnaire Score

UIN SUSKA RIAU

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

Hasil Data Kuisioner Mahasiswa Non-Islamic Educational Background

Hasil Data Kuisioner Mahasiswa Non-Islamic Educational Background																						
No	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	Total	Nama
	1	4	5	5	3	5	5	4	5	5	1	5	5	1	3	3	1	2	1	3	71	AHO
2	3	5	5	3	5	5	5	5	5	5	1	5	5	1	5	5	1	3	1	4	77	GZ
3	5	4	4	5	4	5	4	4	5	4	2	3	5	2	4	4	2	3	3	3	75	ACS
4	5	5	5	5	5	3	4	2	4	2	3	3	3	2	4	3	4	4	3	5	74	DS
5	5	5	5	4	5	5	5	5	5	5	2	5	5	1	5	5	1	2	2	3	80	SAN
6	4	5	4	3	4	5	4	4	4	4	2	3	4	2	4	4	2	3	2	3	70	NA
7	4	5	5	3	5	4	4	5	4	4	2	3	4	2	3	5	2	4	2	3	73	AF
8	3	4	4	3	4	4	4	3	4	3	3	4	4	3	5	4	3	3	3	4	72	NU
9	5	5	3	4	5	5	5	5	4	4	2	4	5	2	5	4	2	3	2	3	77	RS
10	3	5	4	5	5	5	3	2	4	4	2	3	3	3	4	3	3	3	3	3	70	ASK
11	5	5	5	5	5	5	5	5	5	4	1	5	5	1	5	5	5	3	1	3	83	BK
12	4	5	4	5	4	4	4	4	4	5	3	4	4	3	4	4	2	3	2	3	75	NAB
13	5	5	5	4	5	5	3	5	5	4	2	5	5	1	5	4	1	3	2	4	78	LJA
14	5	4	4	3	5	5	5	5	5	5	5	5	5	5	5	2	3	4	3	2	85	M
15	4	4	4	3	4	4	5	4	4	5	2	4	3	3	4	3	3	3	2	3	71	NS



APPENDIX 5

Thesis Guidance Letters

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State Islamic University of Sultan Syarif Kasim Riau

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Nomor: Un.04/F.II.4/PP.00.9/5377/2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 01 Maret 2024

Kepada
Yth. Nurdiana, S.Pd.I

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

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

Nama : LULUK NADZIFA RAMADHANI
NIM : 12110422731
Jurusan : Pendidikan Bahasa Inggris
Judul : A Comparison Of Students' Attitudes On English Pronunciation Between
Islamic and Non-Islamic Educational Background At Islamic University In
Pekanbaru
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.

W a s s a l a m
an. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
No. 19721017/199703 1 004

Tembusan :
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Dengan Hormat,

Saya yang bertanda tangan dibawah ini :


Nama : Luluk Nadzifa Ramadhani
NIM / HP : 12110422731 / 082172481778
Tempat / tanggal lahir: Tulungagung / 10 Desember 2001
Semester / Tahun : VII / 2025
Jurusan : Pendidikan Bahasa Inggris
Dosen Pembimbing : Nurdiana, M. Pd

Berdasarkan rekomendasi dosen pembimbing, dengan Ini saya mengajukan kepada Bapak/ Ibu permohonan pergantian judul dari "A Comparison of Students' Attitudes on English Pronunciation between Islamic and Non-Islamic Educational Background at Islamic University In Pekanbaru" menjadi "A Comparison of Students' Attitudes towards English Pronunciation between Islamic and Non-Islamic Educational Background at UIN SUSKA RIAU in Pekanbaru". Dengan demikian surat permohonan ini saya sampaikan sekiranya Bapak/ Ibu dapat mempertimbangkan. Atas perhatian Bapak/Ibu, saya ucapkan terima kasih.

Mengetahui,
Ketua Jurusan


Dr. Faurina Anantasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya


Luluk Nadzifa Ramadhani
NIM.12110422731



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Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Luluk Nadzifa Ramadhani
NIM / HP : 12110422731 / 082172481778
Tempat / tanggal lahir: Tulungagung / 10 Desember 2001
Semester / Tahun : VI / 2024
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"A COMPARISON OF STUDENTS' ATTITUDES ON ENGLISH PRONUNCIATION BETWEEN ISLAMIC AND NON-ISLAMIC EDUCATIONAL BACKGROUND AT ISLAMIC UNIVERSITY IN PEKANBARU"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Nurdiana, M.Pd

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4. Foto copy sinopsis

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MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasya S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Luluk Nadzifa Ramadhani
NIM. 12110422731



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Nama : Luluk Nadzifa Ramadhani
NIM / HP : 12110422731 / 082172481778
Tempat / tanggal lahir : Tulungagung/ 10 Desember 2001
Semester / Tahun : VIII / 2025
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul "A Comparison of Students' Attitudes towards English Pronunciation between Islamic and Non-Islamic Educational Background at UIN SUSKA RIAU in Pekanbaru". Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Nurdiana, M.Pd.

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Ketua Jurusan


Dr. Faurina Anastasya, S.Pd, M.Hum.
NIP. 198106112008012017

Hormat Saya,


Luluk Nadzifa Ramadhani
NIM. 12110422731



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Nomor : B-9086/Un.04-F.II.1/PP.00.9.05/2025
Sifat : Biasa
Lampiran : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 06 Mei 2025

Kepada Yth.
Nurdiana, S.Pd.I, M.Pd
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : LULUK NADZIFA RAMADHANI
NIM : 12110422731
Jurusan : Pendidikan Bahasa Inggris
Judul : A Comparison of Students' Attitudes towards English Pronunciation between Islamic and Non-Islamic Educational Background at UIN SUSKA RIAU in Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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Wassalam
Dekan
Wakil Dekan I

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

Tembusan :
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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nurdiana, MPd
 - a. Nomor Induk Pegawai (NIP) : 19810822 2014 11 2003
3. Nama Mahasiswa : Luluk Nadiyah Ramadhani
4. Nomor Induk Mahasiswa : 121109 22 731
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	23 April 2014	Bab 1 & Bab 2		
2.	15 May 2014	Bab 3		
3.	13 Juni 2014	ACC to join seminar proposal		

Pekanbaru, 13 Juni 2014
Pembimbing,

Nurdiana, MPd
NIP. 19810822 2014 11 2003



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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : Luluk Nadzifa Ramadhoni
Nomor Induk Mahasiswa : 12110422731
Hari/ Tanggal : Selasa / 16 Juli 2024
Judul Proposal Penelitian : A Comparison students' Attitude on English Pronunciation between Islamic and Non-Islamic Educational Background at Islamic University in Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise the background of problem!
2.	Find out theories foreign language attitude!
3.	Insert the gap of the research!
4.	Revise the hypothesis!
5.	Revise the operational concept!
6.	Revise the references!
7.	Revise the mechanism mistakes!

Penguji I

Dedy Wahyudi, M.Pd

Pekanbaru, 16 Juli 2024

Penguji II

Kurnia Budiyanah, M.Pd

Note:

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



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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Luluk Nadzifa Ramadhani
 Nomor Induk Mahasiswa : 12110422731
 Hari/Tanggal Ujian : Selasa/16 Juli 2024
 Judul Proposal Ujian : A Comparison Of Students' Attitudes Towards English Pronunciation Between Islamic And Non-Islamic Educational Background At Uin Suska Riau University In Pekanbaru
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dedy Wahyudi, M. Pd	PENGUJI I		
2.	Kurnia Budiyaniti, M. Pd	PENGUJI II		



Mengetahui
a.n. Dekan
Wakil Dekan I

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

Pekanbaru, 2024
Peserta Ujian Proposal

Luluk Nadzifa Ramadhani
NIM. 12110422731



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1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nurdiana, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 1981 0822 2014 112003
3. Nama Mahasiswa : Luluk Madzifa Ramadhani
4. Nomor Induk Mahasiswa : 121104 22731
5. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	11-Maret-2025	Bimbingan Instrumen		
2.	18-Mei-2025	Acc Bab 4 & Bab 5		
3.	15 Mei 2025	Checking all chapters		

Pekanbaru, 15 Mei 2025
Pembimbing,

Nurdiana, M.Pd
NIP. 1981 0822 2014 112003



APPENDIX 6

RESEARCH LETTER

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

Nomor : B-5935/Un.04/F.II.3/PP.00.9/2025
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 24 Februari 2025

Kepada
Yth. Ketua
Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Tempat

Assalamu 'alaikum Warahmatullahi Wabarakatuh

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

Nama : Luluk Nadzifa Ramadhani
NIM : 12110422731
Semester/Tahun : VII (Tujuh)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

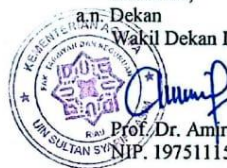
ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Wakil Dekan III



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

Tembusan:

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

Kasim Riau



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Fax. 0761-561646, Web. www.uin-suska.info/tarbiyah E-mail : tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 24 Februari 2025

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	: Luluk Nadzifa Ramadani
NIM	: 12110422731
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: A Comparison of Students' Attitudes towards English Pronunciation between Islamic and Non-Islamic Educational Background at UIN SUSKA RIAU in Pekanbaru

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat di gunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris


Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017



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Nomor : B-6358/Un.04/F.II/PP.00.9/03/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 06 Maret 2025

Yth : Ketua
Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

Nama : Luluk Nadzifa Ramadhani
NIM : 12110422731
Semester/Tahun : VIII (Delapan)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A COMPARISON OF STUDENTS' ATTITUDES TOWARDS ENGLISH PRONUNCIATION BETWEEN ISLAMIC AND NON-ISLAMIC EDUCATIONAL BACKGROUND AT UIN SUSKA RIAU IN PEKANBARU

Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (06 Maret 2025 s.d 06 Juni 2025)

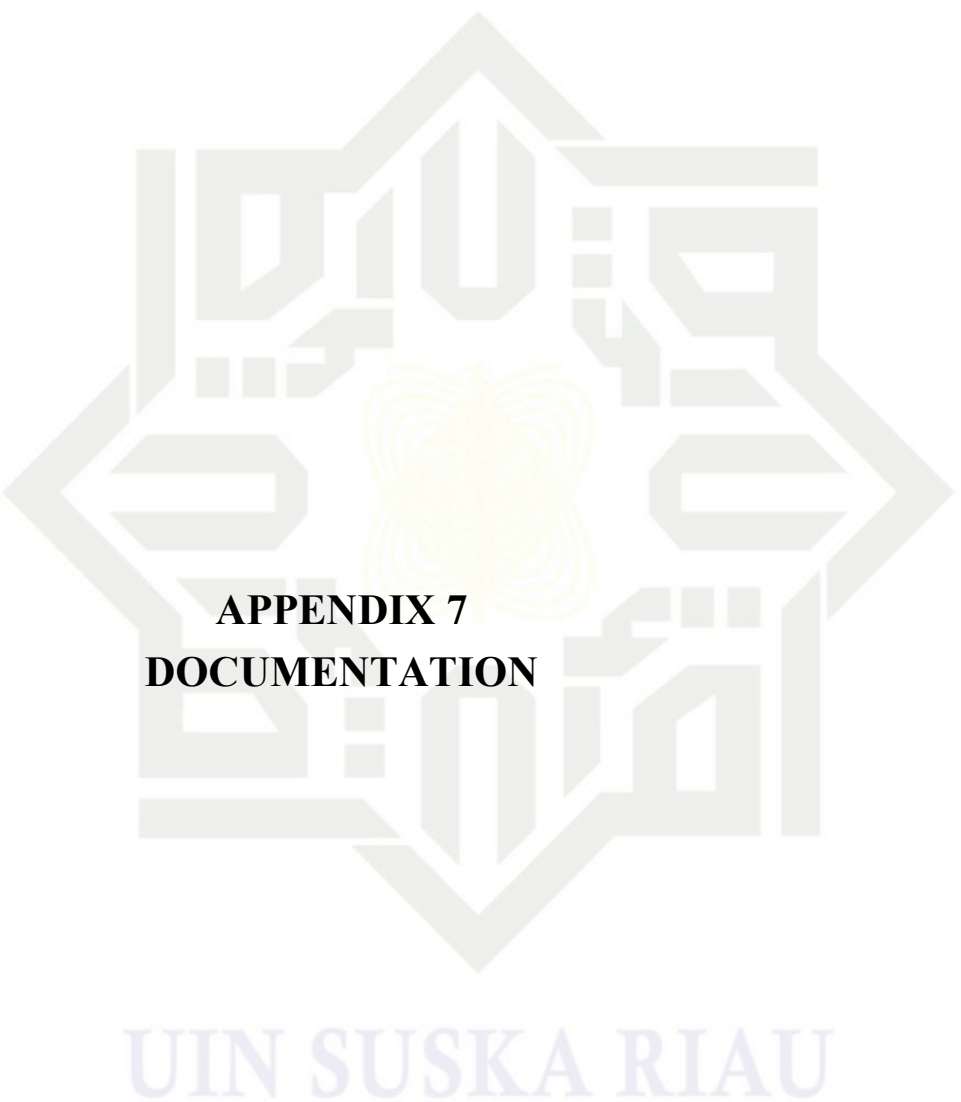
Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
Dekan

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

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



APPENDIX 7 DOCUMENTATION

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Curriculum Vitae

Luluk Nadzifa Ramadhani is the second daughter of Mr. Nurcholis and Mrs. Endah Tri Khoiril Laili. She was born in Tulungagung on december 2001. In 2014, she graduated from SDIT Imam Ahmad Tualang. She later continued her studies at

SMAIT Nurul Ilmi Tualang and completed her high school education at SMAIT Nurul Ilmi Tualang in 2020. In 2021, Luluk was admitted to the english education Department of the Faculty of Education and Teacher Training at UIN Suska Riau. In July 2024, she participated in the KKN (Community Service Program) in Tualang, Perawang Barat. From September and November 2024, she undertook at Pre-Service Teacher Practice (PPL) at MTSN 2 Kota Pekanbaru. Finally, Luluk successful passed her thesis examination for her Undergraduate Degree. Her thesis was titled *“A Comparison of Students’ Attitudes towards Learning English Pronunciation between Islamic and Non-Islamic Educational Background at UIN Suska Riau in Pekanbaru”*

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