**AN ANALYSIS OF FACTORS INFLUENCING STUDENTS'
ENGLISH PRONUNCIATION ABILITY
(A Descriptive Study of English Tadris Study Program Third Semester
at IAIN Curup in Academic Years 2018/2019)**

THESIS

**This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**

By

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Hal   : Pengajuan Skripsi

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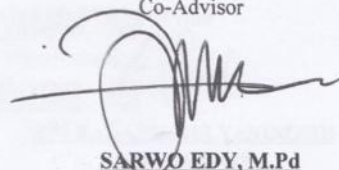
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Motto and Dedication

Motto:

"WHEN YOU HAVE NEVER MADE A MISTAKE, IT MEANS YOU HAVE NOT TRIED ANYTHING"

Dedication:

This thesis dedicates to:

➢ *My Almamater Institute College for Islamic Studies (IAIN) Curup.*

➢ *My wonderful and beloved parents, my father (Mr.Supyadi), my mother (Mrs.Titin Sutinah) who never stop asking about my study. Their text messages give me reason to be focuss to finish my study as soon as posible, and I am really grateful to have you two in my life.*

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ABSTRACT

Tri Rahayu. M, 2019 : **"AN ANALYISIS OF FACTORS INFLUENCING STUDENTS' ENGLISH PRONUNCIATION ABILITY (A Descriptive Study of English Tadris Study Program Third Semester at IAIN Curup in Academic Years 2018/2019)".**

Advisor : **Jumatul Hidayah, M.Pd**

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This research was focused on factors that influencing students' pronunciation ability was conducted at English Education Department IAIN Curup. This research objectives were to find out what factors influencing students' English pronunciation ability and how do the factors influence the English Pronunciation ability of students who have low achievement. The design of the research was descriptive in qualitative. The subject of this research were third semester at IAIN Curup in academic years 2018/2019. In collecting data, the researcher used three techniques, questionnaires, interviews and document analysis. There are some instruments which researchers used as collecting data: mix type questionnaires, interviews and document analysis forms. In analysis of data, the steps were: data managing, reading / memoring, data classifying, description and interpreting. The results show that there were four factors that influencing students' English pronunciation ability such as ear perception, individual effort & goal setting, amount & type of prior pronunciation, first language and two supporting factors such as aptitude, attitude & motivation and personality factors.

Key word : **Factor Influencing, Pronunciation Skill.**

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CHAPTER I

INTRODUCTION

A.   Background of the Research

In the context of English pedagogy amid non-native English users, for instance English education provisioned for Indonesian students, the learning process of English pronunciation becomes an important aspect but unfortunately often overlooked. According to Harmer, almost all English teachers get students to learn grammar and vocabulary, practice functional dialogue, listen and also read, but only a small number of teachers teach students pronunciation ability.[1] In learning English, not only do we need to understand what other speakers say, but it is also important to make our own pronunciation understood by others. As commonly encountered nowadays, there are many exchanges between native English speakers and foreign English users as well as among those of non-native English users having different first language backgrounds. In line with this, in the context of spoken communication, especially for those who are non-native English users, such aforementioned exchanges indeed require an adequate ability in pronouncing English so that a proper intelligibility in communication can be reached.

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[1] Jeremy Harmer, *The Practice of English Language Teaching*, *Longman* Third Edition, p.183

However, in the context of English learning, most of non-native English students are still confronted with some obstacles such as mistakenly pronouncing English words, mistakenly making syllable and word stresses, and mistakenly using the intonation patterns of English sentences. Pertinent to the sense of intelligibility of English pronunciation, Dziubalska and Przedlacka address about the level of phonetic language, wherein some people try to sound like native speakers for professional reasons, while others have strict practical goals treating pronunciation only as a means to convey their message in order to be unhindered.[2]

In association with pronunciation *per se*, to be simply defined, Abayasekara in the Rope article Lesson mentions that pronunciation refers to the way people produce sounds and the combinations of individual sounds. These sounds are produced by properly moving the articulators such as mouth, tongue, lips, and the oral cavity which includes the palate and teeth.[3]

The nature of English, which is as a foreign language in Indonesian context, drives many students and teachers to be aware of the need to improve a pronunciation ability since pronunciation ability is one of the constituents of linguistic competence playing a role as an essential part of communicative competence. This point aligns with Morley who elucidates that clear pronunciation

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[2] Dziubalska-Kołaczyk, Katarzyna and Joanna Przedlacka, *English Pronunciation Models : a Changing Scene*, 2008.
[3] http://cirandadoingles.blogspot.com/2012/09/pronunciation-secrets-for-non-native.html, "Pronunciation Secrets for Non-Native English Speakers". accessed September 20, 2018

is an important component of communicative competence.[4] In addition, pronunciation is very crucial to help students develop their ability needed to communicate in the target language (English). Thus, in English pedagogy, the instruction of pronunciation should be well-planned so that students are facilitated to be aware about the differences of English sounds and the sound features. This way can pave the way for English pedagogy to capably improve students' pronunciation ability and guide students to manage to enhance their understanding and clear comprehension when establishing spoken English interactions.

Corresponding to the obstacles or problems faced in the issue of pronunciation ability, as supported by the preliminary study conducted by the researcher through carrying out observation in English department of IAIN Curup, it was encountered that students' English pronunciation still inclined to be affected by the accent of their mother tongue so that the phonemic sounds they produced at some point led to be problematic. Many students found it difficult to adjust their vocabulary sounds on the basis of the proper standard of English pronunciation.[5] In addition, they also had some difficulties in applying the appropriate features of intelligible English sounds, and they frequently made mistakes in copying English words when being engaged in spoken communication. The mistakes and errors as such were caused by various difficulties that extended to the difficulties related to hearing, the difficulties in coping with unfamiliar sounds which were diverse from

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[4] Joan Morley, *The Pronunciation Componentin Teaching English to Speaker of Other Languages*, (TESOL QUARTERLY, Vol. 25 No. 3, Autumn 1991), P.488.
[5] Interview Students on 24th August, 2018

their native language phonetic sounds as generally accustomed to being produced by their own speech organs, and the difficulties in respect of the effort to pronounce the whole set of sounds in sufficient fluency.[6]

If discerned meticulously, the presence of problems as highlighted above is also in accord with the nature of English among the English department students of IAIN Curup, in which theoretically English for them is as a second language, and socio-culturally English for them may refer to their third language after their vernacular (local language) and Indonesian language (national language). Hence, as viewed in the socio-cultural perspective, most of English department students of IAIN Curup are originally Rejangneses whose daily language is Rejangnese language condensed with its own certain dialect. In the other case, their prior educational background also contributes to the presence of the above problems. When they are learning English at schools, evidently there is no learning material about pronunciation. The English material is mostly just emphasized on English structure, reading and writing. This phenomenon eventually becomes another factor that makes students less knowledgeable about how to pronounce English words properly. Principally, students indeed need a lot of practices to learn English pronunciation so that they can improve their pronunciation ability.

The other possible condition causing the existence of the above problems pertains to the issue of their psychological state. For instance, the students feel less confident and have a quite high degree of anxiety. However, such psychological

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[6] Interview Lecture on 27th August. 2018

issue can basically be overcome if their learning preparation in the form of sufficient practice has been carried out adequately. Pronunciation ability can be improved by maintaining as a set of habits of producing English sounds as well as controlling them in an appropriate way. Hence, the maintenance of such learning habits can result in the increase of confidence.

If discerned more meticulously, the problems as highlighted above can hinder the success of English communication whose practice takes place in a two-way process whereby both the speaker and interlocutor need to respectively comprehend the addressed points each other.[7] Thus, simply speaking, pronunciation is very substantial in English communication besides grammatical features. Successful communication starts with intelligible pronunciation in order to capably avoid misunderstandings while an English interaction is established.

Considering the problems and some causes as presented above, probing into the factors influencing students' English pronunciation ability is fundamentally necessary in order that the related problems as highlighted above can be identified and properly solved by the English teachers and lecturers. Therefore, the researcher is interested in conducting a research entitled "**AN ANALYISIS OF FACTORS INFLUENCING STUDENTS' ENGLISH PRONUNCIATION ABILITY**". It is expected that the results of this research can contribute to provide one of the pedagogical references for English educators in teaching English pronunciation.

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[7] Geoffrey Finch, *How to Study Linguistics*, (PALGRAVE MACMILLAN Second Edition, 2003), P.35

B. Research Questions

As the problems addressed in the background of this research are focused on the factors influencing students' English pronunciation ability, Hence this research is oriented towards two research questions which are formulated as follows:

1. What are the factors influencing students' English Pronunciation ability?

2. How do the factors influence the English Pronunciation ability of students who have low achievement?

C. Objectives of the Research

1. To investigate the factors influencing students' English Pronunciation ability.

2. To investigate how the factors influence the English Pronunciation ability of students who have low achievement.

D. Delimitation of the Research

The researcher focused on analyzing and describing the factors that influence students' English Pronunciation ability. In this research, the researcher involves the pronunciation class taken by the third semester students of English Tadris Study Program at IAIN Curup. Therefore, the researcher limits her research in order to know about the factors influencing students' English Pronunciation ability.

E.   Significances of the Research

1. Students

The results of this research are expected to capably reveal the factors that affect students' English pronunciation ability. Thus, with reflecting on this research results, students will be able to learn by taking into account the factors that can occur. As a consequence, this way can increase their desire to learn English pronunciation ability. The results of this research can also broaden students' knowledge pertinent to the factors that influence students' English pronunciation ability.

2. Lecturers

This research is expected to contribute to English lecturers, wherein this research provides a set of adequate references for the lecturers in an effort to mull over the factors that influence the improvement of students' English pronunciation ability. By knowing these factors the lecturers are expected to be able to improve students' English pronunciation ability, and they can develop their students' English pronunciation ability.

3. Researcher

The results of this study at some degree can provide new knowledge for researcher as a guide in the future when she has been engaged in a real world of profession as an English teacher. The results of this study can be one of the resouces for her in dealing with issues as regards students' English pronunciation ability.

F.   Definition of Key Terms

This part provides the definition of key terms which fall into pronunciation and pronunciation skill.

1. Pronunciation

According to Devid and Ronald, pronunciation is the perception and production of the significant sounds of a particular language in order to achieve meaning in contexts of language use.[8] This encapsulates the contexts in which pronunciation is used by a speaker, and how utterances are likely to have an intended audience. Pronunciation is a tactile skill, while its development might be enhanced by knowledge.

2. Pronunciation Skill

Pronunciation skill is an essential ingredient of oral communication, which also includes grammar, vocabulary choice, cultural considerations, and so on. Burns claims clear pronunciation is essential in spoken communication, even when learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good ability of pronunciation and intonation.[9] Pronunciation ability refers to how we produce the sounds that we use to make meaning when we speak. So, difficulties in one area may impact on another, and it is the combined result that makes someone's pronunciation easy or difficult to understand.

[8] Devid and Ronald, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, (UK : Cambridge University Press, 2001), p.59 https://archive.org/details/ilhem_20150321_1654/page/n1
[9] Susanna Modesti, *Teaching English Pronunciation in Primary School*, (Italy : 2015), p.9

G. Organization of the Research

To make the organization of this thesis more systematic, the researcher organizes it into the five chapters. Chapter I contains the introduction that consists of background of the research, questions of the research, objectives of the research, delimitation of the research, significance of the research, definition of the key terms, and organization of the research. Chapter II entails literature review that extends to the concepts of literature which has relation to this research. Literature review includes speaking skill and some factors influencing learner's English pronunciation ability. Chapter III addresses the research methodology that consists of kinds of the research, object of the research, technique for collecting data, instrument and research procedure. Chapter IV presents finding and discussion. The last, chapter V presents the conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

a. Definition of Pronunciation

There are a lot of definitions of the word "pronunciation" that have been suggested by the experts of language learning. In Lynda and Beth books, Pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the voice is projected (voice quality). Although we often talk about these as if they were separate, they all work together in combination when we speak, so that difficulties in one area may impact on another, and it is the combined result that makes someone's pronunciation easy or difficult to understand.[10] According to Helen Fraser, pronunciation here includes all of those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.[11] Furthermore, Datlon and Seidlhofer state that pronunciation in the general term is the production of significant sound in two

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[10] Lynda & Beth, *Give It a Go : Teaching Pronunciation to Adults*, (Australia : AMEP Research Centre, 2009), P. 11

[11] Dr Helen Fraser, *Loc. Cit*

senses. First, sound is important because it is used as a part of the code of a particular language. In this sense, we can talk about distinctive sounds in English, French Thai and other languages, and we can talk about pronunciation as the production and perception of sound of speech. Second, sound is important because it is used to achieve meaning in the context of use.[12] In line with Richard and Schmidt, they define pronunciation as the method of producing certain sounds.[13] In addition, Otlowski defines pronunciation as the way of uttering a word in an accepted manner.[14]

Based on the definitions above, it is clear that the pronunciation refers to the means of producing language sounds at the degree of intelligibility so that a spoken communication can ideally take place in the sense that meaning making and interpretation can occur as expected. Pertinent to this research, pronunciation is conceptualized as the means of producing spoken English sentences or utterances that can be easily understood when a communication is established during class activities.

b. **The Importance of Pronunciation**

It is commonly encountered that many students ignore pronunciation in language learning. Unfortunately, a large number of teachers also ignore it. Students with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas students whose pronunciation is

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[12] Susanna, *Teaching English Pronunciation in Primary School*, (Italy : 2015), P.9

[13] Abbas Pourhosein, *English Pronunciation Instruction : A Literature Review*, International Journal of Research in English Education Vol. 1, No. 1; 2016, P.2

[14] *Ibid.*

difficult to understand will not be understood, even if their grammar is perfect.[15] Pronunciation is the biggest thing that people notice about English and uses different sounds than native language, and we have to be able to recognize them and pronounce them.

In line with Joan Morley, intelligible pronunciation is an essential component of communicative competence.[16] Celce-Murcia agrees with her statement claiming that intelligible pronunciation is one of the necessary components of oral communication.[17] Similarly, Burns claims said clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation.[18] It is more important that speakers of English can achieve; intelligibility means the speaker produces sound patterns that are recognizable as English, comprehensibility means the listener is able to understand the meaning of what is said, interpretability means the listener is able to understand the purpose of what is said.[19] Hewings has also underlined the importance of pronunciation in effective communication, and the difficulties with pronunciation might mean that students

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[15] Lynda & Beth, *Loc.Cit.*
[16] Joan Morley, *Loc.Cit*, P.513.
[17] Marianne Celce-Murcia, *Teaching Pronunciation*, (New York : Cambrige University, 2008), P.8
[18] Anne Burns & Stephanie, *Clearly Speaking Pronunciation in Action for Teachers*, AMEP Research Centre, 2003, P.5
[19] *Ibid.*

fail to get their message across, even when the correct words are being used, or they might fail to understand what is said.[20]

According to Szynalski and Wójcik, almost all students of English claim that they do not need to study pronunciation.[21] Many of them are convinced that it is simply a waste of time and they just want to communicate in English as long as they are understood. It is obvious that the main purpose of teaching and learning any foreign language is to enable students to communicate in the target language. Pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably.[22] Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed-all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

There are some reasons why pronunciation is important. For example, improved pronunciation showed that students have become more native-like in their categorical perception of sounds. It means that they are more likely not only to sound like native when they speak, but also to understand which sounds that in words that native to them. Another important aspect is, the proper use of English

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[20] Martin Hewings, *Pronunciation Practice Activities*, (UK : The Press Syndicate of the University of Cambridge, 2004), P.11

[21] http://www.profesor.pl/mat/pd6/pd6_m_kot_20060914_1.pdf, accessed October 6, 2018

[22] Jeremy Harmer, *Loc.Cit.*

pronunciation inclines to highlight and add value to an individual [speaking English](#).[23]

In a situation where students' grammar and vocabulary are exceptionally good, they may be able to write good English. But, if the same students lack a fundamental knowledge of pronunciation despite having an excellent knowledge of grammar, their communication in English will be severely impeded. Students will not be able to construct a meaningful sentence when speaking and thus fails at communicating a message. At the very least, students studying English as a second language, should give all of the aspects of English an equal importance.

c. **Pronunciation Ability**

Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Pronunciation is the act of giving the true sounds of letters in words, and the true accents and quantity of syllables. Besides, pronunciation is the act or result of producing the sounds of speech, such as articulation stress and intonation, often with reference to some standard of correctness or acceptability. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the area in which they grew up, the area in which they now live. According to Harmer, the areas of pronunciation which we need to draw our students' attention to include individual sounds they are having difficulty with, word and phrase / sentence, stress and

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[23] https://tv-english.club/articles-en/important-good-english-pronunciation/ , accessed October 6, 2018

intonation.[24] But, students will also need help with connected speech for fluency and the correspondence between sounds and spelling, and if there is no creativity from the teacher, it will be hard for students, especially those of foreign language students, to pronounce the words correctly.

Adult learners are not likely to be able to pronounce English exactly like a native speaker, and they do not need to. As long ago as 1949, Abercrombie suggested we should aim for a learner to be 'comfortably intelligible', and this is what most learners want, although some may wish to sound more native-like than others for particular professional or personal reasons.[25] However, 'intelligibility' itself is not a straight forward idea. Communication is a two way process and therefore what is intelligible depends on the listener. What they bring into the interaction is just as important as what the speaker says and does. Listeners bring with them their own values, abilities, experience and prejudices which may influence their judgments about intelligibility.
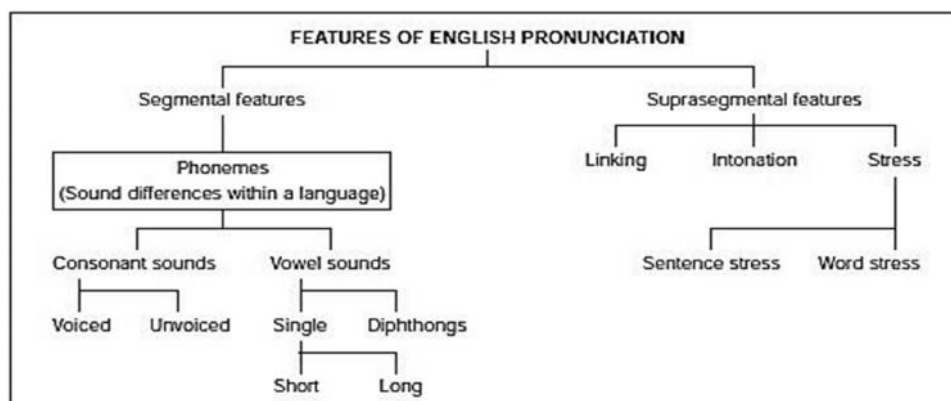
d. Features of English Pronunciation

There are two sets of features of English pronunciation. They consist of segmental features and suprasegmental features.[26]

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[24] Jeremy Harmer, *Loc.Cit.* P.187
[25] Lynda & Beth, *Loc.Cit.* P.12
[26] Anne Burns and Stephanie, *Clearly Speaking Pronunciation in action for teachers*, (Australia : AMEP, 2003), P.6

Segmental features relate to sounds at the micro level. They include specific sounds within words such as; *l* as in *lamp*, *r* as in *ramp*, *a* as in *hat*. The sound systems of consonants, vowels or their combinations are called *phonemes*. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word. Compare the changes of meaning in:

pet pat

lamp ramp

about abort

Suprasegmental features relate to sounds at the macro level. Advances in research have developed descriptions of the suprasegmental features of speech extending across whole stretches of language. Unlike languages such as Vietnamese or Mandarin which are tonal, English is stress-timed and syllable-timed (for example, *WHAT's his addRESS?*). Linking, intonation and stress are important features for effective pronunciation at the suprasegmental level.

1. **Linking**

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. We also shorten some sounds and leave others out altogether.

a. Consonant to vowel : *an Australian animal*

b. Consonant to consonant : *next week; seven months*

c. Vowel to vowel : Some sounds such as *r*, *w* and *j (y)* are inserted to link adjacent words ending and beginning with a vowel: *where (r) are you?*; *you (w) ought to*; *Saturday (y) evening*

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

e. *When do they arrive?*; *five o'clock*

f. Sounds that are left out: Some sounds are so short that they virtually disappear (become elided): *does (h)e like soccer?*

g. *We might as well (ha)ve stayed at home*

2. Intonation

Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication. For example, note the differences in:

a. Can you take the scissors? (rising pitch) – request

b. Can you take the scissors (falling pitch) – command

3. **Word stress**

Word stress relates to the prominence given to certain words in an utterance. These focus words are stressed (made long and loud) to convey:

a. The overall rhythm of the utterance

b. The most meaningful part of the utterance.

At the meaning level, some words are given more prominence than others to foreground which meaning is important. For example, compare:

a. Can YOU take the scissors? (not someone else)

b. Can you take the SCISSORS! (not the knife)

e. Factors Influencing Students English Pronunciation Ability

There are some factors that influence students' English pronunciation. As the focus of this research, the researcher would like to look at internal factors that influence students' English pronunciation ability.

According to Celce-Murcia and Qian several factors that influence students' pronunciation are as follows: the first is ear perception, and in each individual is different. Some people have better ear capacity to learn languages, and not a few students who have poor ear capacity in learning languages.[27] Those with good ear capacity can easily distinguish between two sounds more accurately and can imitate different sounds better than others and produce pronunciation that approaches native speakers. In other words students may gradually lose some of their abilities when they get older, and it will be difficult for them to pronounce the target language with original or almost original accents.

The second is aptitude, attitude, and motivation. Some people may have a "talent" for pronunciation, and the people who are more adaptable may have more success in pronunciation. According Carroll, there are four traits that constitute language aptitude such as: phonemic coding ability wherein it means the capacity to discriminate and code foreign sound such that they can be recalled; Grammatical sensitivity in which it means the ability to analyze language and figure out rules; Inductive language learning ability whereby it means the capacity to pick up language through exposure; Memory in that it means the amount of rote learning activity needed to internalize something like a new sound, a lexical item, a grammatical rule, the pronunciation or spelling of a word.[28]

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[27] Qian Mei Zhang, *Loc.Cit,* P.39
[28] Celce Murcia, *Loc.Cit,* P. 17

Each learner brings different attitude for the target language and the target language community, and it can support or hinder pronunciation ability development.[29] A learner has some prejudices or a negative attitude to the target language and community; it would bring bad influence for their language learning. Some people do not believe that it is necessary to learn a second language, and they think language learning would influence the learners' cultural development in a negative way, and their culture would be imposed on the target language community. Contrarily, if a learner has a positive attitude and opened-mind for the target language or target culture, it would promote his/her pronunciation ability development easily and accurately, and he/she can more have a native-like accent.

According to Dornyei, motivation is seen as one of the keys that influences the rate and success of language learning. Motivation is descript as an inner drive, impulse, emotion, or desire that moves one to a particular action.[30] Motivation is responsible for determining human's behavior by energizing it and giving it direction. Motivation theories in general seek to explain no less than the fundamental question of why humans behave as they do, and therefore it would be naive to assume any simple and straightforward answer; indeed, every different psychological perspective on human's behavior is associated with a different theory of motivation.[31]

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[29] Qian Mei Zhang, *Loc.Cit,* P.41
[30] Zolt'n Dornyei, *Motivation in Second and Foreign Language Learning*, (*Journal Cambridge,* Vol. 31, 2009), p.117
[31] *Ibid.*

The third is that a different personality leads to a different learning style. Extrovert characteristic plays a positive role on learning native-like English pronunciation, but introvert characteristic does not. Students who are sociable, courageous, and talkative; and those who like to make friends and join groups, tend to express themselves and take part in every activity actively so they have more opportunities to use the target language and improve their pronunciation. In the meantime, an introvert one refers to someone who is very shy, quiet, likely to stay alone and be introspective. This kind of person usually likes reading books more than talking with people. Thus, he/she cannot find any opportunities to speak in the target language and practice his/her pronunciation.[32]

The fourth is individual efforts and goal setting. In learning process, it must be noted that teaching never causes learning, but creates conditions where learning can occur. Individual efforts are an important factor for the language learning process.[33] Having good pronunciation must require perseverance and a long time to practice. Good pronunciation does not mean an accent like the perfect American or English but pronunciation that sounds like an original and understandable. It is important to set the right goals for pronunciation, although not so perfect but can communicate effectively. Levis said that students must consider the principle of clarity and understanding as an aim to set goals like native speakers.

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[32] *Ibid,* p.40-41
[33] Qian Mei Zhang, *Loc.Cit,* P.42

The fifth is amount and type of prior pronunciation instruction. Students who have had good pronunciation training before, such as taking speaking classes, will help them more fluently in pronunciation, and students who have never had training will get disadvantage.

In addition, the last, according to Ruly Morgana, another factor influencing pronunciation ability is first language.[34] Students have different dialects based on the mother tongue they received from child. This condition is such as to analyze and interpret whether idioms or dialects used by students have been included in the standard of intelligibility or not. In some countries, the terms native language or mother tongue refer to the language of one's ethnic groups rather than one's first language. Sometimes there can be more than one native or mother tongue. Those children are usually called multilingual.[35]

The table below shows the theories which are used in this research;

No	Factors influencing students' Pronunciation skills theories	Description
1	Ear Perception Factor	Students' listening abilities are different, those who have good ear capacity can easily distinguish between two sounds more accurately and can emulate different sounds better than others and produce pronunciation

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[34] Ruly Morganna, *Teachers' Attitudes towards Conducting Interlanguage Analysis to Prepare Better Instructions*,Vol.1, Issue 2 (Surkarta : IJPTE, 2017), p.134

[35] https://www.slideshare.net/pinkbluestarholicluphjb/sla-nurul-first-language?from_action=save, accessed October 10, 2018

		that is closer to native speakers.
2	Aptitude, Attitude and Motivation Factor	Aptitude means that the students who have talent easily accept things. Motivation is seen as one of the keys that influence the rate and success of language learning. Motivation is descript as an inner drive, impulse, emotion, or desire that moves one to a particular action. In addition, each learner brings different attitude towards the target language and the target language community. It can support or hinder pronunciation ability development. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language.
3	Personality Factor	The different personality leads to the different learning style. The personality is divided into two, extrovet and introvet
4	Individual Effort and Goal Setting	Good pronunciation does not mean to have an accent like the perfect American or English, but pronunciation that sounds like an original and understandable. It is important to set the right goals for pronunciation, albeit not so perfect but can communicate effectively.
5	The Factor as regards the Amount and type of prior pronunciation instruction before	This point refers to the factor that influences the pronunciation ability of students who have previously participated in private English course compared to those who have never participated in a private course in prior.
6	First language Factor	There is a different first-language dialect that each student brings with him/her since he/she was a child. Language background and the learner's native language affects the learning of pronunciation, and sometimes this effect is

		bad, but sometimes it is good. The accent/mother tongue of the students is really different from that of English language.

The theories used to answer what factor influencing the pronunciation ability of students in English Departement of IAIN Curup.

B. Review of Related Findings

To support this research, the researcher reviews some related researches that have previously been done by other researchers. There are some related findings which are encountered. They are such as the following highlights:

The first is the research which had been done by Latifah Nur Kartyastuti in 2017. The title of this research is "An Error Analysis in Pronunciation of English Vowels of the First Semester". There were 11 students as the participants. This research aimed to identify errors in pronunciation and to classify the errors based on their types in pronouncing English vowels. The data were descriptive quantitative, and the results showed that the participants performed three types of pronunciation errors. They were substitution, insertion and omission.[36]

The second is the research which had been done by Yosep Kusuma Wibawa as one of the students from Universitas Negeri Yogyakarta in 2014 with the tittle "Improving Students' Pronunciation through Role Plays ". The purpose of the

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[36] Latifah, *An Error Analysis in Pronunciation of English Vowels of the First Semester*, Skripsi. (Prodi Tadris Bahasa Inggris IAIN Surakarta, 2017)

research was to improve the English pronunciation of the students from VII C class and to conduct integrated pronunciation teaching, reading aloud, and directed response tasks, wherein the complements of the main activities involved role plays that were undertaken in pairs and in groups. The method used in this this research was action research conducted to VII C students at SMP 3 Tempel.[37]

Compared to the related researches above, the present research is different. The first prior research focused on the error analysis in English pronunciation, and the second prior research focused on improving the students' English pronunciation in learning English. In the meantime, this research focused on the factors influencing students' English Pronunciation ability in general. In addition, the factors explored in this research extend to those of importance as well as other factors affecting students' English Pronunciation ability.

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[37] Yosep, *Improving Students Pronunciation Through Role Plays*, Skripsi (Universitas Negeri Yogyakarta, 2014)

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes the method used to conduct the research. It consists of kind of the research, subject of the research, technique of data collection, research instrument, and data analysis technique.

A.   Kind of the Research

This research is a qualitative research that is designed by using descriptive method. According to Neni, Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior.[38] According to LR Gay, descriptive research involves collecting data in order to answer questions about the opinions of people as regards the issues. It means that descriptive research is one of way of research by describing and interpreting a subject with reality.[39] As can be seen, that qualitative research focused on describing the phenomenon that occurs naturally and is presented based on the data on the field.

Based on the definition above, the researcher can conclude that qualitative research is a research whose data are in the form of words. While descriptive research is to describe a result from collecting data of qualitative research. Thus, in this research, the researcher described or analyzed the factors influencing students'

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[38] Neni Hasnunidah, *Metodologi Penelitian Pendidikan*,(Bandar Lampung : Media Akademi, Edisi I, Cet. 1, 2017), p. 11
[39] LR Gay and Peter Airasian, *Research Competencies for Analysis Application*, (New Jersey : MERRILL an imprint of Prentice Hall , 2000) p 315

English Pronunciation skills. With descriptive qualitative method, the researcher collected the data, compiled them systematically, made them factual and accurate, and also designed them through gathering information based upon the real situation.

This research used descriptive method and presented the data in a qualitative way. The researcher described the phenomenon as naturally as possible based on the data that were found on the field, and presented them in the form of words or description instead of numbers or measures. In order to keep the originality of the data, the researcher must not add or modify or make any interventions that possibly damaged the naturalization of the data.

B. Subjects of The Research

The subjects of this research were all students in the third semester of PBI IAIN Curup in academic years 2018-2019. They consisted of three classes. In this research, the researcher used total sampling to select the samples. Total sampling is the entire population that has a particular set of characteristics. In this sampling technique, units are the things that make up the population. Units can be people, cases (e.g., organizations, institutions, countries, and etc.), pieces of data, and so forth.[40] As a result, the subjects of this research referred to a group of individuals from the students in class who participated in the research. In this regard, the researcher took all of the third semester students. The number of the students was

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[40] Dissertation, http://dissertation.laerd.com/Total-Population-Sampling.php. Accessed October 27, 2018

56 students. The researcher took third semesters because the students had passed the pronunciation class.

Suharsimi Arikunto said that if the populations are less than 100 persons, it is better for us to take all of the population as a sample, but if the populations are more than 100 persons we take from population 10% - 15% 0r 20% - 25% or more used as sample.[41] Because the samples of this research were less than 100 students, the researcher took all of the students. The researcher took the overall numbers of students as the samples. They supported the researcher to look for the data in regard to the factors influencing learners' in English pronunciation ability.

C. Technique of Collecting Data

In collecting the data of this research, the researcher used questionnaires, interview and document analysis as the technique of collecting data. Questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response.[42] The students were considered as respondents and treated as the research subjects. They were given a questionnaire containing several items of questions to answer.

The researcher collected the data by using close questionnaire. Through this questionnaire, the students provided their answers based on the given options. In addition to using questionnaire, the resesarcher also conducted interview and

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[41] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rhineka Cipta, 2002) p 112
[42] Cristina Hughes, *Qualitative Approach*, (C.L.Hughes@warwick.ac.uk))

document analysis in order to gain the data. All data were then managed through coding technique.[43]

1. Questionnaire

The first technique of collecting the data in this research was questionnaire. The questionnaire is a list of questions or statements about a particular topic given to the subject, either individually or in groups to obtain certain information such as beliefs, interests, opinions and behaviors.[44] It is defined as data collection tool in which written questions are presented, and they are to be answered by the respondents in written form based on the given options. Close questionnaires were used in this research, the respondents gave answers based on their own information by selecting one of the given options. With the explanation above, the researcher decided to use a questionnaire to collect the data needed considering the number of subjects that was quite a lot, and utilizing questionnaire would help make the researcher easier in collecting the data without ignoring the sense of an effective work in garnering the data. The answers constructed in oral form were not obtained by using questionnaires instead of interviews as the other technique of collecting data which was used. In addition, through using a questionnaire, the researcher could distribute it in a short time and only needed to wait until the subjects finished dealing with it. In this research, questionnaire was used to answer the first research question.

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[43] Bidhan, *Questionnaire Design*, (A working paper, 2010), p.3
[44] Neni Hasnunidah, *Loc.Cit,* p. 89

2. **Interview**

The data could not be valid if the researcher only used one technique for collecting the data. Thus, making use of the other technique of data collection was of importance. In this regard, the researcher used an interview with the respondents or subjects. According to Sugiono, an interview is used as a technique for collecting the data as the early study to find the problem that should be studied, and the interview can be used if the researcher wants to find out deep information from a small number of subjects.[45] In this research, the researcher used an in depth interview because the researcher wanted to know about factors that influenced students' English pronunciation ability deeply.

In this research, the researcher used interview in order to know about what the factors influencing Students' English Pronunciation ability were, and how the factors influenced students' English pronunciation achievement.

3. **Document Analysis**

As defined by Bowen, document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. He also provided some advantages that led the researcher to choose this technique. Firstly, document analysis is an efficient and effective way of gathering data because documents are manageable and practical resources. Documents are commonplace and come in a variety of forms, making documents a very accessible and reliable source of data. Obtaining and analyzing

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[45] Prof.DR.Sugiyono, *metode penelitian kombinasi,* (bandung:alfabeta, 2011) p. 196

documents is often far more cost efficient and time efficient than conducting your own research or experiments. Also, documents are stable, "non-reactive" data sources, meaning that they can be read and reviewed multiple times and remain un-changed by the researcher's influence or research process. [46] The documents in this research were students' scores during their pronunciation class. The scores were analyzed by the researcher to determine how the factors influencing learners' English pronunciation ability affected their English pronunciation achievement.

D.   Research Instrument

Instrument is tool to be used for data collection or dupe, tool, implement especially one designed for precision work.[47] In this research, the researcher used questioner and document analysis. As explained by Creswell, the qualitative researchers collect data through examining documents, observing behavior, and interviewing participants. They may use protocol-instruments for collecting data but the researchers are the ones who actually gather the information.[48] It can be concluded that researcher is the main actor in this case, and other tools function as the supporting parties only.

The researcher used questionnaire and checklist in collecting the data to complete information about the factors influencing learners' pronunciation ability.

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[46] Triad 3, *"An Introduction to Document Analysis"*, http://lled500.trubox.ca/2016/244, accessed on
[47] www.merriam-webster.com/../instrument
[48] John W Creswell, *Qualitative Inquiry & Research Design Choosing Among Five Approaches*, (Lincoln: Sage Publications Inc., 2007), Second Edition , p 38

Both checklist and questionnaire had been firstly validated by the expert before the researcher used them to collect the complete data.

1. **Questionnaire**

The questionnaire used in this study was a close questionnaire. Practically, In this study, the researcher collected the data related to the factors that influenced students' English pronunciation ability. Data were collected to answer the first research question, "what are the factors that influence students' English pronunciation ability?" In addition, given a large number of subjects in this study, the researcher distributed printed questionnaires. The researcher distributed the printed questionnaires to the respondents through social media, such as BlackBerry Messenger, WhatsApp, and Facebook.

The questions in the questionnaire were presented in a close type to allow respondents to choose the answers based on their choice. Data collected in this way was very helpful especially if the researcher would like to understand how people responded to certain problems.. As a result, with using this type of questionnaire, the researcher could get complete and direct data. Questionnaires in this study were made with a combination of several theories about internal and external factors that affected students' English pronunciation ability. There were six factors consisting of Ear Perception, Attitude, Motivation Aptitude, Personality, Individual Efforts, Determination of Goals and Amounts & Types of

previous pronunciation instructions and first language factor. They can be seen in the table below:

Table 2

Indicators and Items of Questionnaire

Variables	Theories	Indicators	Items
The factors influencing students in English Pronunciation Skill	Ear Perception	- Students' listening abilities	1. Everyone has his/her own style of learning English. There are audio learning, visual learning and audio-visual learning. According to research, the best style for learning pronunciation is audio learning. Answer …………………………………… …………………………………… ……………………………………
		- Environment	2. The noisy environment will not affect concentration in learning Answer …………………………………… …………………………………… ……………………………………
	Aptitude, Attitude & Motivation	- Aptitude (Students easily accept the lessons)	3. The ideal time to learn the pronunciation of new vocabulary is two days. Answer …………………………………… …………………………………… ……………………………………
		- Attitude (Friendly attitude toward students'	4. Direct rebuke in public places is the best way to justify someone's pronunciation which is mistaken. Answer ……………………………………

		pronunciation skill acquisition)	………………………………………… …………………………………………
		- Motivation (Students' desire to continue their Master degree)	5.　　I have a strong desire to pursue my master degree, thus I have to keep practicing and improving my English pronunciation skill for the sake of my speaking ability betterment as required in a further education. Answer ………………………………… ………………………………… …………………………………
	Personality Factor	Introvert and extrovert Students	6. Someone directly justifies your pronunciation in front of the public places. Answer ………………………………… ………………………………… …………………………………
	Individual Effort and Goal Setting	- Effort and Achievement	7. Practicing pronunciation in front of a mirror every day can increase your pronunciation accuracy. Answer ………………………………… ………………………………… …………………………………
	Amount & type of prior Pronunciation Instruction	- Patience	8. Learning pronunciation requires a lot of time if compared with learning grammar. Answer ………………………………… ………………………………… …………………………………

		- Type of Class	9. Pronunciation class is a favorite class in learning English. Answer …………………………………… …………………………………… ……………………………………
	First language Factor	- Mother tongue/dialect	10. Ethnic diversity and first language affect pronunciation. Answer …………………………………… …………………………………… ……………………………………

2. Interview Guide

Concerning with the interview technique, the interview questions were designed in the form of semi structured interview. The students gave free answers that had relation to in interview guidance. Conceptually, a semi structured interview is a research instrument used in social sciences. A semi structured interview as a result of what the interviewer says. The interviewer in a semi structured interview generally has a frame work of themes to be explored. According to, Catherine Dawson in semi structured interview the participant is free to talk about what he or she deems important, with little directional from the researcher, the researcher also wants to remain flexible so that the other important information can still arise.[49]

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[49] Catherine Dawson, *what is qualitative interview*, (Bloomsbury academic : 2013), p.3

By considering the steps above and according to the factors influencing students' English pronunciation ability theory, the researcher designed the interview questions or guidance in an effort to garner the data.

Table 3

Interview Guidance

Variables	Theories	Indicators	Questions
The factors influencing students' English Pronunciation Skill	Ear Perception Factor	- Students' listening abilities	1. What is the difficulty in listening to the pronunciation of English native speaker?
		- Environment	2. In the pronunciation class, what is the ideal environment for effective learning?
	Aptitude, Attitude& Motivation Factor	- Aptitude (Students easily accept the lessons)	3. How long does it take for you to learn the pronunciation of new English vocabularies?
		- Attitude (Friendly attitude toward students' pronunciation skill acquisition)	4. What do you do when you have difficulties in receiving lessons?
		- Motivation (Desire to continue a Master degree)	5. Do you consider that addressing about pursuing a further education in a master degree can trigger your motivation in learning English pronunciation?

			6. If so, how do you address the essence of continuing a further education so that you are motivated to learn English pronunciation more seriously and enthusiastically?
	Personality Factor	Introvert and Extrovert	7. What do you do to learn pronunciation skill?
	Individual Effort and Goal Setting	Effort and Achievement	8. How do you motivate yourself to achieve your goals?
	Amount and Type of Prior Pronunciatio n Instruction Factor	- Patience - Type of Class	9. What do you do to learn English pronunciation skill? 10. What is the type of English class that you learn?
	First language Factor	- Mother Tongue/dialect	11. How is your attitude towards your friends' English pronunciation which mostly seems to be affected by their own first language or vernacular?

3. Document Analysis Form

Based on Brun, checklist is a form of analysis used by the researcher to verify, check or inspect. [50] So, here the researcher just needed to analyze the scores and gave clear description between their scores and the factors which influenced their English pronunciation ability to answer the second research question, "how do the factors influencing students' English Pronunciation ability

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[50] Jonathan Brun, "*What is a Checklist?*", http://nimonik.com/2011/10/what-is-a-checklist/, accessed on July 8th, 2017

influence students' English pronunciation achievement?" In this research, the document analysis form was constructed by using some theories (see chapter II) about the factors influencing students' English pronunciation ability. The researcher then described how the factors influenced their English pronunciation ability. By understanding the kinds provided by the experts above, the researcher was able to construct the document analysis form below for analyzing the documents gotten from the Pronunciation lecturer.

Table 4

Document Analysis Form

No	Factors Influencing Pronunciation Skill	Aspect	Number of students				Total
			A	B	C	D	
			17 - 20	13 - 16	10 - 12	< 9	
1		Pitch					
2		Reading Symbol Accuracy					
3		Strong Form					
		Weak Form					
4		Intonation					

After the data were collected using the first instrument, the researcher used the data to analyze how the factors influenced students' English pronunciation ability, in this case the third semester students of the English *Tadris* Study Program of IAIN Curup.

E.   **Technique of Data Analysis**

　　To analyze the data, the researcher used some steps provided by Bashir in Ripah. They were data managing, reading/memoing, description, classifying, and interpreting.[51]

1. Data Managing

　　There were two kinds of data provided in this research. The first data were in the form of questionnaire obtained from students of English Study Program of IAIN Curup after answering the first research question. The next data were gotten from document analysis. The second data were aligned with the answers of the second research question. The first and the second data were connected, meaning that the first data influenced the second data because the first data from questionnaire were used to indicate the factors influencing students' English pronunciation ability.

2. Reading/Memoing

　　After all of the data were gotten and managed, the researcher read them many times to reach better understanding of those data given by students by answering the questionnaire consisted by several questions in different topics. Meanwhile, in second data, the researcher read the result of the first data carefully to answer the second questions because the first data determined how the factors influence students' English pronunciation skills.

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[51] Ripah, *"Comparative Analysis of English Translation Techniques of Surah Al-Haaqqah by Abdullah Yusuf Ali and Marmaduke Pickhtall"*. Skripsi. (Prodi Tadris Bahasa Inggris STAIN Curup, Curup, 2016), p 36-37

3. Description

     In this phase, the researcher described all the data that would be classified in the next step. They were 44 answers to be described by the researcher to grasp the factors influencing students' English pronunciation ability. Besides, the second data were described by the researcher through analyzing students' English pronunciation achievement scored by English pronunciation lecturer to ensure how the factors influencing students' English pronunciation ability influenced their English pronunciation ability.

4. Classifying

     After a long process of describing data had been finished, the researcher classified them based on the theory provided in the second chapter. For the kind of the factors influencing students' English pronunciation ability. About the document analysis, the researcher divided or categorized the data based on achiever to see how the factors influence both of classifications on their English pronunciation skills.

5. Interpreting

     This was the last step in analyzing the data. Here, the researcher interpreted all of the data based on all related theories and the research questions which had been formulated in prior.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explains the research finding and discussion resting upon the data garnered from questionnaire and interview. It consisted of the answers of the research questions.

A. Finding

To get more information about the factors influencing students' English pronunciation ability at IAIN Curup, the researcher presented the finding from the questionnaire distributed to 44 students of 56 students who became the subjects. In this regard, only 44 students answered the questionnaire and returned the questionnaire to the researcher. Therefore, the researcher analyzed only 44 questionnaires. This research had been done in January 2019. The objectives of this research were to investigate the factors influencing students' English pronunciation ability and how those factors influenced students' English pronunciation Achievement, especially the students of English Study Program at third semester.

1. The Factors influencing students' English Pronunciation Ability

To find out the factors that influenced students' English pronunciation ability. The researcher distributed the questionnaire to the students of English Tadris Study Program of IAIN Curup to gain the data. The researcher classified

the data based on the factors influencing students' English pronunciation ability.

From the result, the researcher found some data as displayed and explained below:

Table 1.1

Factor Influencing English Pronunciation Skill

Factors	Students
Ear Perception Factors	From 44 students who returned the questionnaire, it was found that 28 students said that the ear perception factor which students listening ability factor was a factor that influenced the pronunciation of students, each student felt different in pronunciation what they heard from the sound they captured, and 34 students said the environment had an effect the biggest thing in pronunciation learning is that when learning in a noisy environment they find it difficult to concentrate on learning pronunciation.
Aptitude, Attitude & Motivation Factors	Data showed 43 students need high motivation from other students and also lecturers in learning pronunciation. 32 students said that aptitude factors greatly influence. 33 students said that students' attitudes also influenced this as seen from the number of students who refused when they were reprimanded in public when making mistakes.
Personality Factors	From 44 students, 24 students had introverted personalities and 20 other students had extroverted personalities.
Individual Effort & Goal Setting Factors	Data showed 40 students need repeat practice to improve the accuracy of pronunciation skills.
Amount & Type of Prior Pronunciation Factors	Data showed 32 students who say that the patience factor is a factor that influences pronunciation. According to them in learning pronunciation must know a lot of new vocabulary and require repetition to get the pronunciation of the correct pronunciation so that requires a lot of time

First Language Factors	and patience. Data showed that 39 students were still influenced by the mother tongue. They have difficulty pronouncing the correct vocabulary because their dialect is still carried in pronunciation.

The results of questionnaire indicated that there were many factors that affected students' English pronunciation ability. The factors were *ear perception, aptitude, attitude & motivation, personality, individual effort and goal setting, amount & type of prior pronunciation instruction and first language factors*. Motivation was the factor that mostly influenced students' English pronunciation ability because 43 students said that high motivation both from the lecturer, their friend, and environment would make them try harder in setting goals in increasing their English pronunciation ability. Then, 33 students still had negative attitudes towards English and were not open-minded for English. In aptitude factor, 32 students said that they needed more time than two days for practicing to pronounce a new vocabulary.

After that, 40 students assumed that the individual effort and goal setting were important because students set goals, and their efforts could increase the accuracy of their English pronunciation ability so that their pronunciation could be clear while communicating in English.

For the factor of first language, 39 students were influenced by their mother tongue or their native language dialect with different backgrounds and accents so

that they found it difficult when articulating another phoneme in English. Some of them said that sound from words in first language became strange.

As regards ear perception factor, 34 students stated that the student environment was a factor that greatly influenced students' ear perceptions but environment just it had supported factors, and 28 students also stated that in addition to environmental factors students' listening ability was also a factor that influenced students' English pronunciation. Students chose to study with an environment that supported their concentration and made their listening skill increase maximally.

As the factor with respect to the amount and type of prior English pronunciation instruction, 32 students showed that the pronunciation of students was influenced by type of class, and 30 students indicated that patience also influenced students' English pronunciation ability, where students who had attended previous English classes would be fast and more receptive in English pronunciation learning.

And, the last factor was personality factor where only 20 students had extroverted personalities where they received the target language while 24 other students had introverted personalities.

2. **How the factors influence Students' English Pronunciation Achievement.**

To investigate how the factors influenced students' English Pronunciation ability, the researcher assessed the data from documents analysis. The documents in this research were teacher's score sheet. The researcher analyzed the teacher's

scoring sheet and how the factors influenced students' pronunciation ability. These documents analysis answered how the factors influenced students' English Pronunciation ability. The researcher got some data as explained on the below:

Table 2.1

Document Analysis Form

No	Factors Influencing Pronunciation Ability	Aspect	Number of Students				Total
			A	B	C	D	
			17 - 20	13 - 16	10 - 12	< 9	
1	Ear Perception	Pitch		15	29		44
2	Individual Effort & Goal Setting	Reading Symbol Accuracy		28	16		44
3	Amount & Type of Prior Pronunciation	Strong Form	1	13	30		44
		Weak Form	1	11	31	1	44
4	First Language	Intonation	1	17	24	2	44

From the explanation above, it could be seen that out of the six factors, there were four factors that could be measured to have influenced the students' English pronunciation scores. They were the ear perception factor where the students' ability to distinguish two sounds was still lacking, individual effort and goal setting where the student's desire was low goals and achievements in practicing the pronunciation, amount and type of prior pronunciation where students had not used their English learning time maximally and first language

where students were still influenced by the dialect of their mother tongue in pronouncing English vocabulary.

Table 2.1 data show that the ear perception factor is one of the factors that influence students 'pronunciation ability. This can be seen from the students' scores on the Pitch aspect where 15 students have scores in the range of 13-16 in the good category. While 29 other students are in the range of 10-12 with enough categories.

Furthermore, Individual effort & goal setting is one factor that influences students 'pronunciation ability. This can be seen from the students' scores on the aspect of the reading symbol accuracy where 28 students have scores in the range of 13-16 with good categories. While 16 other students are in the range of 10-12 with enough categories.

Then, the next factor is the factor of the amount and type of prior pronunciation instruction that influence the pronunciation of students. This can be seen from the scores of students on the strong form and weak form aspects where for strong form 1 student has the score in the range of 17-20 with very good categories, 13 students have scores in the range of 13-16 with good categories, and 30 students have scores in the range of 10-12 with enough categories. Whereas, on weak form where 1 student has a score in the range of 17-20 with a very good category, 11 students have a score in the range of 13-16

with good categories, 31 students have a score in the range of 10-12 with enough categories, and 1 student has a score in the range of <9 with inadequate categories.

The last factor that can be analyzed based on its value is first language. This can be seen from the scores of students on the intonation aspect where 1 student has a score in the range of 17-20 with good categories, 17 students have scores in the range of 13-16 with good categories, 24 students have scores in the range of 10-12 with enough categories, and 2 students have scores in the range of <9 with inadequate categories.

B. Discussion

In this part the researcher tried to analysis the factors influencing students English pronunciation ability and How the factors influence students' English pronunciation achievement. Started by analyzing the questionnaire, the analysis is to find what factors influencing students English pronunciation ability of English Tadris Study Program and then continued by the use of document analysis in seeking how the factors influence students' English pronunciation achievement.

1. The Factors influencing students' English Pronunciation Ability

By analyzing the questionnaire taken from third semester students, the researcher completely collected the data needed; factors that influenced students English Pronunciation ability. In field, the researcher found there were

six factors that influenced students' English Pronunciation ability. The factors were ear perception, Aptitude, attitude & motivation, personality, individual effort and goal setting, amount & type of prior pronunciation instruction and first language factor. The aptitude, attitude & motivation factors were the factors that influenced students' English pronunciation ability the most. In can be seen from the data whereby 43 students said that motivation was very important for students because it could give a fighting in their learning. This motivation involved motivation from parents and friends. Aptitude 32 students, Attitude 33 students, Individual effort and goal setting factors 40 students, First language 39 students, ear perception consisted of environment 34 students and listening abilities 28 students. Based on amount and type of prior pronunciation instruction, the type of class influenced 32 students and patience influenced 30 students. Personality consisted of extrovert people as indicated by 20 students and introvert as indicated by 24 students.

a. **Ear Perception Factor**

Ear perception, and in each individual is different. Some people have better ear capacity to learn languages, and not a few students who have poor ear capacity in learning languages. [52] In line with theory, field data in table 1.1 showed that ear perception influence students, 28 students said that the ear perception factor which students listening ability factor was a factor that influenced the pronunciation of students, each student felt different in

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[52] Qian Mei Zhang, *Loc.Cit,* P.39

pronunciation what they heard from the sound they captured, and 30 students said the environment had an effect the biggest thing in pronunciation learning is that when learning in a noisy environment they found it difficult to concentrate on learning pronunciation. This was confirmed again form the aspect of student pitch in table 2.1 where 29 students were in the sufficient score category. They said environment that must support students' concentration so that they can easily receive learning. And also supported students' listening skills that must be good at capturing sound and knowing well to distinguish two sounds.

b. **Aptitude, Attitude & Motivation Factors**

The data showed that the aptitude factors were the factor that influenced students' English pronunciation skill. In can be seen from the data that 32 students said that aptitude affected the pronunciation of students a little more, where this aptitude made it easier for students to receive pronunciation learning. Each learner brings different attitude for the target language and the target language community, and it can support or hinder pronunciation skills development.[53] In line with what researcher found in field, the data in table 1.1 showed that the attitude factors were the factor that influence students English pronunciation skill. In can be seen from the data that 41 students said that attitude affect the pronunciation of students, most students are sometimes embarrassed when reprimanded when making mistakes in the

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[53] Qian Mei Zhang, *Loc.Cit,* P.41

pronunciation of English. Motivation is seen as one of the keys that influence the rate and success of language learning. Motivation is descript as an inner drive, impulse, emotion, or desire that moves one to a particular action.[54] The researchers found that, almost all students need motivation both from the environment of friends or family in increasing pronunciation skills.

c. Personality Factor

The data in table 1.1 indicates that some of students have an introvert personality, from the answers of students who were introverted they showed that they strongly disagreed when making mistakes and were immediately corrected in public, they preferred to have their pronunciation not made public. Students who have more open personality extroverts will be criticized, and they hope to bring change and improve their pronunciation even better.

d. Individual Effort & Goal Setting Factor

Individual efforts are an important factor for the language learning process. Having good pronunciation must require perseverance and a long time to practice. Good pronunciation does not mean to have an accent like the perfect American or English but pronunciation that sounds like an original

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[54] Zolt'n Dornyei, *Motivation in Second and Foreign Language Learning*, *Journal Cambridge,* Vol. 31, 2009, p.117

and understandable. [55] In line with theory, field data in table 1.1 showed that individual effort and goal setting factors influencing students' pronunciation skills, 40 students need repeat practice to improve the accuracy of pronunciation ability. This is confirmed again from the aspect of reading symbol accuracy of students in table 2.1 where 29 students were in the sufficient category. Students practice pronunciation accuracy in front of a mirror. Students said that they practiced pronunciation in front of the mirror to increase accuracy in pronunciation of English vocabulary correctly and to exercise self-confidence. This is good to do and is repeated every day.

e. **Amount & Type of Prior Pronunciation Instruction Factor**

Students who have had good pronunciation training before, such as taking speaking classes, will help them more fluently in pronunciation and students who have never had training will be disadvantage. In line with theory, field data in table 1.1 showed 32 students who said that the patience factor was a factor that influences pronunciation. According to them in learning pronunciation must know a lot of new vocabulary and require repetition to get the pronunciation of the correct pronunciation so that requires a lot of time and patience. That Amount & Type of Prior Pronunciation Instruction influence students, this is confirmed again from the strong and weak form of students in table 2.1 in pronunciation students were influenced by the amount and type of prior pronunciation factors which can be seen where in

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[55] Qian Mei Zhang, *Loc.Cit,* P.42

the strong form 30 students were still categorized sufficient whereas the weak form 1 students were categorized as insufficient and 31 students in the sufficient category. They said patience in learning pronunciation and type of class which is the main goal in mastering English is a determinant of mastery of good pronunciation.

f. First Language Factor

Students have different dialects based on the mother tongue they received from child, this condition was such as to analyze and interpret whether idioms or dialects used by students have been included in the standard of intelligibility or not. [56] In line with theory, field data in table 1.1 showed, 39 students were still influenced by the mother tongue. They had difficulty pronouncing the correct vocabulary because their dialect is still carried in pronunciation. First language very influence students, This was confirmed again from the intonation aspect of students in table 2.1, the data shows that 2 students are in the insufficient category and 24 students in the sufficient category while the good category was only 17 students and in the very good category was only 1 student. Some of them said when they recited the English vocabulary or spoke English it sounds a little strange because of the influence of the mother tongue and dialect that they often used in speak every day.

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[56] Rully Morganna, *Teachers' Attitudes towards Conducting Interlanguage Analysis to Prepare Better Instructions*,Vol.1, Issue 2 (Surkarta : IJPTE, 2017), p.134

2. **How the factors influence Students' English Pronunciation Achievement**

   a. **Ear Perception Factor**

   Ear perception, and in each individual is different. Some people have better ear capacity to learn languages, and not a few students who have poor ear capacity in learning languages. [57] Students said that if a noisy environment makes them difficult to concentrate and with their lack of listening skills, it makes them more difficult to increase pronunciation. Made an effective environment in learning English it will have a great influence on the development of student pronunciation where an effective environment is an environment that all uses English, so that means all students in it together are committed to used English.

   b. **Aptitude, Attitude & Motivation Factors**

   Some people do not believe that it is necessary to learn a second language, and they think language learning would influence the students' cultural development in a negative way, and their culture would be imposed on the target language community. Contrarily with learner has a positive attitudes and opened-mind for the target language or target culture, it would promote their pronunciation development easily and accurately and more have a native-like accent. According to Dornyei, Motivation is seen as one of the keys that influence the rate and success of language learning. Motivation is

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   [57] Qian Mei Zhang, *Loc.Cit,* P.39

descript as an inner drive, impulse, emotion, or desire that moves one to a particular action.[58]

for Aptitude it depends on the personal student who can quickly accept learning or not and is usually related to the Attitude of the student itself where students receive or not influence the target language. Providing motivation that increases students' enthusiasm will encourage students to be more active in learning pronunciation by providing additional information in continuing their studies must have good skills in pronunciation.

c. **Personality Factor**

Based on the data, 24 students had an introverted personality where they felt embarrassed when they made mistakes in public and improved the way they were pronounced directly in public, and sometimes make them difficult to develop their pronunciation ability. 20 students had an extrovert personality, they accept criticism from others while continuing to improve and support them to get better.

d. **Individual Effort & Goal Setting Factor**

When efforts made by students are not optimal in improving pronunciation ability automatically the goals of achievement are not well realized and have an impact on improving students' pronunciation ability. Levis said that students must consider the principle of clarity and understanding as an aim to set goals like native speakers. In field data

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[58] Zolt'n Dornyei, "Motivation in Second and Foreign Language Learning", *Journal Cambridge,* Vol. 31, 2009, p.117

showed that individual effort & goal setting factors affect students' pronunciation ability, where 40 students practice pronunciation accuracy in front of a mirror.

e. **Amount & Type of Prior Pronunciation Instruction Factor**

Students who have had good pronunciation training before, such as taking speaking classes, will help them more fluently in pronunciation and students who have never had training will be disadvantage. In line with theory, field data showed that Amount & Type of Prior Pronunciation Instruction influence students, most of the students have the patience to learn English in a long period of time but they do not maximize their pronunciation learning methods because the selection of their type of class is not in accordance with the target to be achieved, so they have difficulty in capturing learning.

f. **First Language Factor**

Students have different dialects based on the mother tongue they received from child, this condition was such as to analyze and interpret whether idioms or dialects used by students have been included in the standard of intelligibility or not. [59] Based on research, the mother tongue did affect but when the mother tongue was trained continuously then the effect of the mother tongue would decrease even if it did not disappear completely.

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[59] Rully Morganna, *Teachers' Attitudes towards Conducting Interlanguage Analysis to Prepare Better Instructions*,Vol.1, Issue 2 (Surkarta : IJPTE, 2017), p.134

Students who have very thick regional dialects have difficulty in pronunciation of vocabulary in English and sometimes it sounds strange.

From the data, it was clear that all students; low score had the same factors which influence them to get the score in Pronunciation Class. Most of the students seen from their score are influenced by ear perception factors, individual effort and goal setting, amount and type of prior pronunciation and first language while aptitude, attitude, motivation and personality are the supporting factors that also influence the pronunciation of students. 6 students can lead the factors into a positive way. It means that they can deal with the factor. They can improve their English skill through the factors and 38 students cannot lead the factors into positive way because their pronunciation achievement in certain pronunciation class was low. It means they cannot deal with the factors. They cannot solve the problem which involved in every factor.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the results of this research by answering the research questions and giving some points of suggestion for the parties involved.

A. Conclusion

Based on finding and discussion in the previous chapter, the researcher finally concludes that:

1. There were 6 factors that influence students' English Pronunciation ability. There are ear perception, Individual effort & goal setting, amount & type of prior pronunciation instruction, and first language. While Aptitude, Attitude, Motivation and personality are the supporting factors that also influence the English pronunciation of students.

2. The factors influence the students English pronunciation ability by influencing their score directly. There are 6 students who get average score of pronunciation ability. They could lead the factor into positive ways. They can deal with the factors. Meanwhile, the lower score, there were 38 students in lower score cannot lead the factors into positive way. They get the range of 47 - 68 in their pronunciation score. It indicates that they cannot deal with the factors. They tend to lose their focus due to the factors.

B. Suggestion

Based on the results of this research entitled by "An Analysis of Factors Influencing Students' English Pronunciation Ability", the researcher suggests:

1. Students

    The result of this research can expand the knowledge about the factors influencing students' English Pronunciation ability. Students understand the factors which influence them in English Pronunciation ability so they learn based on the factors that occurred in order to increase their desire to learn English pronunciation ability.

2. Teachers

    This research is expected give contribution not only for English teacher but also another teacher the influence factors in increasing students English pronunciation ability. By knowing the factors in increasing students' English pronunciation ability, the teachers can develop their students' pronunciation ability.

3. Researcher

    The result of this research can give new knowledge for researcher as guidance in future because researcher will be an English teacher.

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APPENDIX

KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
Nomor : 1300 /In.34/PP.00.9/12/2018

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
		Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
	2.	Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
	3.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	4.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

MEMUTUSKAN :

Menetapkan		
Pertama	: 1.	Jumatul Hidayah, M.Pd
	2.	Sarwo Edy, M.Pd

19791225 200912 2 002
2001038702

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	Tri Rahayu Mulyaningsih
N I M	:	14551028
JUDUL SKRIPSI	:	An Analysis Of Factor Influencing Students English Pronunciation Skill.

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 19 Desember 2018
a.n. Rektor IAIN Curup
Plt. Wakil Rektor I,

Hendra Harmi

Tembusan :
1 Pembimbing I dan II;

Nomor : 1523 /In.34/PP.00.9/12/2018
Lampiran : Proposal Dan Instrumen
Hal : Rekomendasi Izin Penelitian

19 Desember 2018

Kepada Yth.
Rektor IAIN Curup
**Kab. Rejang Lebong**

Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN) Curup:

Nama	:	**Tri Rahayu Mulyaningsih**
NIM	:	14551028
Fakultas/Prodi	:	Tarbiyah / Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:	An Analysis Of Factors Influecing Students English Pronunciation Skill.
Waktu Penelitian	:	19 Desember 2018 s.d 19 Maret 2019
Tempat Penelitian	:	IAIN Curup Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

a.n Rektor IAIN
Kabim AUAK
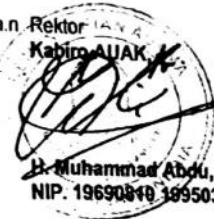
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KARTU KONSULTASI PEMBIMBING SKRIPSI

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PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Servo Edy, M.Pd
JUDUL SKRIPSI : An Analysis of Factor Influencing Students' English Pronounciation Skill

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Jumatul Hidayah, M.Pd
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Pembimbing II,

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PEMBIMBING II : Servo Edy, M.Pd
JUDUL SKRIPSI : An Analysis of Factor Influencing Students' English Pronounciation Skill

- Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2.

- Disarankan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin.

- 1 dan I kali dan konsultasi pembimbing 2 minimal 5 (lima) kali dianggap dengan tidak yang di wajibkan.

- Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan di harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

Tabel Pembimbing II

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	18/9	Perbaikan background dan Phenomena yang kurang		
2	9/10	Masih ada yang kurang dan Memperbaiki lagi		
3	29/10	Lanjut Bab 2, Perbaikan dan cari sumber teori & tambahkan sedikit penjelasan setelah teori		
4	22/10	Lanjut bab 3, perbaikan tabel instrument.		
5	5/12	Perbaikan		
6	28/1	Boleh melakukan validasi dan mulai melakukan penelitian		
7	30/1	Pengolahan data dan bermain kerampulan yang mudah di mengerti		
8	12/2	Acc bab 4 dan 5		

Tabel Pembimbing I

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	6/18	Perbaikan bab 1,2,3 dalam menjelaskan materi		
2	25/12	Mengelucan teori cuari berurutan sesuai judul		
3	29/1	Acc bab 1,2,3		
4	9/2	Perbaikan bab 4 tambahin lagi		
5	9/2	Perbaikan tabel funding dan discussion		
6	7/2	Acc bab 4 bab 5 perbaikan penulisan turut besar dan kecil		
7	8/2	Perbaikan		
8	11/2	Acc bab 4-5		

BIBLIOGRAPHY

The researcher's name is Tri Rahayu Mulyaningsih. She was born in Curup on 22 March, 1996. She is a daughter from best couple Mr. Supyadi & Mrs. Titin Sutinah, She has two brothers and one sister. Her hobbies are play game, travelling and editing. She finished her elementary school at SDN 17 Curup, continued to junior high school at SMPN 02 Curup Tengah then continued to senior high school at SMA N 04 curup. For the next education program, she decided entering Institute College of Islamic Studies (IAIN) Curup and selected English Tadris Study Program as her faculty and she was graduated in 2019. Alhamdulillah, all of her education was passed very well.