

**STUDENTS' STRATEGIES TO OVERCOME PRONUNCIATION PROBLEM
CAUSED BY REGIONAL DIALECT**

(Qualitative descriptive research on the fifth semester of the English *tadris* study program
at IAIN Curup)

THESIS

This thesis is submitted to fulfill the requirement for “*Sarjana*” degree in English *Tadris*
Study Program



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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

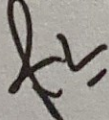
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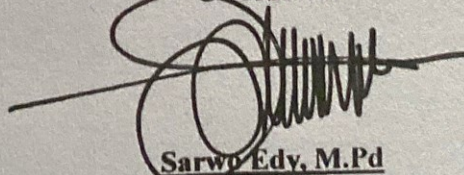
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PREFACE

All praise and gratitude be to Allah SWT, who has given me strength, patience, and guidance in completing this thesis. This thesis is written to fulfill one of the requirements for obtaining the Sarjana degree in the English Tadris Study Program at IAIN Curup.

The topic of this research focuses on pronunciation problems caused by regional dialects and the strategies used by students to overcome them. I became interested in this topic after observing that many students still face difficulties in pronouncing English words correctly, even after completing phonology classes. Interestingly, some students with the same dialect background perform better, which led me to explore the strategies they use to deal with this issue.

I hope that this research can provide useful insights for students who struggle with pronunciation, and also help lecturers design more effective teaching methods. Although this thesis is far from perfect, I believe it can be a starting point for further research in this area, especially in the field of applied linguistics and English pronunciation learning. Finally, I would like to thank everyone who supported me during this process. May this thesis bring benefit to all readers and contribute to the improvement of English language education.

Curup, July 2025

Tiyas Jespia

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MOTTO AND DEDICATION

MOTTO

“If it weren’t for Allah who gave me strength, I might have given up a long time ago”

(Q.S. Al-Insyirah: 05-06)

“I risked my mother’s life the day I was born — there’s no way I can live without purpose.”

“My father’s foot bled to provide for us — giving up is not an option.”

(Tiyas Jespia)

DEDICATION

I proudly dedicate this thesis to myself, my beloved parents, my advisor and co-advisor, the English Tadris Study Program, and all my dear friends.

Thank you for your unwavering support and prayers that have helped me complete this journey. I love you all.

ABSTRACT

Tiyas Jespia : Students Strategies to Overcome Pronunciation
Problem Caused by Regional Dialect
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This research examines the pronunciation problems faced by fifth-semester students of the Tadris English Study Program at IAIN Curup, particularly those influenced by their regional dialect. In addition, this study also explores the strategies that students use to overcome these difficulties. Using a qualitative descriptive approach, data was collected through semi-structured interviews and non-participant classroom observations. Participants were selected using purposive sampling technique, focusing on students who had completed the Phonology course. The results showed that students from various regional dialect backgrounds experienced a variety of pronunciation difficulties, including phonetic interference, vowel and consonant differences, intonation problems, and syllable structure. The most common errors include mispronouncing English sounds that are not present in their dialect, inappropriate vowel length, and unnatural intonation patterns. To overcome this challenge, students apply various strategies based on Kenworthy's principles of pronunciation learning. These strategies include phonetic training, listening to and imitating native speakers, minimal pair practice, use of visual aids and technology, and practicing in a supportive environment. In addition, interaction with lecturers, discussion with peers, and utilization of language learning applications such as Duolingo and Elsa Speak proved effective in improving pronunciation skills. This study highlights the significant influence of regional dialects on English pronunciation and emphasizes the importance of targeted pronunciation training. The findings provide valuable insights for language educators in developing more effective teaching strategies to help students overcome pronunciation difficulties and improve fluency in English speaking.

Keywords: *Pronunciation difficulties, regional dialects, pronunciation strategies, English language learners, qualitative research.*

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CHAPTER I

INTROCUCTION

A. Background of the Research

Pronunciation is a fundamental aspect of spoken language, encompassing the accurate articulation, stress patterns, rhythm, and intonation employed in the production of words and phrases within a particular language or dialect. It constitutes a critical component of effective communication, directly impacting comprehension and intelligibility.

Pronunciation proficiency involves mastering the individual sounds of a language, as well as the broader phonological and prosodic features that contribute to clarity and fluency in speech. As such, pronunciation plays a pivotal role in language learning and teaching contexts, influencing both oral proficiency development and communicative competence. According Peter Roach in his book entitled "English Phonetics and Phonology: A Practical Course", Roach states that pronunciation is "the production of speech sounds, namely referring to speech sounds as opposed to an abstract phoneme system."¹

Proper pronunciation plays a crucial role in the language learning process as it directly affects comprehension and effective communication skills. Good pronunciation helps learners in recognizing words spoken by native speakers, which in turn improves their listening skills. According to experts like Kenworthy, correct pronunciation not only helps in oral

¹ Roach, Peter. *"English Phonetics and Phonology: A Practical Course."* Cambridge University Press, 2001.

comprehension but also boosts learners' confidence in speaking, which is a vital component in language acquisition . Consequently, good pronunciation skills are fundamental in the whole process of language learning and the mastery of effective communication skills.

Furthermore, pronunciation serves as a gateway to cultural understanding, with each accent and intonation carrying nuanced cultural connotations. Thus, mastering pronunciation is not merely about enunciating words correctly; it is about unlocking effective communication, comprehension, social integration, and cultural insight. According to Arizio Sweeting in his latest journal entitled "The Importance of Pronunciation in Language Learning: Insights from Applied Linguistics", pronunciation facilitates good, effective communication, allowing the speaker to be better understood by listeners.²

However, many Indonesians have difficulty in acquiring accurate and clear pronunciation in English. This phenomenon can be caused by various factors, one of which is the influence of regional dialects that significantly affect one's pronunciation. As we know, Indonesia has a strong diversity of dialects, originating from various tribes and regions across the archipelago. These dialects have unique pronunciation characteristics, which can create challenges in adjusting to standard English pronunciation.

² Sweeting, Arizio. "The Importance of Pronunciation in Language Learning: Insights from Applied Linguistics." *Journal of Applied Linguistics*, vol. 10, no. 2, 2023, pp. 45-58.

According to experts, the influence of regional dialects can have a significant impact on one's pronunciation of English. According to research by Smith, a strong dialect in one's native language can be a major barrier in achieving accurate pronunciation in English.³ In addition, research by Johnson, shows that people who are exposed to regional dialects during their English language learning tend to maintain the pronunciation characteristics of those dialects, even when they are trying to adopt standard pronunciation.⁴ Even though the pronunciation of English is still appropriate in terms of meaning, dialects or local languages have an influence on good and accurate English pronunciation.

Dialects have a significant role in influencing pronunciation because each dialect carries unique phonological characteristics, which can lead to variations in the way words are pronounced. Dialects reflect differences in intonation, rhythm and articulation of certain sounds, which directly affect how one pronounces words in a language. According to Labov, dialectal differences can affect the perception and production of language sounds, making them important in the study of phonology and sociolinguistics.⁵

Dialects can also be indicators of social and regional identity, which makes pronunciation an integral part of how individuals express themselves in their social context. So from several factors that can affect errors in

³ Smith, B. (2018). *The Impact of Regional Dialects on English Pronunciation: A Case Study of Indonesian Speakers*. *International Journal of Applied Linguistics*, 15(3), 212-227.

⁴ Johnson, A. (2016). *The Influence of Regional Dialects on English Pronunciation Among Indonesian Learners*. *Journal of Language Studies*, 10(2), 45-58.

⁵ Labov, W. (1972). *Sociolinguistic Patterns*. University of Pennsylvania Press.

pronunciation dialect is a very impactful thing because not only in pronunciation but in understanding will also be different, and also dialect is also very attached to the daily life of students so it will be very difficult to escape the influence of dialect compared to several other factors.

In IAIN Curup, the phenomenon of diverse regional accents and dialects in the study of English can be a significant challenge for students. As an institution that focuses on Islamic religious education, IAIN Curup may have a student population that comes from various regions with diverse cultural and linguistic backgrounds. This creates a learning environment rich with accent and dialect variations, which can affect the understanding and use of Standard English.

Students studying English at IAIN Curup may be exposed to a variety of regional accents in their daily lives, both on campus and in the surrounding community. This may cause them to internalize or adopt certain accents and dialects in their English, which may not always conform to the standard pronunciation taught in the curriculum. In a study conducted by Mesi Irene Putri, a student of the English *tadris* study program, the results of this study show that the use of Rejang as the dominant mother tongue by students at IAIN Curup affects their English pronunciation. Mother tongue interference occurs in consonant, vowel, and diphthong elements. The results of this study indicate that the dominant use of the Rejang language as the mother tongue by students at IAIN Curup affects their English pronunciation. Mother tongue interference occurs in the elements of consonants, vowels, and diphthongs.

There are five types of interference that occur: first, they pronounce short vowels as long vowels. Second, they pronounce long vowels as short vowels. Third, they alter vowels. Fourth, they change diphthongs into vowels. Fifth, they change vowels into diphthongs. However, the interference affecting English words only occurs in the pronunciation dimension of English words, while the meaning remains comprehensible. Overall, this interference is positive because the phonemic sounds of the Rejang language have some similarities with the sounds of the English language, thus this condition does not potentially alter the meaning of English words.⁶

The majority of individuals from different backgrounds have difficulty understanding English dialects because they are used to speaking their own language. As a result, everyone has different challenges when pronouncing English words. The regional language is often the first language that students learn, and this has a significant impact on the pronunciation of the language. However, there are also those who come from the same dialect who pronounce English more precisely, so the question of how this can happen arises whether it could be the influence of the person or there are strategies used to overcome errors that could be caused by regional dialects.

On February 25, 2024, researchers conducted a preliminary spontaneous interview with several 4th and 6th semester students at IAIN Curup's English Tadris Study Program. The purpose of these interviews was to identify English pronunciation difficulties experienced by the students. During

⁶Leffy Noviyenty, Mesi Irene Putri. (2020). *Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup*.

the interviews, it was revealed that one of the common errors was the replacement of the "th" sound with the "d" or "t" sound, which was due to the difference between English and their local dialect. Students also reported difficulties in pronouncing sounds that are not present in their dialect, such as the omission of the "r" sound at the end of a word. In addition, variations in vowel pronunciation and the adoption of intonation and accent from their local dialect are additional obstacles that hinder comprehension by native English speakers. The information gained from these interviews provides an important basis for designing more effective teaching strategies to address these pronunciation issues.

Considering the problems and some of the causes as described above, investigating strategies in conducting exercises for students who have difficulty in pronouncing English vocabulary is necessary so that related problems as highlighted above can be identified and resolved properly by English teachers and lecturers as well as for the students themselves. Therefore, the researcher is interested in conducting a study entitled **“STUDENTS STRATEGIES TO OVERCOME PRONUNCIATION PROBLEM CAUSED BY REGIONAL DIALECT”**. It is expected that the results of this study can contribute to providing one reference for both students and teachers in helping students' difficulties who have regional dialects that affect students' English pronunciation.

B. Research Question

Based on the background, the problems of this research are formulated as follows:

1. What are common pronunciation problems faced by students from different regional dialect backgrounds?
2. What student's strategies to overcome pronunciation problems faced by students from different regional dialect backgrounds?

C. Objective of the Research

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To identify common pronunciation problems faced by students from different regional dialect backgrounds.
2. To explore the strategies students use to overcome their pronunciation problems caused by regional dialect background.

D. Delimitation of the Research

This research is delimited by the theoretical frameworks used to address its research questions. The first research question is analyzed using David Crystal's theory as outlined in his book "A Dictionary of Linguistics and Phonetics." This provides a linguistic foundation that shapes the scope of the inquiry, focusing on specific aspects of language and phonetic analysis as defined by Crystal.

For the second research question, the study employs Kenworthy's theory as presented in her book "Teaching English Pronunciation," which serves as the basis for developing the interview guidance questions. This theoretical framework delimits the investigation to specific pronunciation teaching strategies and learner outcomes as discussed by Kenworthy. By anchoring the research in these two established theories, the study maintains a clear focus and consistency in its approach to data collection and analysis.

E. Significant of the Research

a. For students

This study aims to highlight the strategies students use to overcome pronunciation problems caused by regional dialects. By validating their efforts and offering additional research-backed strategies, the study can boost students' confidence and improve their language skills, essential for academic success and effective communication in English.

b. For Lectures

This research explores the challenges university students face with English pronunciation due to regional dialects. By understanding the strategies students use to overcome these issues, lecturers can create more effective, tailored teaching methods. The findings can also help develop a more inclusive curriculum and enhance lecturers' ability to identify and address pronunciation problems. Additionally, this study enriches applied linguistics literature and supports more interactive, student-centered learning, improving students' outcomes and communication skills.

c. For Researcher

The results of this study enhance the researcher's understanding of how regional dialects affect English pronunciation, contributing to applied linguistics. The study offers practical solutions for educators to help students overcome linguistic barriers. Additionally, it allows the researcher to better understand students' learning strategies, leading to more effective and adaptive teaching methods.

F. Definition of Key Terms

To avoid misunderstanding of this study, the following part provides a brief explanation on certain key term or operational definition of research.

1. Pronunciation Problem

A problem in a general context is a situation or condition that is considered difficult or undesirable that requires resolution. In language learning, problems refer to difficulties or obstacles faced by learners in the process of learning a new language. So it can be interpreted that pronunciation problems are difficulties or obstacles in pronouncing the sounds of the target language correctly, which can interfere with understanding in communication. According to Kenworthy, pronunciation problems are difficulties in producing language sounds that affect understanding in communication. This problem can be caused by a variety of factors including interference from the native language, lack of exposure, and ignorance of the sound patterns of the target language.⁷

⁷ Kenworthy, J. (1987). *Teaching English Pronunciation*. Longman.

2. Student's Strategies

Learning strategies refer to the various approaches, techniques, and methods that students use to optimize their learning process. These strategies include time management, note-taking methods, memory techniques, and ways to understand the material. In the context of this research, the strategies referred to are those used by students to overcome pronunciation problems in English. It involves various methods and techniques that students apply to improve their pronunciation, such as pronunciation drills, the use of phonetic aids, and self-correction techniques.

According to Zimmerman, emphasizes the importance of self-regulated learning, where students not only manage their learning methods but also evaluate and modify their strategies as needed.⁸ In this study, the main focus is on how students deal with and correct their pronunciation problems by applying different strategies. Strategies that are effective in addressing these pronunciation issues can improve engagement, comprehension, and retention of information, as well as help students achieve better academic results.

3. Regional Dialect

Regional Dialect is a language variety that developed in a particular geographical area, characterized by differences in pronunciation, vocabulary, grammar, and even speech patterns. These variations are often

⁸ Zimmerman, B. J. (2002). *Becoming a self-regulated learner: An overview*. Theory Into Practice, 41(2), 64-70.

influenced by the geographical, historical, cultural and social factors of a region. According to Labov, regional dialects are language variations that occur in different regions, where the differences are mainly related to pronunciation, grammar, and vocabulary.⁹ In this research, the main focus is on how regional dialects affect students' English pronunciation. This research explores how regional dialect differences affect the way students pronounce words in English, as well as how these dialect influences can lead to difficulties in comprehension and pronunciation. By understanding the impact of regional dialects on pronunciation, this research aims to identify effective strategies to help students overcome these challenges and improve their speaking ability in English.

G. Organization of the research

This chapter provides the structure from Chapter 1 to Chapter 5.

Chapter I is Introduction. This chapter consists of the background of the research, research question, object of the research, limitation of the research, significant of the research, definition of the key terms and organization of the research. Chapter II contains a review of relevant literature, providing an overview of related theories and previous research. Chapter III is the research methodology, which includes the type of research, research subjects, data collection techniques, research instruments, and data analysis techniques. Chapter IV focuses on the

⁹ Labov, W. (2010). *"Principles of Linguistic Change: Cognitive and Cultural Factors."* John Wiley & Sons.

research results and their discussion. Chapter V discusses conclusions and provides suggestions for further research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the author will review the literature relevant to the research topic, namely "Students Strategies to Overcome Pronunciation Problem Caused by Regional Dialect". This literature review aims to provide an in-depth understanding of pronunciation problems, the impact of regional dialects, and the strategies used by students to overcome these problems.

A. Pronunciation

1. Definition of pronunciation

The way a word or a language is spoken is referred to as its pronunciation, and it includes a number of factors including intonation, phonetics, phonology, stress, and regional accents or dialects. The act of physically producing spoken sounds using the mouth, lips, tongue, and vocal cords is known as articulation. While phonology examines the abstract, cognitive elements and patterns of sounds in a given language, phonetics explores these sounds and their production, transmission, and reception. The emphasis put on particular syllables or words and the change in pitch during speaking are referred to as stress and intonation, respectively. Further factors that might affect pronunciation are accents and dialects, which are based on personal, societal, or regional variations.

According to the Oxford English Dictionary, pronunciation is "the way a word is pronounced; the way a person pronounces a word." Similarly, the Cambridge Dictionary defines it as "the way a word is

pronounced; the way a language or a particular word or sound is pronounced." Language expert David Crystal emphasizes that pronunciation involves both segmental aspects, such as individual sounds, and suprasegmental aspects, such as stress, rhythm, and intonation, which are essential for fluent and comprehensible speech. In essence, pronunciation is a complex and integral aspect of language that significantly affects communication and comprehension.¹⁰

2. The importance of pronunciation in English language learning

Experts agree that pronunciation is essential for learning English, and academic studies support this. As pronunciation directly impacts the intelligibility and understandability of speech, it is essential for effective communication. Pronunciation accuracy increases a learner's chances of being understood by native speakers, which can boost their confidence and conversational skills. Renowned linguist David Crystal claims that accurate pronunciation requires an understanding of both supra segmental elements like stress, rhythm, and intonation, as well as segmental elements like particular vowel and consonant sounds. He underlines that having clear pronunciation is crucial for both understanding oneself and others since it facilitates listening comprehension and the capacity to discern between various words and phrases.¹¹

In addition, even with proper grammar and vocabulary, mispronounced words can cause misunderstandings, as Peter Roach

¹⁰ Ladefoged, P. (2001). *A Course in Phonetics* (5th ed.). Boston: Thomson Wadsworth.

¹¹ Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press.

emphasizes in his book *English Phonetics and Phonology*. Peter makes the point that the most crucial elements that affect intelligibility should be the main emphasis for excellent pronunciation education, assisting students in prioritizing the pronunciation elements that will have the biggest impact on their communication abilities.¹² Pronunciation is an important aspect of learning the English language and affects a speaker's ability to comprehend others as well as their own ability to be understood. Learners must get effective pronunciation coaching that incorporates both supra segmental and segmental elements in order to speak English fluently and with confidence.

3. Factors that affect pronunciation

Many students have difficulty in pronouncing some words in English, it is caused by several factors. Here are some factors of students' difficulties in pronouncing English vocabulary according to Brown:

a. Native language

Students who learn a new language will be impacted by this element. Students may struggle to pronounce certain words in languages that they eventually become native speakers of because these languages lack phonemes that English has.

¹² Roach, P. (2009). *English Phonetics and Phonology (4th ed.)*. Cambridge: Cambridge University Press.

b. Age

Essentially after learning the languages, novices will sound and speak like native speakers. People who have already learned it, however, will only concentrate on maintaining their "foreign accent."

c. Exposure

It is not always the case that someone who speaks slowly in a foreign language is a good speaker. In order for pupils to have good pronunciation, they must first enhance their pronunciation, as the amount of time it takes to gain more exposure will rely on this factor.

d. Innate phonetic ability

It is referred to as having an "ear." Due to their early exposure to the language, people often find that learning a new language is easy. A phonetic coding may be familiar to some people but not to others.

e. Identity and language ego

It turns out that attitude is influenced by the speaker in the target language, and that one must comprehend the linguistic ego in order to identify the speaker.

f. Motivation and concern for good pronunciation

While some students believe pronunciation is unimportant, others disagree. Their motivation will help them pronounce words correctly.

These six elements most likely have the biggest impact on learners' pronunciation.¹³

B. Regional Dialects and Their Impact on Pronunciation

1. Definition of regional dialects

A regional dialect is a distinct form of a language spoken in a particular geographical area. These dialects often have unique phonological, grammatical, and lexical features that set them apart from the standard or more widely spoken forms of the language. Regional dialects develop due to historical, social, and geographic factors and can reflect the cultural and social identity of the speakers. According to Collins, a regional dialect is a variety of a language spoken by communities in a particular geographical area. It is influenced by historical, social, and geographical factors that shape its phonological, lexical, and grammatical characteristics.¹⁴

Regional dialects in Indonesia refer to the variations in the Indonesian language that are spoken in different geographical areas across the country. These dialects exhibit unique linguistic features, including variations in phonology (sound system), vocabulary, grammar, and syntax. According to linguistic experts, regional dialects in Indonesia are influenced by the diverse ethnic, cultural, and linguistic backgrounds of the country's population.

¹³ Brown, D.H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd. ed. New York: Pearson Education

¹⁴ Collins, J. T. (1983). "Malay Dialects and the Use of Malay in Modern Indonesia." *Southeast Asian Studies*, 20(1), 101-125.

Experts define regional dialects in Indonesia as variations of the languages spoken in different parts of the country with unique phonological, lexical, and grammatical traits.

a. Regional dialects as regional language variants

The term "regional dialects" in Indonesian refers to language variants spoken by populations in various Indonesian areas. Every region has a unique dialect or sub-dialect that represents the social and cultural uniqueness of the local population. According to Kridalaksana, a dialect is a variation of language used by a particular community group, which differs from other variations in terms of phonology, lexicon, and grammar.¹⁵

b. Phonological, lexical, and grammatical differences

Regional dialects are characterized by differences in sound system (phonology), vocabulary (lexicon), and sentence structure (grammar). For example, the differences between the Java dialects in Yogyakarta and Surabaya can be found in the intonation, pronunciation, and choice of words. According to Sneddon, regional dialects in Indonesia show significant differences in these aspects, which are often large enough that speakers of different dialects may have difficulty in understanding each other.¹⁶

¹⁵ Kridalaksana, H. (2001). *Kamus Linguistik*. Jakarta: PT Gramedia Pustaka Utama.

¹⁶ Sneddon, J. N. (2003). *The Indonesian Language: Its History and Role in Modern Society*. Sydney: UNSW Press.

c. Social and Cultural Functions

According to Chaer and Agustina, dialects not only reflect geographical but also social differences, as various dialects can indicate social stratification in society.¹⁷ Regional dialects also reflect social and cultural functions, as certain dialects can be used to mark social or ethnic group identity, as well as social status in society.

d. The Influence of Foreign Language and Population Mobility

Regional dialects in Indonesia are also influenced by foreign languages and population mobility. Colonization, trade, and inter-island movements have enriched dialects with elements of other languages. According Alwi et al, noted that the influences of Dutch, Portuguese, Arabic, and Chinese can be found in various dialects in Indonesia, creating a unique mixture in each regional dialect.¹⁸

Regional dialects in Indonesia reflect the diversity of languages in different regions, with different phonological, lexical, and grammatical characteristics. These dialects also reflect social and cultural identities of local communities, as well as influenced by the history of contact with foreign languages and population mobility.

2. The impact of regional dialects on English pronunciation.

Regional dialects are variants of the language spoken in a particular geographical area that have distinctive features in terms of

¹⁷ Chaer, A., & Agustina, L. (2010). *Sosiolinguistik: Perkenalan Awal*. Jakarta: Rineka Cipta.

¹⁸ Alwi, H., Dardjowidjojo, S., Lapoliwa, H., & Moeliono, A. M. (2003). *Tata Bahasa Baku Bahasa Indonesia*. Jakarta: Balai Pustaka.

accent, vocabulary and grammar. Regional dialects can have a significant impact on the English pronunciation being learned. For example, a Javanese dialect may have different intonation and vowel sounds compared to a Balinese dialect.

Research by Chambers and Trudgill, shows that regional dialects can lead to marked variations in pronunciation, which often affect effective communication skills in English. For example, vowel sounds in certain dialects may not be present in English, causing students to struggle in producing those sounds correctly.¹⁹

The influence of regional dialects on English pronunciation is an interesting and complex topic. Regional dialects affect the way one pronounces words in English, as each dialect carries unique phonetic and phonological characteristics:

a. Vowel and Consonant Differences

Each regional dialect has a set of vowels and consonants that may differ from Standard English. For example, some dialects may not have certain vowel sounds present in English, which can cause difficulty in the pronunciation of words containing those sounds. Example: Indonesian does not have the vowel sound /æ/ as in the word "cat". Indonesian speakers might pronounce "cat" with a vowel closer to /e/, making it sound like "ket".

¹⁹ Chambers, J. K., & Trudgill, P. (1998). *Dialectology*. Cambridge University Press.

b. Intonation and Rhythm

The intonation and rhythm of speech in a particular dialect can also affect English pronunciation. For example, speakers of a dialect that has tonal intonation may bring that intonation pattern into English, which can affect listener comprehension. Example: Indonesian uses intonation that tends to be flat. In English, Indonesian speakers may use intonation that doesn't vary enough, making questions like "Are you going?" sound like statements.

c. Phonological Influences

The phonology of the native language can affect the way English learners pronounce words. For example, Indonesian does not distinguish between the /v/ and /f/ sounds. As a result, Indonesian speakers may pronounce "very" as "ferry".

d. Loanword Pronunciation

Regional dialects that frequently use loanwords from English may adapt the pronunciation of those words according to local phonological rules. When speaking in English, speakers may pronounce the words in a way that they have learned in the local dialect. Example: The word "internet" in Indonesian is often pronounced as "internet" with the emphasis on the last syllable (interNET). When speaking in English,

speakers may still use the same emphasis pattern, which is different from the English emphasis (INternet).²⁰

C. Pronunciation Problem Caused by Regional Dialect

Pronunciation problems caused by regional dialects are a common challenge for language learners. These issues arise because the phonetic, phonological, and prosodic features of a learner's native dialect can interfere with their ability to accurately produce the sounds of a new language. David Crystal, in his book "A Dictionary of Linguistics and Phonetics", provides a comprehensive explanation of these issues.

- a. **Phonetic Interference:** This occurs when sounds from a learner's native dialect interfere with their production of sounds in the target language. For example, a speaker of a non-rhotic dialect (e.g., certain British English dialects) may have difficulty producing the /r/ sound in American English.
- b. **Vowel and Consonant Differences:** Crystal notes that vowel length, quality, and consonant articulation can vary significantly across dialects, leading to pronunciation errors. For instance, Japanese speakers might struggle with the distinction between /l/ and /r/ in English due to the absence of these distinct sounds in Japanese.
- c. **Intonation Patterns:** Different dialects have unique intonation and stress patterns, which can lead to inappropriate prosody in the target language. For example, Spanish speakers might apply their native rising intonation

²⁰ Dardjowidjojo, S. (2000). *English phonology and its influence on Indonesian learners. Journal of Southeast Asian Education*, 1(1), 1-20.

in yes/no questions to English questions, resulting in unnatural sounding speech.

- d. Syllable Structure: Regional dialects can have different syllable structures, affecting how students produce syllables in the target language. For example, a speaker of a language with a CV (consonant-vowel) structure may have difficulty with English's complex syllable structures like CCCVCC (e.g., "strengths").

As was mentioned in the previous chapter, learning English can be challenging for Indonesian students, particularly when it comes to pronunciation. An infant learns to talk by listening to his mother's voice and then mimicking her actions. Since boyhood, he has been accustomed to speaking in his native tongue. This mother tongue "has been deeply implanted in him as part of his habits," according to Ramelan. He adds, "It will be challenging for him to alter the habit of arranging his speech organs to generate the unfamiliar noises."²¹ It makes sense because his speech organ movements are programmed to produce the speaking sounds of his native tongue.

The problem of English pronunciation based on dialect factors is due to the fundamental differences between the letters and pronunciation in Indonesian, its dialects, and English. This difference is one of the interesting aspects of linguistics that shows the diversity and uniqueness of each language. Indonesian, as the national language, has a distinctive phonetic and

²¹ Ramelan, 1999. *English Phonetics*. Semarang: IKIP Semarang Press.

phonological system. Despite using the same Latin alphabet as English, the pronunciation of the letters in Indonesian tends to be consistent and phonemic. Each letter usually has one particular stable sound, such as 'a' which is always pronounced [a], and 'e' which can be pronounced [ə] or [e], depending on its position in the word.

There are three types of phonemic sounds in the English phonetic alphabet: vowels, consonants, and diphthongs. Vowels are produced by forming the mouth cavity, particularly in the region above the tongue. There are five main vowels in English: /a/, /e/, /i/, /o/, /u/, and one special vowel, /y/. Words like "only," "quickly," and "bicycle" are examples of /y/ sounds. Consonants are phonemic sounds that are produced by narrowing the air stream within the mouth so that certain consonants. English has twenty-one different consonant types. A diphthong is a vowel with two distinct targets: during pronunciation, the tongue (or another element of the speech articulation) moves. In English, there are eight common diphthongs: /aʊ/ means "town," /aɪ/ means "light," /eɪ/ means "play," /eə/ means "pair," /iə/ means "deer," /oɪ/ means "slow," /tʃ/ means "toy," and /ʊə/ means "sure."²² Based on the above differences, there will be problems.

1. Identify common pronunciation problems caused by regional dialects

Pronunciation issues often arise from regional dialects, highlighting the diverse linguistic landscape that influences how individuals articulate

²² U. Gut, *Textbook in English Language and Linguistic: Introduction to English Phonetics and Phonology*. German: Peter Lang, 2009.

words. These regional variations can lead to distinct pronunciation patterns that may deviate from standard or widely accepted norms. For instance, speakers from different regions might stress syllables differently, substitute certain sounds, or even omit sounds altogether. Such variations are not merely random but are deeply rooted in the phonetic and phonological systems of the local dialects. Understanding these common pronunciation problems is crucial, especially in contexts such as language teaching, where recognizing and addressing these issues can significantly improve communication and comprehension. By identifying the specific challenges posed by regional dialects, educators and linguists can develop more effective strategies to help individuals achieve clearer and more accurate pronunciation.

a. Pronunciation Problems made by Javanese

In a study conducted by Eka Reski Fauziah from the findings and analysis, it was found that first, Javanese students have problems in pronouncing English consonant sounds. There exist nine phonemes that students mispronounce. Of them, seven are consonant sounds that don't exist from the Javanese language. [v], [θ], [ð], [σ], [Υ], [tʃ], and [dʒ] are those sounds. When pronouncing these sounds, Javanese students use processes of insertion and substitution. In this instance, errors pertaining to the nature of the target language itself are caused by intralingua variables.

Problems can also be caused by negative transfer or mother tongue effect. It can be heard when pronouncing the letters [d] and [z]. Students who speak Javanese often pronounce the English consonants by replacing them with Javanese sounds. Second, it might have inferred from the study's findings that Javanese pupils similarly struggle with pronouncing English vowel sounds. In this instance, Javanese pupils also practiced substitution, which is the act of switching out one sound for another. There are four categories of problems made when pronouncing English vowel sounds.

Initially, they mispronounced long vowels like [i:], [ɪ:], [u:], [a:], and [ɜ:]. All long vowels were swapped out by Javanese students with short vowels, such as [i], [a], [u], [ə], and [ɔ]. Second, false vowels like [æ], [ó], [ɒ], and [ĩ] were mispronounced by Javanese students. They changed them to a known vowel instead. Lastly, they mispronounced some diphthongs, including [eə], [eɪ], [əɪ], [iə], and [ai]. They used a single vowel in place of the diphthong. Finally, they mispronounced a diphthong and substituted a different diphthong.²³

To analyze the comparison of Javanese and English vocabulary, the following table compares Javanese and English.

²³ Eka Reski Fauziah "errors in pronunciation of English segmental sound by Javanese students" vol 5 no 3, 2017.p. 242-249

Table 2. 1
English Vowels vs. Javanese Vowels

No	Vowels	English	Javanese	Notes
1.	/i:/	beat, see	iki (ini), mi (mie)	Long 'i' in English, short 'i' in Javanese
2.	/eɪ/	bait, say	gede (besar), sewu (seribu)	Long 'e' in English, short 'e' in Javanese
3.	/ɛ/	bet, set	běřēs (beres), kěwěr (kusut)	Similar short 'e' sound
4.	/ɪ:/	Sea	-	No sound in Javanese
5.	/ə/	about	-	No sound in Javanese

In English, vowel length can significantly affect meaning, while in Javanese, the distinction is more about vowel quality. The schwa sound /ə/ in English is an unstressed and very common vowel sound, often represented by different vowels in unstressed syllables. In Javanese, the vowel sound in unstressed syllables is typically short and may not be as centralized as in English.

b. Pronunciation Problems made by Sundanese

The following details about the responses were discovered by Fakhri Fauzi, a researcher, based on the analysis of pronunciation. When pronouncing vowel and consonant sounds, all responders overgeneralize. For instance, in the Indonesian alphabet, the [v] sound in the final sound is pronounced as [f]. Second, the responders frequently substitute the sounds [p] for [f] and [v]. The primary argument in the direction of this claim is that they are unable to distinguish fricative sounds in the alphabet of their mother tongue.

Third, the majority of responders substitute the [f] sound, which originates from the same location and method of articulation, for the [v] sound in word-initial sounds.²⁴

The following table compares Sundanese with English

Table 2. 2
Sundaese vs. English

No	Phoneme in English	Pronunciation in English	Pronunciation in Sundanese	Example in English	Example in Sundanese
1.	/v/	Voiced labiodental fricative	Replaced with /f/	"very" pronounced as /'veri/	"van" pronounced as /fʌn/
2.	/f/	Voiceless labiodental fricative	Same, but often replaced with /p/	"fun" pronounced as /fʌn/	"foto" pronounced as /poto/
3.	/p/	Voiceless bilabial plosive	Same, but often used to replace /f/ or /v/	"pen" pronounced as /pɛn/	"pen" pronounced as /pɛn/
4.	/v/ (final position)	Voiced labiodental fricative	Replaced with /f/	"have" pronounced as /hæv/	"live" pronounced as /lif/
5.	/f/ (initial position)	Voiceless labiodental fricative	Same, but often replaced with /p/	"fish" pronounced as /fɪʃ/	"film" pronounced as /pilm/

Sundanese speakers often face specific pronunciation challenges when learning English due to differences between the two languages. One common issue is substituting the /v/ sound with /f/ because the /v/ sound does not exist in Sundanese. For example, "very" (/ˈveri/) becomes "ferry" (/ˈfəri/). Additionally, Sundanese speakers may replace both /f/ and /v/ with /p/, as seen with "foto" pronounced as

²⁴ Fakhri fauzi, "Error analysis of Sundanese English Pronunciation on Fricatives sounds". 2016

"poto". In final positions, the /v/ sound is often replaced with /f/, such as "have" (/hæv/) pronounced as "haf" (/haf/). Even in initial positions, /f/ can be replaced with /p/, so "film" becomes "pilm". These pronunciation problems occur because Sundanese speakers transfer sounds from their native language to English, leading to systematic errors.

c. Pronunciation Problems made by Rejangnese

According to Leffy Noviyenty and Mesi Irena Putri, students at IAIN Curup predominantly use Rejang as their mother tongue. This can interfere with the sound when students pronounce English words related to consonants, vowels, and diphthongs. There are five of interference extending to:

- 1) Pronouncing short vowels into long vowels, for example;

Table 2. 3

No	English Word	English Pronouncing (IPA)	Students Mother Tongue
1.	Slab	/slæb/	/slɜ:b/
2.	Kids	/kɪds/	/ki:ds/
3.	Plastic	/plæstɪk/	/plɑ:sti:k/

- 2) Pronouncing long vowels into short vowels,

Table 2. 4

No	English Word	English Pronouncing (IPA)	Students Mother Tongue
1.	And	/ænd/ /	/ ənd/

2.	Please	/pli:z/	/plis/
3.	Pea	/pi:/	/pi/

3) In changing vowels,

Table 2. 5

No	English Word	English Pronouncing (IPA)	Students Mother Tongue
1.	Spoon	/spʊn/	/spɒn/
2.	From	/frʌm/	/from/
3.	For	/fə(r)/	/fɔr/

4) Pronouncing diphthong into vowels,

Table 2. 6

No	English Word	English Pronouncing (IPA)	Students Mother Tongue
1.	Snake	/sneɪk/	/snek/
2.	Wednesday	/ˈwɜ:nzdeɪ/	/wednesdæ/
3.	go	/gəʊ/	/go/

5) Change vowels into diphthong.

Table 2. 7

No	English Word	English Pronouncing (IPA)	Students Mother Tongue
1.	Bag	/bæg/	/beɪg/
2.	Fresh	/freʃ/	/frei:s/

Although the pronunciation of the words is hampered by the students' mother tongue, the meaning is still clear. In conclusion, the interference is beneficial because the phonemic systems of the Rejang and English languages are quite comparable, and the condition has no chance of altering the meaning of English words.²⁵

Rejangnese language has seven kinds of vowel sounds, including /i/, /e/, /ɛ/, /ə/, /a/, /u/, and /o/.²⁶ Some examples of words in Rejangnese.

Table 2. 8
Phonetic Transcription of Rejangnese Vowel

No	Vowel Phonemes	Words	Phonetic Transcription
1.	/i/	/idup/	Hidup (Life)
2.	/e/	/ecer/	Encer (Dilute)
3.	/ɛ/	/ɛpɛn/	Gigi (Teeth)
4.	/ə/	/kətə/	Semua (All)
5.	/a/	/abəw/	Abu (Dust)
6.	/u/	/uləu/	Kepala (Head)
7.	/o/	/otok/	Otak (Brain)

(Source: Wibowo, 2016)

²⁵ Leffy Noviyenty, Mesi Irene Putri. (2020). *Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup*.

²⁶ Ori, Andika Putra. "The Interference of EFL Students' Native Language in English Pronunciation" (Bengkulu, 2021)

D. Strategies to Overcome Pronunciation Problem

Effective pronunciation is a crucial aspect of language learning, influencing communication clarity and fluency. However, learners often encounter challenges due to differences between their native language and the target language.²⁷ To address these issues and improve pronunciation proficiency, various strategies are employed. In this discussion, we explore several key strategies utilized by language learners to overcome pronunciation problems and enhance their overall speaking skills.

1. Definition and importance of strategies in language learning.

Language learning strategies are specific actions, behaviors, steps, or techniques that learners use to improve their progress in developing skills in a second or foreign language. These strategies can be cognitive (involving direct manipulation of the language), metacognitive (involving planning, monitoring, and evaluating learning), social (involving interaction with others), or affective (managing emotions, motivation, and attitudes).

Importance Language learning strategies are crucial because they enhance the learner's ability to comprehend, retain, and use the language more effectively. According to experts in the field, these strategies play a significant role in successful language acquisition:

- a. Facilitate Learning Process: Strategies help learners' process new information more efficiently, making it easier to understand and

²⁷ Lee, S., et al. (2020). *Enhancing Pronunciation Learning: The Role of Native Speakers and Non-Native English Tutors*. *Language Teaching Research*, 24(4), 511-534.

remember. For example, mnemonic devices can aid in vocabulary retention.

- b. **Promote Autonomy:** By using strategies, learners become more self-directed and take control of their own learning process. This autonomy is essential for lifelong learning and continuous improvement.
- c. **Increase Motivation and Confidence:** Effective use of strategies can boost learners' confidence and motivation, as they experience success in their learning endeavors. This positive reinforcement encourages them to continue learning.
- d. **Improve Problem-Solving Skills:** Strategies provide learners with tools to tackle difficult language tasks and overcome obstacles. This problem-solving ability is crucial in managing real-life communication challenges.
- e. **Enhance Language Use:** Strategies such as practice, repetition, and real-life application enable learners to use the language more fluently and accurately. Engaging in conversations, for instance, helps improve speaking and listening skills.

Rebecca L. Oxford is a prominent researcher in the field of language learning strategies. In her book, Oxford defines language learning strategies and categorizes them into direct and indirect strategies

- a. **Direct Strategies:** These involve direct interaction with the language, such as memory strategies (e.g., using flashcards), cognitive strategies

(e.g., summarizing texts), and compensation strategies (e.g., guessing the meaning of unknown words).

- b. Indirect Strategies: These support language learning without directly involving the language. They include metacognitive strategies (e.g., planning and organizing learning), affective strategies (e.g., managing anxiety), and social strategies (e.g., working with peers).

Oxford emphasizes that effective use of these strategies can significantly enhance language learning outcomes. She also notes that strategy training—teaching learners how to use these strategies—can further improve their proficiency and confidence.²⁸

2. Various strategies used to overcome pronunciation problems.

In the study conducted by Lee et al, various strategies were examined to understand how both native speakers and non-native English tutors can enhance pronunciation learning. The research highlights several key strategies and findings:

a. Interaction with Native Speakers

Engaging in conversations and pronunciation practice with native speakers provides learners with authentic language exposure and accurate pronunciation models. Native speakers can offer precise examples of how sounds should be produced, which is crucial for learners trying to emulate correct pronunciation. The study found that learners who interacted

²⁸ Oxford, Rebecca L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House Publishers.

frequently with native speakers showed significant improvement in their pronunciation. The natural, real-time feedback and the opportunity to hear and mimic native pronunciation patterns contributed to their progress.

b. Guidance from Non-Native English Tutors

Non-native English tutors can also be effective, especially when they are well-trained in pronunciation pedagogy. They understand the common pronunciation challenges faced by learners and can provide targeted instruction and strategies to address these difficulties. Although the improvement was not as pronounced as with native speakers, learners still benefited from the structured and explicit pronunciation guidance provided by non-native tutors. The tutors' ability to empathize with learners' struggles and offer practical solutions was particularly valuable.

c. Use of Phonetic and Phonological Instruction

Both native and non-native tutors employed phonetic techniques and phonological awareness exercises to help learners recognize and produce difficult sounds. This included teaching phonetic symbols, minimal pairs practice, and drills focusing on specific sounds. The incorporation of phonetic and phonological instruction helped learners develop a better understanding of the sound system of English, leading to improved pronunciation accuracy.

d. Focused Feedback and Correction

Providing focused feedback and correction during pronunciation practice is crucial. This involves identifying specific pronunciation errors

and offering corrective feedback on how to produce the sounds accurately. Learners who received immediate and specific feedback on their pronunciation errors made more rapid progress compared to those who received general feedback. Both native and non-native tutors played a role in delivering this type of focused feedback.

e. Practice in a Supportive Environment

Creating a supportive and encouraging learning environment where learners feel comfortable practicing their pronunciation is essential. This reduces anxiety and promotes more frequent practice. The study noted that learners who felt supported and not judged were more willing to practice and make mistakes, which is a critical part of the learning process. This supportive environment was fostered by both native and non-native tutors.²⁹

The study by Lee et al. Underscores the importance of both native speakers and non-native English tutors in enhancing pronunciation learning. While native speakers provide authentic pronunciation models and real-time feedback, non-native tutors offer structured guidance and empathy, both of which are valuable. Additionally, the use of phonetic and phonological instruction, focused feedback, and creating a supportive learning environment are effective strategies for improving pronunciation. These findings highlight that a combination of these strategies, tailored to the learners' needs, can lead to significant improvements in pronunciation.

²⁹ Lee, S., et al. (2020). *Enhancing Pronunciation Learning: The Role of Native Speakers and Non-Native English Tutors*. *Language Teaching Research*, 24(4), 511-534

E. Students' Strategies to Overcome Pronunciation Problems

Pronunciation is essential for effective communication in a new language, but it can be challenging due to differences from the learner's native language. To improve pronunciation, students use various strategies. This discussion will explore key strategies such as repetitive practice, using technology like apps, learning with native speakers or tutors, and employing phonetic techniques. These methods, supported by research, help learners overcome pronunciation problems and enhance their language skills.

1. Explanation of specific strategies used by students.

Joanne Kenworthy, in her book "Teaching English Pronunciation", outlines several strategies to help learners overcome pronunciation problems due to their regional dialects. Her approach is practical and focused on effective methods for improving pronunciation:

a. Phonetic Training

Kenworthy emphasizes the importance of phonetic training, where learners are taught to recognize and produce the distinct sounds of the target language. This includes learning the IPA (International Phonetic Alphabet) to accurately identify and reproduce sounds.

b. Listening and Mimicking

Kenworthy advocates for extensive listening practice. By listening to native speakers and mimicking their pronunciation,

learners can improve their accuracy. Shadowing exercises, where learners repeat what they hear immediately, are particularly effective.

c. Minimal Pair Drills

These exercises help learners distinguish between similar sounds that may be problematic due to their native dialect. For example, practicing pairs like "ship" and "sheep" can help learners differentiate between /ɪ/ and /i:/.

d. Use of Visual Aids and Technology

Kenworthy suggests using visual aids such as diagrams of mouth positions to help learners understand how to produce sounds. Additionally, language learning apps and software that provide instant feedback on pronunciation are beneficial.

e. Cultural Immersion

Immersing oneself in environments where the target language is spoken helps learners adapt to natural pronunciation patterns. This exposure helps learners internalize the rhythm, stress, and intonation of the language.

f. Peer and Teacher Feedback

Regular feedback from peers and teachers is crucial for identifying and correcting pronunciation errors. Constructive feedback helps learners become aware of their mistakes and make necessary adjustments.³⁰

³⁰ Kenworthy, Joanne. (1987). *Teaching English Pronunciation*. Longman.

Joanne Kenworthy's comprehensive approach to overcoming pronunciation problems caused by regional dialects involves a multifaceted strategy that includes phonetic training, extensive listening and mimicking, minimal pair drills, the use of visual aids and technology, cultural immersion, and regular feedback from peers and teachers. These methods collectively aim to enhance learners' pronunciation accuracy and fluency in the target language.

F. Review of Related Findings

As a supporter of this research, the researcher re-reads research that is similar to the research that will be studied by the researcher, as for the previous research that has been read and supports this research is as follows.

1. The Journal of Sibakhul Milad Malik Hidayatulloh (2022). The title is Learning English pronunciation Articulating EFL students' voices on problems and strategies. The results of this study include findings on various problems faced by ELED students in learning English pronunciation, such as confusion in distinguishing word sounds, finding unfamiliar words, low learning motivation, the influence of accent, and the influence of mother tongue causing mixed concepts in pronouncing words. Moreover, the main findings of this study were how to distinguish word sounds followed by finding unfamiliar words and low learning motivation in pronunciation. The participants also expressed three ways to overcome the problems in solving those problems, which are increasing exposure to

English, following guidance from experts or teachers, and practicing pronunciation intensively outside the classroom.

2. The journal of Gunawan Tambunsaribu and Masda Surti Simatupang. The title of the study was "Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English." The results of this study show that many Indonesian college students have difficulty in pronouncing some English words due to differences in vowel sounds, vowel combinations, mute letters, and the sound of a combination of two or three consonant letters. This research is expected to help English teachers, especially in teaching TEFL (Teaching English as a Foreign Language), to help improve students' understanding and pronunciation skills in speaking English. This research is also expected to help English teachers in designing teaching methods to overcome English pronunciation problems faced by Indonesian university students.
3. The Journal of Mesi Irene Putri abd Mrs. Leffy Noviyenty English language education of Institut Agama Islam Negeri (IAIN) Curup and program study doctor pendidikan Universitas Bengkulu, 2020. The title is Mother Tongue Interference Towards Students' English Pronunciation: a case in IAIN Curup. The results of this study show that the use of Rejang as the dominant mother tongue by students at IAIN Curup affects their English pronunciation. Mother tongue interference occurs in consonant, vowel, and diphthong elements. There are five ways the interference occurs: first, they pronounce short vowels into long vowels. Second, they

pronounce long vowels into short vowels. Third, they change vowels. Fourth, they change diphthongs into vowels. Fifth, they change vowels into diphthongs. However, the interference affecting English words only occurs in the dimension of pronunciation of English words, while the meaning is still understandable. Overall, this interference is positive because the phonemic sounds of Rejang language have some similarities with English sounds, so this condition does not have the potential to change the meaning of English words.

From all the research that has been done above, the difference in the research that the researcher will do is the focus of the research, as has been explained, previous research focuses more on factors that can influence and cause problems in pronunciation, none of these studies have completed what strategies for students to overcome problems based on influencing factors, therefore in this study researchers will examine student strategies in overcoming English pronunciation problems caused by several factors, especially regional dialects.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Kind of The Research

This study used a qualitative method approach with a descriptive design. This method was chosen because it provides an in-depth understanding of the strategies students use to overcome pronunciation problems caused by their regional dialect. Qualitative research is a research method used to understand social or human phenomena by collecting non-numerical data and analyzing it in depth. This method emphasizes the exploration and interpretation of individual and group experiences in a complex context. Bogdan and Biklen, state that qualitative research is descriptive and interpretative, aiming to understand how people construct meaning from their experiences in everyday life.³¹

The descriptive approach in qualitative research aims to describe in detail the phenomenon or case under study. Descriptive research focuses not only on the 'what' of a phenomenon, but also on the 'how' and 'why'. According to Sandelowski, the descriptive approach is very useful in qualitative research because it provides a rich and in-depth description of

³¹ Bogdan, R., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods*. Pearson.

participants' experiences without any attempt to change or manipulate the situation under study.³²

By using a descriptive qualitative approach, this study aims to provide a comprehensive picture of the strategies used by students in overcoming pronunciation problems due to regional dialects, as well as providing a deep insight into their experiences.

B. Subject of The Research

The subjects of this study were fifth-semester students from the English tadris study program at IAIN Curup. These students were selected using purposive sampling, a technique that allows researchers to select participants based on certain criteria relevant to the purpose of the study. From the results of purposive sampling, the sample obtained by the researcher was 14 students who met the criteria.

According to Tongco, purposive sampling as a method in which the researcher decides what needs to be known and sets out to find people who can and are willing to provide information based on knowledge or experience.³³ Given the focus of the research and limited resources, purposive sampling allows for efficient data collection by focusing efforts on a subset of students who meet the criteria, rather than a random sample that might include many people who do not experience the problem.

³² Sandelowski, M. (2000). *Whatever happened to qualitative description? Research in Nursing & Health*, 23(4), 334-340.

³³ Tongco, M. D. C. (2007). "Purposive Sampling as a Tool for Informant Selection." *Ethnobotany Research and Applications*, 5, 147-158.

In this study, the subject selection criteria included students who had completed the Phonology course. The researcher focused on fifth-semester students because they had already received instruction on correct pronunciation in the Phonology course. Despite this, some students still showed influences from their regional dialects, which are supported by previous research by Mesi, who found that the mother tongue, often forming a dialect, can affect English pronunciation.

In this study, the subject selection criteria include students who have completed the Phonology course. Additionally, the research subjects consist of two main groups:

1. Students who have pronunciation problems caused by their regional dialect.
2. Students with the same dialect who have managed to overcome these pronunciation problems.

The selection of subjects based on these criteria aims to gain a deep understanding of the strategies used by students to overcome pronunciation problems caused by their regional dialect. By comparing these two groups, the researcher hopes to identify key factors that help or hinder the mastery of accurate English pronunciation.

C. Technique of Collecting Data

To thoroughly understand the strategies students use to overcome pronunciation problems caused by their regional dialects, it is essential to use

effective data collection techniques. The choice of techniques in qualitative research is crucial because it affects the depth and accuracy of the insights gained. This study uses a multi-method approach, including semi-structured interviews and observations. Each technique captures different aspects of the research problem, providing a comprehensive view of the students' experiences and strategies. Combining these methods ensures a rich, detailed understanding of the pronunciation challenges students face and the strategies they use to address these issues. This section outlines the rationale and procedures for each data collection technique used in the study.

1. Interview

In this study, semi-structured interviews were conducted with fifth-semester students of the English tadaris study program at IAIN Curup. These students were selected using purposive sampling based on specific criteria, such as having completed the Phonology course and experiencing pronunciation problems due to their regional dialects, or having successfully overcome these issues.

Semi-structured interviews were chosen because they provided a balance between flexibility and consistency. This type of interview allowed the researcher to prepare guiding questions while giving participants the freedom to express their thoughts in detail. Bernard highlighted that semi-structured interviews were useful for uncovering

deep insights into participants' experiences while maintaining some structure.³⁴

Interviews were valuable for collecting qualitative data as they allowed researchers to explore participants' personal experiences and perceptions in depth. Kvale stated that interviews were essential for understanding the meanings people attach to their experiences, enabling direct interaction between the researcher and participants.³⁵ In this study, interviews helped uncover the strategies students used to overcome pronunciation problems and provided detailed accounts of their challenges and successes.

By using semi-structured interview, the researcher aimed to gather rich, detailed data to comprehensively understand the pronunciation challenges faced by students and the strategies they used to address these issues.

2. Observation

The researcher observed fifth-semester students of the English tadris study program at IAIN Curup to understand their pronunciation practices and strategies. These students, selected through purposive sampling, had completed the Phonology course and either experienced pronunciation problems due to their regional dialects or had successfully overcome these issues. Observations took place in their regular classroom

³⁴Bernard, H. R. (1988). *Research Methods in Cultural Anthropology*. Sage Publications.

³⁵ Kvale, S. (1996). *InterViews: An Introduction to Qualitative Research Interviewing*. Sage Publications.

settings, focusing on their interactions, participation in pronunciation drills, and other relevant activities.

Non-participant observation was used, meaning the researcher watched the students without participating in their activities. This method was chosen to minimize the impact on the students' natural behavior. According to Cohen, Manion, and Morrison, non-participant observation is effective for understanding behaviors in their natural context.³⁶

Observation provided valuable insights into real-time behaviors and interactions, showing how students used their pronunciation strategies. Kawulich noted that observation helps reveal dynamics that might not be captured through interviews alone.³⁷ By observing students in their natural classroom environment, the researcher gathered detailed data on their pronunciation practices and how they overcame problems caused by their regional dialects.

D. Instrument of The Research

In this study, the instrument of the research refers to the tools or methods used to collect data. These include techniques like interviews, questionnaires, observations, and other methods used to gather information relevant to the research goals. According to Creswell and Creswell, research instruments are

³⁶ Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. Routledge.

³⁷ Kawulich, B. B. (2005). *Participant observation as a data collection method*. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 6(2).

selected based on their suitability to answer the research questions and objectives.³⁸

For this study, interviews and observation were used as data collection instruments. Interviews were conducted to gather detailed information about pronunciation challenges and strategies for overcoming them due to regional dialects. It's important to choose these instruments carefully based on the research questions, participant characteristics, and the depth of understanding needed.

1. Interview Guidance 1

Interview in this study were conducted with a guide based on the theory of David Crystal, as found in his book "A Dictionary of Linguistics and Phonetics". Crystal is one of the leading linguists who provide an important framework for understanding phonology and pronunciation problems caused by regional dialects. David Crystal's provides a solid theoretical foundation for understanding important aspects of this study. This approach helped in designing relevant and in-depth questions, so as to comprehensively reveal students' strategies and experiences related to pronunciation problems caused by regional dialects. The following is a table of interview questions

³⁸ Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. Sage Publications.

Table 3. 1
Blue Print of Interview Guidance 1

No.	Aspect	Indicators	Questions
1	Common pronunciation problems faced by students from different regional dialect backgrounds	1. Phonetic Interference	1. What specific English sounds do you find most difficult to pronounce?
			2. Are there English sounds you often pronounce differently because of your native dialect?
			3. Do you feel your native dialect causes you to mispronounce certain English sounds frequently?
		2. Vowel and Consonant Differences	4. Which English vowels or consonants are particularly hard for you to pronounce correctly?
			5. Do you often confuse certain English sounds, like /l/ and /r/, or others, due to your dialect?
			6. Can you recall any words where you tend to make pronunciation errors because of vowel or consonant differences?
		3. Intonation Patterns	7. Do you find it challenging to match the natural intonation patterns of English?
			8. Are there specific situations where you feel your native intonation patterns disrupt your English pronunciation?
			9. Do you often receive feedback on unnatural intonation in your English speaking?
		4. Syllable Structure	10. Which English words with multiple syllables do you find hardest to pronounce accurately?
			11. Does your native dialect's syllable structure make it difficult to pronounce certain English words correctly?
			12. Are there any specific syllable patterns in English that frequently cause you trouble?

This pronunciation test is part of Interview Guidance 1. It is designed to identify pronunciation problems caused by regional dialects, including Javanese, Rejang, and Sundanese. The researcher will conduct this test individually with each participant. Participants are asked to pronounce each word or phrase aloud, and the researcher will observe and assess the following aspects:

- Consonant and vowel pronunciation
- Word stress
- Intonation patterns
- Syllable structure

This instrument supports the qualitative data collection to answer the first research question.

No.	Word/Phrase	Target Sound/Pattern	Pronunciation Aspect	✓ / ×	Type of Error	Notes
1	think	/θ/	Consonant		/t/ for /θ/	"tink"
2	that	/ð/	Consonant		/d/ for /ð/	"dat"
3	very	/v/	Consonant		/f/ or /p/	"fery", "pery"
4	zoo	/z/	Consonant		/s/	"soo"
5	vision	/ʒ/	Consonant		/s/ or /sy/	"visyen"
6	chair	/ʃ/	Consonant		/s/ or /c/	"ser"

7	judge	/dʒ/	Consonant		/j/ or /d/	"jadge"
8	sheep	/i:/	Vowel		/ɪ/ for /i:/	"ship"
9	cup	/ʌ/	Vowel		/a/ or /æ/	
10	go	/əʊ/	Diphthong		/o/ instead	
11	name	/eɪ/	Diphthong		/e/ instead	
12	develop	de-VE-lop	Word Stress		Stress on first syllable	"DEvelop"
13	banana	ba-NA-na	Word Stress		Flat or no stress	
14	Are you ready?	Rising intonation	Intonation		Flat or falling intonation	
15	What are you doing?	Falling-rising	Intonation		Flat	
16	clothes	CCVC	Syllable Structure		Cluster reduced	"klot"
17	strength	CCCVCC	Syllable Structure		Cluster broken	"stren", "sren"
18	world	CVCCC	Syllable Structure		Final consonant dropped	"worl"

The words and phrases selected for this pronunciation test are commonly used in daily English communication. The researcher deliberately chose familiar and high-frequency vocabulary to ensure that the participants are not confused by the meaning of the words, so the focus

remains solely on pronunciation. By using familiar words such as *think*, *go*, *name*, *cup*, *sheep*, and simple phrases like “*Are you ready?*” or “*What are you doing?*”, the test emphasizes natural speech production, allowing for a more accurate observation of pronunciation issues caused by dialect interference rather than vocabulary unfamiliarity. This approach aligns with the objective of identifying pronunciation errors that occur in everyday English usage, ensuring that the data collected is relevant and reflects authentic speaking situations.

2. Interview Guidance 2

To answer the second research question, we used Joanne Kenworthy's theory in her book "Teaching English Pronunciation" as the basis for developing the interview guidance questions. Kenworthy focuses on practical strategies such as phonetic training, listening and imitation exercises, and the use of visual aids. The interview guidance was structured to explore how students identify and use these strategies in overcoming pronunciation problems due to regional dialects. This approach is expected to provide deep insights into how students improve their pronunciation in the context of English language learning. The following is a table of questions for the interview.

Table 3. 2
Blue Print of Interview Guidance 2

No.	Aspect	Indicators	Questions
1	Students' strategies to overcome pronunciation problems caused by regional dialect background	1. Interaction with Native Speakers	1. How often do you interact with native English speakers to help address pronunciation differences influenced by your regional dialect?
			2. Can you share a time when talking with a native speaker helped you notice or adjust a pronunciation difference caused by your dialect?
		2. Guidance from Non-Native English Tutors	3. How does your non-native tutor help you with pronunciation issues specifically linked to your regional dialect?
			4. Are there any exercises or techniques your tutor uses to help address sounds or patterns that are different in your dialect?
		3. Use of Phonetic and Phonological Instruction	5. Have you practiced phonetic symbols or drills to help with sounds that are particularly challenging due to your dialect?
			6. Are there specific phonetic or phonological techniques that help you with sounds that differ from those in your dialect?
		4. Focused Feedback and Correction	7. How often do you receive specific feedback on pronunciation differences that are influenced by your dialect?
			8. Can you describe an instance where feedback helped you correct a pronunciation issue related to your dialect background?
			9. Do you find immediate correction more helpful for dialect-related pronunciation differences, or is a detailed approach more effective?
		5. Practice in a Supportive Environment	10. Does your learning environment make you feel comfortable practicing sounds that are difficult because of your dialect?

No.	Aspect	Indicators	Questions
			11. How does a supportive environment help you feel more willing to work on pronunciation challenges specific to your dialect?
		6. Use of Visual Aids and Technology	12. Do you use any apps or visual aids specifically to tackle pronunciation issues arising from your dialect?
			13. How do visual aids, such as mouth diagrams or sound comparison tools, help you with sounds that are different in your dialect?
			14. Have you found that using technology to compare your pronunciation with standard English helps you recognize dialect-related issues?
		7.	15. Have you experienced immersion in English-speaking settings to help you adjust pronunciation influenced by your dialect?
			16. How does exposure to English in real-world contexts help you adapt sounds and patterns that are different from your regional dialect?
			17. Can you recall any experiences where immersion helped you overcome a specific pronunciation issue linked to your dialect background?

2. Observation

The observation conducted in this study provided invaluable insights into the real-world application of pronunciation strategies by students. By observing students in their natural classroom environments, the researcher was able to validate interview data and gain a deeper understanding of how these strategies are implemented and their effectiveness. The systematic approach to observation, supported by expert

perspectives, ensured a comprehensive and reliable assessment of the students' pronunciation practices.

Observation is a fundamental qualitative research method that allows researcher to gather rich, contextual data. According to Fraenkel and Wallen , "Observation allows the researcher to study the dynamics of a setting or phenomenon in its natural environment, providing a depth of understanding that other methods may not capture."³⁹ This perspective highlights the importance of observation in capturing the intricacies of students' behaviors and interactions, which are crucial for understanding their pronunciation strategies.

Table 3. 3
Checklist Observation

No.	Aspect	Indicators	Items	Yes	No	Notes
1	Students' strategies to overcome pronunciation problems caused by regional dialect background	1. Interaction with Native Speakers	1. The student actively engages in conversations with native speakers to improve their pronunciation accuracy.			
			2. The student consciously observes and replicates pronunciation nuances from native speakers to adjust their own speech.			

³⁹ Fraenkel, J. R., & Wallen, N. E. (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill Education.

No.	Aspect	Indicators	Items	Yes	No	Notes
		2. Guidance from Non-Native English Tutors	3. The student follows specific pronunciation techniques or advice provided by non-native tutors to correct dialect-influenced sounds.			
			4. The student demonstrates improvement in overcoming regional pronunciation issues through structured methods taught by non-native tutors.			
		3. Use of Phonetic and Phonological Instruction	5. The student uses the International Phonetic Alphabet (IPA) as a tool to identify and practice sounds that are difficult due to dialectal differences.			
			6. The student practices producing English sounds that differ from their native dialect, focusing on accurate articulation and sound distinctions.			
		4. Focused Feedback and Correction	7. The student seeks specific feedback on pronunciation issues related to their dialect and applies corrections to enhance clarity.			
			8. The student consistently applies corrective feedback, resulting in reduced regional pronunciation interference over time.			

No.	Aspect	Indicators	Items	Yes	No	Notes
		5. Practice in a Supportive Environment	9. The student participates in pronunciation activities within an environment that encourages risk-taking without fear of judgment.			
			10. The student benefits from supportive feedback in the environment, which helps reduce anxiety and promotes regular practice to overcome dialect influences.			
		6. Use of Visual Aids and Technology	11. The student uses visual aids, such as diagrams of mouth and tongue positions, to practice sounds that are challenging due to their dialect.			
			12. The student relies on language learning apps or software for pronunciation feedback and uses this feedback to refine problematic sounds.			
		7. Cultural Immersion	13. The student participates in English-speaking environments or media to internalize natural rhythm, intonation, and stress patterns.			
			14. The student shows improvement in pronunciation, rhythm, and intonation as a result of exposure to native English contexts, aiding in			

No.	Aspect	Indicators	Items	Yes	No	Notes
			overcoming dialectal influences.			

After collecting data using the first instrument, the researcher made observations to ascertain whether the data from the interview results were correctly applied by the students of IAIN Curup English Study Program.

E. Technique of Data Analysis

In qualitative research, data analysis is a multi-step process that helps in making sense of the collected data. In this study, the researcher utilized interviews and observations to understand students' strategies for overcoming pronunciation problems caused by regional dialects. The analysis process followed the framework of data collection, data reduction, data display, and drawing conclusions as outlined by Miles and Huberman.⁴⁰

1. Data Collection

In the data collection process, the researcher employed two primary methods: semi-structured interviews and non-participant classroom observations. Semi-structured interviews were conducted with fifth-semester students of the English Tadris Study Program who had completed the Phonology course. The interviews aimed to explore in depth the

⁴⁰ Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Sage Publications.

students' challenges in pronunciation and the strategies they employed to overcome these challenges.

The semi-structured format allowed flexibility, enabling the researcher to delve deeper into relevant topics while maintaining the focus on the research objectives. Alongside interviews, classroom observations were carried out to gather complementary data. Through non-participant observation, the researcher focused on students' behaviors, interactions, and non-verbal cues, particularly regarding the application of pronunciation strategies discussed during the interviews. These two methods were chosen to provide a well-rounded understanding of the phenomena under study.

2. Data Reduction

After collecting the data, the researcher proceeded with data reduction to organize and simplify the information while preserving its richness. This began with transcribing the interview recordings into written form, ensuring every detail was captured accurately. Notes from classroom observations were also organized systematically to correspond with the study's objectives.

The next step was coding, where the researcher identified recurring themes and categorized them into meaningful patterns. For instance, strategies like "phonetic training," "listening and mimicking," and "cultural immersion" were labeled and grouped based on their frequency

and relevance. This process of reducing and categorizing data helped to focus the analysis on the most significant aspects of the findings.

3. Data Display

In this study, matrices and charts were used to display the reduced data in an organized way. These visual tools helped organize the information by frequency and context, enabling the researcher to see patterns more clearly. For instance, a matrix might show how often each strategy was mentioned across different students or different types of activities.

The researcher also created thematic summaries, which provided a clear, concise overview of the main findings under each theme. These summaries included direct quotes from the interviews and key observations from the classroom. This aligns with the Miles and Huberman approach, where the researcher synthesizes the data into comprehensive visual representations and narrative summaries, making it easier to draw conclusions later in the process.

4. Drawing Conclusions

In this study, the researcher interpreted the displayed data to identify key strategies that were most effective in improving students' pronunciation. The researcher found that strategies such as phonetic training, listening and mimicking, and cultural immersion were particularly useful for students with regional dialects. The researcher also applied triangulation—comparing data from different sources (interviews

and observations)—to ensure the consistency and reliability of the findings, a critical step in Miles and Huberman's approach. By doing this, the researcher ensured that the conclusions were robust and grounded in multiple data sources.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the results derived from interviews and observation conducted during the study. The research aimed to identify prevalent pronunciation challenges faced by fifth-semester students of the English Tadris Study Program at IAIN Curup, influenced by their regional dialects, and to examine the strategies they employ to overcome these difficulties. Data collection took place in November 2024, utilizing two sets of interview guidelines and an observation checklist to support the findings. Furthermore, the observations revealed several crucial insights that enriched the understanding of the students' strategies. This chapter elaborates on the research findings and their corresponding discussion.

A. FINDING

1. Common pronunciation problems faced by students from different regional dialect backgrounds

The researcher employed interviews to address the first research question: "What are common pronunciation problems faced by students from different regional dialect backgrounds?" This study was conducted with fifth-semester students from the English Tadris study program at IAIN Curup. The interview questions were developed based on the theory outlined in *A Dictionary of Linguistics and Phonetics* by David Crystal, utilizing the following indicators: phonetic interference, vowel and consonant differences, intonation patterns, and syllable structure.

As described in Chapter III, the researcher used interviews as data collection tools. The interviews were conducted face-to-face on November 12, 2024, involving several fifth-semester students as participants. During the interviews, the researcher used the Indonesian language to facilitate communication. The findings were then organized the first research question.

Table 4. 1
Common Pronunciation Problems

NO	Regional Dialects	Indicators	Common Problems
1.	Javanese	1. Phonetic Interference	1. Bat 2. That 3. Cash 4. This 5. Smooth
		2. Vowel and Consonant Differences	1. Cat 2. Cut 3. Bat 4. Man 5. But
		3. Intonation Patterns	1. I need eggs, milk, and bread 2. If you want, we can go to the park tomorrow 3. I bought apples, oranges, and bananas (Dominant intonation problems in list sentences and long sentences)
		4. Syllable Structure	1. Psychological 2. Phenomenological 3. Miscommunication
2.	Sundanese	1. Phonetic Interference	1. Love 2. Food 3. Voice 4. Give

			5. Health 6. Path 7. Thought
		2. Vowel and Consonant Differences	1. Bit 2. Sit 3. Beach 4. Bought 5. Church
		3. Intonation Patterns	1. I said I was coming! 2. Close the door 3. Have you done? (dominant intonation problem on imperatives)
		4. Syllable Structure	1. Constitutionality 2. Interdisciplinary 3. Entrepreneurship
3.	Rejangnese	1. Phonetic Interference	1. Mosque 2. Think 3. She 4. Fish 5. Measure 6. Choice 7. River
		2. Vowel and Consonant Differences	1. Watched 2. Real 3. Day 4. Say 5. Garage
		3. Intonation Patterns	1. Are you coming? 2. Is it raining? 3. Is it ready yet?
		4. Syllable Structure	1. Constitutionality 2. Philosophical 3. Quantitative

Based on the table above, researchers can explain as a result.

1. Javanese Dialect

The Javanese dialect is known for its characteristic soft pronunciation and tendency for consonant sounds to be more “smooth.”

This affects English pronunciation as follows:

a. Phonetic Interference

In Javanese, some consonant sounds such as [t], [d], and [s] tend to be pronounced softer, which causes the pronunciation of English sounds to be distorted.

Example

“Bat” is pronounced like “That,” because the [b] sound is replaced with the [th] sound.

“Cash” is pronounced like “This,” because the pronunciation of [ʃ] is difficult and replaced with [s]. This can happen because Javanese does not have contrastive interdental sounds such as [θ] or [ð].

b. Vowel and Consonant Differences

Javanese has vowels that tend to be short and does not recognize long vowel differences.

Example

“Cat” sounds like “Cut,” because short vowels in Javanese do not differentiate between long and short sounds. “Man” is often pronounced like “Men.”

c. Intonation Patterns

Intonation in Javanese is often flat or falling at the end of a sentence, which does not match the English pattern.

Example

In list sentences like “I need eggs, milk, and bread,” there is no clear emphasis on the pauses between words.

This is because in Javanese, intonation patterns are used more to convey respect than for grammatical structure.

d. Syllable Structure

Javanese usually has a simple syllable structure (CVC or CV), so words that have complex syllables are difficult to pronounce.

Example

The word “Psychological” is often pronounced without some syllables, as in “Saiko.”

2. Sundanese dialect

Sundanese dialects are known for their light vowel sounds and a tendency to soften consonant sounds. Here's how it affects English pronunciation:

a. Phonetic Interference

Some consonant and vowel sounds in English do not have direct equivalents in Sundanese dialects.

Example

“Love” is pronounced like “Health,” because the [v] sound is replaced with [f]. “Voice” sounds like “Path,” due to the substitution of the [v] sound with [p].

The reason for this is because Sundanese does not recognize fricative sounds like [v].

b. Vowel and Consonant Differences

The difference in pronunciation of long and short vowel sounds is very striking in Sundanese dialect speakers.

Example

“Beach” often sounds like “Bit,” because the long vowel [i:] is difficult to produce. “Bought” is pronounced like “Boat.”

c. Intonation Patterns

Intonation patterns in Sundanese dialects tend to be monotonous, especially in imperative sentences.

Example

Sentences such as “Close the door” often lack an assertive intonation, making it sound like a normal request.

d. Syllable Structure

Complex syllable structures are often simplified.

Example

“Entrepreneurship” is decapitated into “Entre-preneur-ship,” with inappropriate stress.

3. Rejang Dialect

The Rejang dialect has a unique phonological system, with some vowel and consonant sounds not found in English. Its effect on English pronunciation is as follows.

a. Phonetic Interference

Certain sounds in English are difficult for Rejang dialect speakers to pronounce.

Example

“Mosque” is pronounced like “Mas.” “River” sounds like “Ribber.”

The reason is the absence of certain fricative sounds in Rejang phonology.

b. Vowel and Consonant Differences

Vowels in Rejang dialect are often short, so words with long vowels in English are not pronounced correctly.

Example

“Watched” is often pronounced like “Wats.”

“Garage” is pronounced with inconsistent vowel sounds.

c. Intonation Patterns

Rejang intonation tends to be flat in all types of sentences, including interrogative sentences.

Example

Questions like “Are you coming?” often sound like statements because the intonation does not rise at the end of the sentence.

d. Syllable Structure

Words with long and complex syllables are difficult to pronounce correctly.

Example

“Quantitative” is often decapitated into “Quan-tit-ive,” with incorrect stress. “Philosophical” becomes “Phil-sophical.”

Different dialects have different effects on English pronunciation. These issues include phonetic disorders, vowel and consonant differences, intonation patterns, and syllable structure. The best solution is to provide specific exercises based on the problems that arise in each dialect, such as focusing on difficult sounds, correct intonation patterns, and practice pronouncing complex words.

2. Student’s strategies to overcome pronunciation problems faced by students from different regional dialect backgrounds

The researcher conducted interviews to address the second research question: "What are effective strategies for students to overcome pronunciation problems caused by their regional dialect backgrounds?" This study involved fifth-semester students from the English Tadris study program at IAIN Curup.

The interview questions were developed based on the theory outlined by Joanne Kenworthy in her book "Teaching English

Pronunciation". This theory provides practical strategies to assist learners in overcoming pronunciation difficulties influenced by their regional dialects. The indicators used in this study are as follows: Phonetic Training, Listening and Mimicking, Minimal Pair Drills, Use of Visual Aids and Technology, Cultural Immersion, and Peer and Teacher Feedback.

After conducting validation with the validators, it was recommended that the indicators in the research instrument be focused on more specific aspects. The validators observed that the initial indicators, such as "Phonetic Training, Listening and Mimicking, Minimal Pair Drills, Use of Visual Aids and Technology, Cultural Immersion, and Peer and Teacher Feedback", covered overly broad topics, potentially reducing the precision of the data collected.

Consequently, the indicators were revised to "Interaction with Native Speakers, Guidance from Non-Native English Tutors, Use of Phonetic and Phonological Instruction, Focused Feedback and Correction, Practice in a Supportive Environment, Use of Visual Aids and Technology, and Cultural Immersion", as suggested by the validators. This adjustment aims to ensure that the research instrument is more targeted, relevant, and capable of supporting in-depth data collection aligned with the study's objectives.

Table 4. 2
Students Strategies

NO	Regional Dialects	Strategies	Used by Students
1.	Javanese	1. Guidance from Non-Native English Tutors	1. Lectures 2. Friends
		2. Practice in a Supportive Environment	1. Community 2. Group Discussion
		3. Use of Visual Aids and Technology	1. Duolingo 2. Elsa Speak 3. Google Translate
2.	Sundanese	1. Guidance from Non-Native English Tutor	1. Lectures 2. Friends
		2. Practice in a Supportive Environment	1. Community 2. Group Discussion
		3. Use of Visual Aids and Technology	1. Video from TED Talks 2. Google Translate Voice Feature
3.	Rejangnese	1. Guidance from Non-Native English Tutor	1. Lectures 2. Friends
		2. Practice in a Supportive Environment	1. Community 2. Group Discussion
		3. Use of Visual Aids and Technology	1. Song 2. Google Translate Voice Feature 3. YouTube (Podcast, talk show)

1. Javanese

From the interview results, the researcher can explain that students with a Javanese dialect background use various strategies to overcome pronunciation difficulties. One of the main strategies is guidance from non-native English tutors, which includes learning through lectures given

by lecturers and support from peers who provide corrective feedback during practice. In addition, they also take advantage of practicing in a supportive environment, by actively participating in the community as well as joining group discussions, which provide a safe space to practice and improve pronunciation collaboratively.

Last, the use of visual aids and technology played an important role, where tools such as Duolingo, Elsa Speak, and Google Translate were used to improve phonetic understanding and pronunciation through interactive and personalized exercises. This combination of strategies allows students to effectively address the pronunciation issues they face.

2. Sundanese

The researcher found that students with Sundanese dialect background used a number of strategies to overcome pronunciation difficulties. One of the strategies used is guidance from non-native English tutors, which is done through lectures given by lecturers as well as support from friends who help provide corrections during the learning process.

In addition, students also practiced their skills in a supportive environment, by actively engaging in the community and participating in group discussions, which provided opportunities to practice pronunciation with positive social support. Another strategy is the use of visual aids and technology, where they utilize videos from TED Talks to hear and understand native speakers' pronunciation, and use the voice feature of Google Translate to mimic and practice the sounds of certain words. These

strategies provide holistic support for students in improving their pronunciation skills.

3. Rejangnese

The researcher found that students with Rejang dialect background used various strategies to overcome pronunciation challenges in English. One of the strategies applied is guidance from non-native English tutors, which includes learning through lectures given by lecturers and support from friends who help provide corrections and suggestions during the learning process. In addition, students also practiced in a supportive environment, by being actively involved in the community and participating in group discussions, which provided opportunities to practice pronunciation with encouraging social support.

Another strategy is the use of visual aids and technology, where students utilize songs to practice rhythm and intonation, the voice feature of Google Translate to hear and mimic pronunciation, and content from YouTube such as podcasts and talk shows to gain exposure to pronunciation and intonation in real contexts. These strategies help students to gradually improve their pronunciation skills.

After the researchers conducted interviews to ensure and strengthen the data from the answers that had been given, the researchers continued by making observations. This observation was carried out at certain moments where students tend to use English, such as during English Zone activities. In addition, at the time of this research, 5th

semester students were participating in literature exercises which required them to use English more often, both in discussions and practical exercises, thus providing wider opportunities for researchers to observe the use of English naturally. The following results were obtained

Table 4. 3
Results of observation

No.	Aspect	Indicators	Items	Yes	No	Notes
1	Students' strategies to overcome pronunciation problems caused by regional dialect background	1. Interaction with Native Speakers	1. The student actively engages in conversations with native speakers to improve their pronunciation accuracy.		✓	At the time the researchers conducted the research, students did not have direct seminars with native speakers but previously students spoke with native speakers online through campus webinars, but not regularly. It is only done when there are certain seminars.
			2. The student consciously observes and replicates pronunciation nuances from native speakers to adjust their own speech.		✓	Most students rely solely on online videos, such as YouTube and Google translate, without any hands-on experience. Due to limited access to speak

No.	Aspect	Indicators	Items	Yes	No	Notes
						directly with native speaker
		2. Guidance from Non-Native English Tutors	3. The student follows specific pronunciation techniques or advice provided by non-native tutors to correct dialect-influenced sounds.	✓		Students often receive guidance from lecturers and friends who are aware of errors in pronunciation so that they can realize that what they say is not correct.
			4. The student demonstrates improvement in overcoming regional pronunciation issues through structured methods taught by non-native tutors.		✓	Students did not always show consistent improvement as not all participated in additional training. Because they only check the pronunciation that they might not be able to say using the application after that they will practice with themselves.
		3. Use of Phonetic and Phonological Instruction	5. The student uses the International Phonetic Alphabet (IPA) as a tool to identify and practice sounds that are difficult due to dialectal differences.		✓	The researcher did not found the use of the symbol IPA by students in accordance with what

No.	Aspect	Indicators	Items	Yes	No	Notes
						students answered in the previous interview, they explained that the use of the symbol IPA was too complicated.
			6. The student practices producing English sounds that differ from their native dialect, focusing on accurate articulation and sound distinctions.	✓		Students practice using videos they watch on the internet by repeating the sounds of native speakers using a learning app.
		4. Focused Feedback and Correction	7. The student seeks specific feedback on pronunciation issues related to their dialect and applies corrections to enhance clarity.	✓		Students often ask lecturers and friends when they realize that there are mistakes in pronunciation
			8. The student consistently applies corrective feedback, resulting in reduced regional pronunciation interference over time.		✓	Some students tend to forget or are inconsistent in applying the correction suggestions.
		5. Practice in a Supportive Environment	9. The student participates in pronunciation activities within an environment that encourages risk-taking without fear of judgment.	✓		Students often give each other advice and direction to friends who have problems with pronunciation so that they can freely ask

No.	Aspect	Indicators	Items	Yes	No	Notes
						questions without being judged.
			10. The student benefits from supportive feedback in the environment, which helps reduce anxiety and promotes regular practice to overcome dialect influences.	✓		The learning environment in the English tadris study program provides positive feedback that helps students be more confident. There are so many programs from the study program that can support students' abilities such as English Zone, English Communities and many more, but there are some students who do not take advantage of the programs that have been provided by this study program.
		6. Use of Visual Aids and Technology	11. The student uses visual aids, such as diagrams of mouth and tongue positions, to practice sounds that are challenging due to their dialect.		✓	Most students do not use mouth diagrams or other visual aids. Most of the students

No.	Aspect	Indicators	Items	Yes	No	Notes
						only rely on online videos or learning apps.
			12. The student relies on language learning apps or software for pronunciation feedback and uses this feedback to refine problematic sounds.	✓		Students use apps like Duolingo or Google Translate to check pronunciation.
		7. Cultural Immersion	13. The student participates in English-speaking environments or media to internalize natural rhythm, intonation, and stress patterns.	✓		Students often watch English movies and videos to familiarize themselves with native accents.
			14. The student shows improvement in pronunciation, rhythm, and intonation as a result of exposure to native English contexts, aiding in overcoming dialectal influences.		✓	Students showed limited improvement as their exposure was still passive with no direct interaction.

Based on the observation, students showed some efforts to overcome pronunciation problems influenced by their dialect background. Direct interaction with native English speakers is rare and mostly done through online seminars or video materials such as YouTube. This led to students relying more on online resources to mimic pronunciation, albeit without first-hand experience.

Guidance from lecturers and fellow students helped students realize errors in pronunciation, but consistent improvement was difficult to see due to the lack of additional practice or support programs that were fully utilized. Most students do not use visual aids such as mouth diagrams or science symbols, as they are considered too complicated, and prefer learning apps such as Duolingo or Google Translate.

Supportive learning environments, such as the English Zone program and the English language community, provide positive feedback and help students feel more confident. However, not all students took advantage of these programs. Most students showed limited improvement in pronunciation, rhythm and intonation, as their exposure to English contexts was passive and did not involve direct interaction.

In general, despite students' efforts to improve pronunciation, limited access to native speakers, consistency in practice, and the use of learning aids are the main challenges that need to be overcome for more significant results.

B. DISCUSSION

The findings from this study reveal that regional dialects significantly affect students' pronunciation ability in English, as observed among Javanese, Sundanese, and Rejang native speakers. The findings are in line with David Crystal's theory of linguistic interference, which highlights issues such as phonetic interference, vowel and consonant differences, intonation patterns,

and syllable structure challenges. In addition, the strategies used by students align with Joanne Kenworthy's framework, which emphasizes practices such as phonetic training, interaction with tutors, and the use of supportive environments and technology to overcome pronunciation challenges.

1. Common Pronunciation Problems and Regional Dialect Impact

a. Javanese Dialect

Javanese speakers often exhibit phonetic interference due to the tendency for soft pronunciation in their native language. This is seen in difficulties with interdental sounds ([θ], [ð]) and vowel differences, such as “bat” pronounced as “it” or “cat” as “cut.” Intonation patterns also differ, with list sentences and long sentences showing less emphasis. Syllable simplification, such as reducing “psychological” to “saiko”, shows the challenges with complex syllable structures.

David Crystal, in his work *A Dictionary of Linguistics and Phonetics*, explains that phonological interference occurs when the sound system of the mother tongue affects the production of sounds in the second language. This often leads to pronunciation errors due to differences in phoneme inventory, syllable structure and intonation patterns between the two languages.

Recent research supports this observation. Research by Wardani, found that native Javanese speakers have difficulty in pronouncing certain English phonemes, especially interdental sounds such as [θ]

and [ð], which do not exist in Javanese.⁴¹ In addition, differences in vowel length and syllable structure between Javanese and English lead to simplification of complex words, such as pronouncing “psychological” as “saiko”. This finding is in line with Crystal's theory of phonological interference, highlighting how phonological features of the mother tongue can affect pronunciation acquisition in a second language.

b. Sundanese Dialect

Sundanese speakers' difficulties in pronouncing fricative sounds ([v], [f]) and vowel lengthening can be explained through the concept of phonological interference introduced by David Crystal. According to Crystal, interference occurs when the phonological system of the mother tongue affects the production of sounds in the second language, causing distortion or substitution of sounds that are not present in the speaker's native language.

In this context, Sundanese speakers tend to replace fricative sounds that do not exist in Sundanese with more familiar sounds. For example, the [v] sound in the word “love” might be pronounced as [p] or [f], resulting in a pronunciation closer to “lof” or “lof”. Similarly, the [f] sound in the word “food” may be pronounced as [p], becoming “pood”. This phenomenon is in line with Crystal's observation that

⁴¹ Wardani, A. (2019). *The influence of Javanese phonology on English pronunciation: A case study of native Javanese speakers*. Journal of Language and Linguistic Studies, 15(3), 45-58. <https://doi.org/10.11648/j.cls.20160201.11>.

differences in phoneme inventory between two languages can lead to sound substitution when speakers try to pronounce sounds that do not exist in their native language.

Recent research supports this finding. The study by Fauzi, found that Sundanese students often make mistakes in pronouncing English fricative sounds, especially [v] and [f], due to the absence of these sounds in Sundanese.⁴² This study confirms that phonological interference from the mother tongue plays a significant role in the pronunciation difficulties experienced by Sundanese speakers when learning English.

By understanding the concept of phonological interference explained by David Crystal and supported by recent research, educators and language learners can develop more effective strategies to overcome these pronunciation challenges. For example, exercises focusing on fricative sound production and vowel length differences can help Sundanese speakers improve their English pronunciation.

c. Rejang Dialect

The difficulties experienced by Rejang dialect speakers in English pronunciation, such as the replacement of fricative sounds and flat intonation, can be explained through the concept of linguistic interference outlined by David Crystal. Crystal emphasizes that the phonological system of the native language can affect sound

⁴² Fauzi, F. (2014). *Error analysis of Sundanese English pronunciation on fricatives sound*. *Al-Turās*, 20(1), 199–217.

production in the second language, causing pronunciation errors consistent with the native phonological pattern. For example, in “Prosodic Systems and Language Acquisition”, Crystal discusses how prosodic and phonological features of the native language can affect second language acquisition.

Recent research supports this observation. The study titled “Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup” found that Rejang as the dominant mother tongue in IAIN Curup affects students' English pronunciation, especially on consonant, vowel, and diphthong elements⁴³. This finding suggests that mother tongue interference can cause changes in English sound production, such as the replacement of fricative sounds and flat intonation, which is in line with the theory of linguistic interference proposed by Crystal.

Thus, the pronunciation difficulties experienced by Rejang dialect speakers in English can be understood through the framework of David Crystal's theory of linguistic interference, which highlights the influence of the mother tongue phonological system on sound production in a second language.

⁴³ Leffy Noviyenty, Mesi Irene Putri. (2020). *Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup*.

2. Strategies to Overcome Pronunciation Problems

a. Guidance from Non-Native Tutors

Students rely on lectures and peer support to identify and correct pronunciation errors. This guidance aligns with Kenworthy's emphasis on structured feedback and correction for addressing dialectal interference.

Related research supports the effectiveness of peer correction in improving pronunciation. The study titled "The Effect of Self Correction and Peer Correction on Pronunciation of Second Semester Students of English Education Study Program, STKIP PGRI Lubuklinggau" found that both self-correction and peer correction had a significant impact on improving students' English pronunciation. Although the difference between the two methods is not significant, this study shows that students' active involvement in the correction process, both independently and through feedback from peers, can increase their awareness of aspects of pronunciation that need improvement.⁴⁴

Strategies involving peer support in identifying and correcting pronunciation errors are thus not only in line with Kenworthy's theory on the importance of structured feedback, but are also supported by

⁴⁴ Puspitasari, D., & Harianti, H. (2021). *The Effect of Self Correction and Peer Correction on Pronunciation of Second Semester Students of English Education Study Program, STKIP PGRI Lubuklinggau*. *Jurnal Pendidikan dan Pengajaran*, 7(2), 135-144. <https://mail.ojs.stkippgri-lubuklinggau.ac.id/index.php/JPP/article/view/346>

research showing the effectiveness of such approaches in improving students' pronunciation skills.

b. Supportive Environment

Group discussions and community programs like the English Zone provide a safe space for students to practice. These environments encourage risk-taking without fear of judgment, fostering confidence and improvement. Joanne Kenworthy, in her book *Teaching English Pronunciation*, emphasizes the importance of building awareness and attention to pronunciation through a supportive learning environment. She suggests that meaningful interaction between students can improve their pronunciation. Internet Archive

Recent research supports this approach. The study titled “Enhancing English Speaking Proficiency through Group Discussions” found that participation in group discussions significantly improved students' fluency, accuracy, and confidence in speaking English.⁴⁵

Similarly, other studies have shown that small group discussions can increase verbal interaction between students and teachers and promote meaningful and personalized learning.

Thus, creating a supportive environment through programs like English Zone and group discussions is in line with Kenworthy's theory and supported by recent research findings.

c. Use of Visual Aids and Technology

⁴⁵ Enhancing English Speaking Proficiency through Group Discussions. (2024). *Research Journal of English Language and Literature*, 9(2), 45–58. <https://doi.org/10.62583/rseltl.v2i3.49>

Students utilize apps like Duolingo, Elsa Speak, and Google Translate to practice pronunciation. These tools offer interactive exercises, addressing phonetic and articulation challenges. However, the limited use of tools like IPA symbols and mouth diagrams indicates a need for broader instructional strategies.

The use of technology in English pronunciation learning, such as Duolingo, Elsa Speak and Google Translate apps, offers interactive exercises that focus on phonetic and articulation challenges through personalized feedback and repetition. Joanne Kenworthy's framework emphasizes the importance of auditory feedback and repetitive practice in improving pronunciation. However, students' reliance on technology without incorporating visual aids, such as mouth diagrams or IPA symbols, may limit the effectiveness of comprehensive pronunciation training.

Kenworthy in his book "Teaching English Pronunciation" highlights that phonological awareness and attention to aspects such as word stress and intonation are essential in teaching pronunciation. He also emphasizes that pronunciation teaching should be integrated with the use of visual aids to help students understand the articulatory positions and movements required to produce certain sounds.

Recent research supports an approach that combines technology with visual aids. The study titled "IMPROVING STUDENTS' PRONUNCIATION USING AUDIO VISUAL AIDS (AVAs)" found

that the use of audio-visual aids significantly improved students' pronunciation skills. This study shows that the combination of technology and visual aids provides more comprehensive feedback, allowing students to understand and correct their pronunciation errors more effectively.⁴⁶

Thus, while technology offers a valuable tool for pronunciation practice, integrating visual aids in accordance with Kenworthy's recommendations and supported by recent research can result in a more effective and comprehensive approach to learning.

⁴⁶ Wulandari, A., Laila, M., & Prasetyarini, A. (2008). *Improving students' pronunciation using audio visual aids (AVAs) at the fifth year of Al-Azhar Syifa Budi Elementary School of Surakarta in academic year 2007/2008: A classroom action research*. *Kajian Linguistik dan Sastra*, 20(1), 7–1

CHAPTER V

CONCULSION AND SUGGESTIONS

After analyzing and interpreting the findings discussed in the previous chapter, this section presents the conclusions and suggestions as the final part of this research. The conclusions summarize the key answers to the research questions, focusing on the pronunciation challenges faced by students and their strategies to overcome them. Meanwhile, the suggestions are provided to offer practical guidance for students, lecturers, and the English Tadris Study Program at IAIN Curup, as well as to inspire future researchers interested in exploring similar topics.

A. CONCULSION

Based on the findings and discussions presented in Chapter IV, several important conclusions can be drawn regarding the pronunciation issues faced by fifth-semester students of the English Tadris Study Program at IAIN Curup. The primary challenges identified include phonetic interference, vowel and consonant differences, intonation patterns, and syllable structure difficulties. These pronunciation problems are significantly influenced by students' regional dialects, causing them to replace unfamiliar English sounds with more familiar ones from their native language.

1. Students also face challenges in distinguishing between similar English consonants and vowels, applying correct intonation patterns, and pronouncing words with complex syllable structures. These difficulties

highlight the need for targeted training in English phonology to help students overcome these issues effectively.

2. Regarding strategies to address pronunciation problems, students commonly rely on digital media, self-directed learning, and peer support. However, their limited access to native speakers and the lack of formal phonetic instruction hinder substantial progress. While supportive learning environments benefit students, more structured feedback and consistent practice are necessary to achieve significant improvements in pronunciation.

B. SUGGESTIONS

Based on the conclusions, the following suggestions are proposed to enhance the pronunciation skills of students with diverse regional dialect backgrounds.

1. For Students

a. Engage in Consistent Practice

Students are encouraged to practice English pronunciation regularly using various resources, such as language learning apps, podcasts, and videos. Regular exposure to native English pronunciation can improve phonological awareness.

b. Utilize Available Resources

Students should take advantage of the facilities provided by the English Tadris Study Program, such as the English Zone and

English Community. Active participation in these programs can enhance pronunciation through practical usage.

c. Seek Constructive Feedback

Students should actively seek feedback from lecturers, peers, and online tools to identify and correct pronunciation errors. Recording and comparing their pronunciation with standard English can be a helpful strategy.

2. For Lecturers

a. Integrate Phonetic Training in Teaching

Lecturers are advised to incorporate phonetic instruction into their teaching practices, focusing on problematic sounds such as /θ/, /ð/, and /v/. Using visual aids and interactive activities can help students understand sound production more effectively.

b. Provide Regular Feedback

Lecturers should offer detailed and timely feedback on students' pronunciation during class sessions. Constructive feedback enhances students' awareness of their pronunciation mistakes and motivates them to make improvements.

c. Promote Cultural Immersion

Lecturers should encourage students to engage with English-language media and participate in virtual language exchanges to increase their exposure to native pronunciation patterns.

3. For the English Tadris Study Program

a. Organize Pronunciation Workshops

The program is advised to organize regular workshops aimed at enhancing students' phonology and pronunciation skills. These workshops could include sessions with native speakers, either in person or virtually, to provide students with real-time interaction opportunities.

b. Establish a Pronunciation Lab

The program should develop a pronunciation lab equipped with tools and resources such as speech analysis software, mouth position diagrams, and interactive language learning platforms. This facility will allow students to practice pronunciation in a structured environment.

c. Encourage Participation in Language Communities

The program should continue promoting initiatives like the English Zone and other language communities to foster a supportive learning atmosphere where students can practice pronunciation without fear of judgment.

By implementing these suggestions, students, lecturers, and the English Tadris Study Program can collaboratively address the pronunciation challenges influenced by regional dialects. With consistent effort and targeted support, students will be better equipped to achieve accurate and natural English pronunciation.

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APPENDIXES

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Nomor : /In.34/FT/PP.00.9/01/2025
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

14 Januari 2025

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Tiyas Jespia
NIM : 21551040
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Students Strategies to Overcome Pronunciation Problem Caused by Regional
Dialect
Waktu Penelitian : 14 Januari 2025 s.d 14 April 2025
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



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Nomor : 645 Tahun 2024

**Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI 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. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Tiyas Jespia Dari tanggal 1 Oktober 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Jumat tanggal 26 Juli 2024

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
2. **Sarwo Edy, M.Pd** **19810607 202321 1 011**

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

N A M A : **Tiyas Jespia**

N I M : **21551040**

JUDUL SKRIPSI : **Students Strategies to Overcome Pronunciation Problem Caused by Regional Dialect**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 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 3 Oktober 2024
Dekan,

Sutarto

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

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KARTU BIMBINGAN SKRIPSI

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NIM	: 21551040
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: TARBIYAH
DOSEN PEMBIMBING I	: Jumakul Hidayah, M.Pd
DOSEN PEMBIMBING II	: Sarwo Edy, M.Pd
JUDUL SKRIPSI	: Students Strategies to Overcome Pronunciation Problem Caused by Regional Dialect
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	18-05-2024	Bimbingan Bab I	f
2.	24-05-2024	Bimbingan Revisi Bab I	k
3.	06-06-2024	Bimbingan Bab II	f
4.	19-06-2024	Bimbingan Revisi Bab II	k
5.	25-06-2024	Bimbingan Bab III	k
6.	02-07-2024	Bimbingan Revisi Bab III	k
7.	20-08-2024	Bimbingan Bab IV	f
8.	28-08-2024	Bimbingan Revisi Bab IV	f
9.	07-09-2024	Bimbingan Revisi Bab IV	f
10.	20-09-2024	Bimbingan Bab IV	f
11.	14-01-2025	Bimbingan Bab IV	f
12.	30-01-2025	Bimbingan Bab IV	f

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
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- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: TARBIYAH
PEMBIMBING I	: Jumatuli Hidayah, M.Pd
PEMBIMBING II	: Sarwo Edy, M.Pd
JUDUL SKRIPSI	: Students Strategies to Overcome Pronunciation Problem Caused by Regional Dialect
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	17-05-24	Bimbingan Bab I	+
2.	21-05-2024	Revisi Bab I	+
3.	09-06-2024	Bimbingan Bab II	+
4.	19-06-2024	Bimbingan revisi Bab II	+
5.	19-06-2024	Bimbingan Bab III	+
6.	24-06-2024	Bimbingan revisi Bab III	+
7.	28-08-2024	Bimbingan revisi Bab III	+
8.	07-09-2024	Bimbingan Bab IV	+
9.	10-09-2024	Bimbingan revisi Bab IV	+
10.	24-10-2024	Bimbingan revisi Bab IV	+
11.	20-01-2025	Bimbingan Bab IV	+
12.	6-01-2025	Bimbingan Bab V	+

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
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PEMBIMBING I,

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Blueprint of Interview Guidance 1

No.	Aspect	Indicators	Questions
1	Common pronunciation problems faced by students from different regional dialect backgrounds	1. Phonetic Interference	1. What specific English sounds do you find most difficult to pronounce?
			2. Are there English sounds you often pronounce differently because of your native dialect?
			3. Do you feel your native dialect causes you to mispronounce certain English sounds frequently?
		2. Vowel and Consonant Differences	4. Which English vowels or consonants are particularly hard for you to pronounce correctly?
			5. Do you often confuse certain English sounds, like /l/ and /r/, or others, due to your dialect?
			6. Can you recall any words where you tend to make pronunciation errors because of vowel or consonant differences?
		3. Intonation Patterns	7. Do you find it challenging to match the natural intonation patterns of English?
			8. Are there specific situations where you feel your native intonation patterns disrupt your English pronunciation?
			9. Do you often receive feedback on unnatural intonation in your English speaking?
		4. Syllable Structure	10. Which English words with multiple syllables do you find hardest to pronounce accurately?
			11. Does your native dialect's syllable structure make it difficult to pronounce certain English words correctly?
			12. Are there any specific syllable patterns in English that frequently cause you trouble?

Validation Notes:

The validated interview guidance has streamlined the indicators and questions for clarity and specificity compared to the draft version. The structure in the validated document now categorizes questions more clearly, with concise phrasing and emphasis on specific challenges related to regional dialect interference, vowel/consonant differences, intonation, and syllable structure. Some questions were rephrased to eliminate redundancy and focus directly on respondents' experiences with particular English sounds, intonation patterns, and pronunciation difficulties due to native dialect influences.

Curup, November 8, 2024

Validator

A handwritten signature in black ink, appearing to read 'Rizki' with a stylized flourish at the end.

Rizki Indra Guci, M.Pd.

Blueprint of Interview Guidance 2

No.	Aspect	Indicators	Questions
1	Students' strategies to overcome pronunciation problems caused by regional dialect background	1. Interaction with Native Speakers	1. How often do you interact with native English speakers to help address pronunciation differences influenced by your regional dialect?
			2. Can you share a time when talking with a native speaker helped you notice or adjust a pronunciation difference caused by your dialect?
		2. Guidance from Non-Native English Tutors	3. How does your non-native tutor help you with pronunciation issues specifically linked to your regional dialect?
			4. Are there any exercises or techniques your tutor uses to help address sounds or patterns that are different in your dialect?
		3. Use of Phonetic and Phonological Instruction	5. Have you practiced phonetic symbols or drills to help with sounds that are particularly challenging due to your dialect?
			6. Are there specific phonetic or phonological techniques that help you with sounds that differ from those in your dialect?
		4. Focused Feedback and Correction	7. How often do you receive specific feedback on pronunciation differences that are influenced by your dialect?
			8. Can you describe an instance where feedback helped you correct a pronunciation issue related to your dialect background?
			9. Do you find immediate correction more helpful for dialect-related pronunciation differences, or is a detailed approach more effective?
		5. Practice in a Supportive Environment	10. Does your learning environment make you feel comfortable practicing sounds that are difficult because of your dialect?
			11. How does a supportive environment help you feel more willing to work on pronunciation challenges specific

No.	Aspect	Indicators	Questions
			to your dialect?
		6. Use of Visual Aids and Technology	12. Do you use any apps or visual aids specifically to tackle pronunciation issues arising from your dialect?
			13. How do visual aids, such as mouth diagrams or sound comparison tools, help you with sounds that are different in your dialect?
			14. Have you found that using technology to compare your pronunciation with standard English helps you recognize dialect-related issues?
		7.	15. Have you experienced immersion in English-speaking settings to help you adjust pronunciation influenced by your dialect?
			16. How does exposure to English in real-world contexts help you adapt sounds and patterns that are different from your regional dialect?
			17. Can you recall any experiences where immersion helped you overcome a specific pronunciation issue linked to your dialect background?

Validation Notes:

The validated instrument emphasizes structured indicators such as "Interaction with Native Speakers," "Guidance from Non-Native Tutors," and "Phonetic and Phonological Instruction," while the draft initially focused on broader categories like "Phonetic Training" and "Listening and Mimicking." The validated version includes targeted, situation-based questions, encouraging respondents to recall specific experiences, whereas the draft relied more on general skill inquiries. Additionally, the validated document organizes questions into a clear sequence that covers both feedback and cultural immersion in depth, refining the scope for more directed responses.

Curup, November 8, 2024

Validator

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Rizki Indra Guci, M.Pd.

Observation Checklist

No.	Aspect	Indicators	Items	Yes	No	Notes
1	Students' strategies to overcome pronunciation problems caused by regional dialect background	8. Interaction with Native Speakers	15. The student actively engages in conversations with native speakers to improve their pronunciation accuracy.			
			16. The student consciously observes and replicates pronunciation nuances from native speakers to adjust their own speech.			
		9. Guidance from Non-Native English Tutors	17. The student follows specific pronunciation techniques or advice provided by non-native tutors to correct dialect-influenced sounds.			
			18. The student demonstrates improvement in overcoming regional pronunciation issues through structured methods taught by non-native tutors.			
		10. Use of Phonetic and Phonological Instruction	19. The student uses the International Phonetic Alphabet (IPA) as a tool to identify and practice sounds that are difficult due to dialectal differences.			
			20. The student practices producing English sounds that differ from their native dialect, focusing on accurate articulation and sound			

No.	Aspect	Indicators	Items	Yes	No	Notes
			distinctions.			
		11. Focused Feedback and Correction	21. The student seeks specific feedback on pronunciation issues related to their dialect and applies corrections to enhance clarity.			
			22. The student consistently applies corrective feedback, resulting in reduced regional pronunciation interference over time.			
		12. Practice in a Supportive Environment	23. The student participates in pronunciation activities within an environment that encourages risk-taking without fear of judgment.			
			24. The student benefits from supportive feedback in the environment, which helps reduce anxiety and promotes regular practice to overcome dialect influences.			
		13. Use of Visual Aids and Technology	25. The student uses visual aids, such as diagrams of mouth and tongue positions, to practice sounds that are challenging due to their dialect.			

No.	Aspect	Indicators	Items	Yes	No	Notes
			26. The student relies on language learning apps or software for pronunciation feedback and uses this feedback to refine problematic sounds.			
		14. Cultural Immersion	27. The student participates in English-speaking environments or media to internalize natural rhythm, intonation, and stress patterns.			
			28. The student shows improvement in pronunciation, rhythm, and intonation as a result of exposure to native English contexts, aiding in overcoming dialectal influences.			

Validation Notes:

The validated observation checklist refines the draft by restructuring broad categories such as "Phonetic Training" and "Listening and Mimicking" into more specific, experience-based indicators like "Interaction with Native Speakers" and "Guidance from Non-Native Tutors." It introduces a more situation-focused approach, encouraging specific recall of experiences, particularly in feedback and cultural immersion. Furthermore, the validated observation checklist adds sequence and clarity to each item, enhancing the observational flow and depth for targeted responses, while the draft's format was more generalized and skill-oriented.

Curup, November 8, 2024

Validator

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Rizki Indra Guci, M.Pd.

Example 1

Script Interview Student Javanese 1

Researcher: selamat pagi

SJ: selamat pagi juga mba

Researcher: terimakasih ya sudah mau meluangkan waktunya untuk mba melakukan wawancara kepada gita untuk memenuhi data untuk thesis mba. Oke kita langsung aja ya gita, silahkan gita jawab dengan sebenarnya sesuai dengan yang terjadi ya gita.

SJ: oke siap mba

Researcher: oke langsung aja pertanyaan pertama *what specific English sounds do you find most difficult to pronounce?* Ada ga git bunyi bahasa Inggris spesifik apa yang menurut gita paling sulit diucapkan?

SJ1: ada mba kayak bunyi th pada kata this, that, dan bother sulit nian diucapkan, sering gita menggantinya dengan /d/ karena gita sering bingung membedakannya. Kan kalau bahasa jawa tu kan mba bunya d tu kan medok banget na jadi pas ngomong yang kayak th tu kan bunyi tu kayak d tapi kan bukan d banget na mba jadi bingung mba.

Researcher: emang sering dibawa kan misal kalau ngomong bahasa inggris tu ya, oke kita lanjut pertanyaan yang kedua *are there English sounds you often pronounce differently because of your native dialect?* Ada ga git bunyi bahasa Inggris yang sering gita ucapkan berbeda karena dialek asli ?

SJ2: ya itulah tadi mba yang bunyi /d/ itu menurut gita sangat ngaruh mba karena kan kayak pas ngomong tu sering dibawa jadi kan pas kata yang bunyi nya th th tu mba jadi agak mikir ini benar dak yo

Researcher: ohh jadi emang sering tersendat ngomong kalau ada huruf yang th (/ð/) ya okee kita lanjut lagi pertanyaan selanjutnya, *do you feel your native dialect causes you to mispronounce certain English sounds frequently?* Kalau menurut gita dialek asli tu menyebabkan gita sering salah mengucapkan bunyi bahasa Inggris tertentu dak?

SJ3: ngaruh banget si mba sama gita kan sering salah mengucapkan th th tu (/ð/) menjadi /d/ dalam kata this, that, dan bother. Ini tu kalau bahasa jawa langsung aja kan dis dat gitu kalau ini kan ada yang kayak harus di tahan di lidah jadi belum terbiasa.

Researcher: berarti emang susah di huruf huruf yang kayak gitu ya git okee kita lanjut lagi, pertanyaan selanjutnya *which English vowels or consonants are particularly hard for you to pronounce correctly?* Ada ga git huruf vocal atau konsonan yang sulit di ucapkan dengan benar?

SJ4: *sebenarnya banyak mba tapi kadang tu suara vokal kayak /æ/ pada kata cat, bat, sama sad sering terdengar mirip dengan /e/ tu na mba pas gita yang ngomong karena kan kalau di bahasa kita biasa ya pengucapannya sama seperti yang tertulis. Itu kan kalau yang benarnya gita sering cek pronoun yang benar nya kan mba kayak ada hurup a sama e nya gitukan na tapi sering banget ngomong tu ket bet sed aja mba. Kalau konsonan sama yang kayak tadi mba yang th (/ð/).*

Researcher: masih sering terbawa ya git kalau ngomong bahasa Inggris sering sesuai dengan yang di tulis ya git itu karena belum terbiasa. Oke kita lanjut *do you often confuse certain English sounds, like /l/ and /r/, or others, due to your dialect?* Gita sering dak bingung dengan bunyi bahasa Inggris tertentu, kayak /l/ dan /r/, atau lainnya, karena dialek asli gita?

SJ5: kalau l samo r itu jarang si mba ya paling yang d tadi mba karena kalau l sama r kalau saat ini masih bisa la di bedakan mba. Mungkin kalau vocabulary nya baru ya mba karena kan msih banyak vocab yang belum tau mba.

Researcher: oke jadi kalau l sama r ga terlalu ya git, lanjut lagi *can you recall any words where you tend to make pronunciation errors because of vowel or consonant differences?* Ingat dak gita kata-kata apa saja yang cenderung membuat gita merasa ini salah pengucapannya karena perbedaan vokal atau konsonan?

SJ6: mungkin banyak mba tapi pas menemukan kata-kata itu baru tau ini salah tapi kalau ingat ya paling kata-kata yang sering diucapkan tulah mba yang this, that, cat, but juga kadang kadang tu agak canggung pas ngomongnya.

Researcher: jadi pas ngomong atau pas lagi baca baru tau oh ini susah di ucapkan ya git okee lanjut lagi *do you find it challenging to match the natural intonation patterns of English?* gita merasa susah dak mencocokkan intonasi alami dalam berbahasa inggris?

SJ7: *merasa banget mba, kan kalau di bahasa inggris tu mba intonasi tu penting kan yo mba misal intonasi pertanyaan, pernyataan sama intonasi perintah tu kan beda mba na tapi yang paling sulit tu mba intonasi yang menjelaskan list misalkan kayak I need eggs, milk, and bread, nah itu kan mba cara penyebutan list nya kan beda beda tu ada yang naik ada yang turun kan*

intonasinya na itu kadang qita ya datar aja na mba jadi ini kayak ngomong biasa aja mba

Researcher: benar benar itu emang berbeda beda ya intonasinya berarti ngaruh ya git ya oke kita lanjut ke pertanyaan selanjutnya *are there specific situations where you feel your native intonation patterns disrupt your English pronunciation?* ada ga git situasi tertentu di mana gita merasa pola intonasi asli mengganggu pengucapan bahasa Inggris Anda? Misalkan situasinya gita lagi happy kaget atau marah gitu.

SJ8: hmm apa ya mba paling kayak kaget tu *Really?* Itu harusnya kayak di naikan intonasi nyo mba ya paling kayak biasa aja si mba ngucapkannyo

Researcher: benar tapi kadang itu lebih ke refleksi kalau kaget ya, oke pertanyaan selanjutnya. *Do you often receive feedback on unnatural intonation in your English speaking?* Apakah gita sering menerima umpan balik tentang intonasi yang tidak wajar saat berbicara bahasa Inggris ?

SJ9: kalau umpan balik langsung jarang mba karena kan di lingkungan kadang memiliki permasalahan yang sama ya paling sesekali kalau ketemu orang yang lebih fasih bahasa Inggris nya mungkin mba.

Researcher: ohh jadi jarang ya git kalau langsung di kasih feedback gitu, oke next question *Which English words with multiple syllables do you find hardest to pronounce accurately?* Ada ga kata bahasa Inggris dengan banyak suku kata mana yang menurut gita paling sulit diucapkan dengan akurat?

SJ10: hmm apa ya mba mungkin karena masih dikit vocab yang qita tau mba ya jadi menurut gita tu misal kayak "Phenomenological" itu susah mba karena itu menurut gita lumayan panjang mba, pasti ada yang lainnya juga banyak karena kalau ketemu vocab baru itu juga kadang susah mba karena belum terbiasa

Researcher: nah emang kalau kata-katanya itu jarang kita dengar atau ga sering kita ucapkan itu pas mau ngucapinnya emang agak susah jadi kalau katanya emang sering digunakan itu memungkinkan kita lebih fasih ngucapinnya, oke pertanyaan selanjutnya *Does your native dialect's syllable structure make it difficult to pronounce certain English words correctly?* Apakah struktur suku kata dialek asli Anda membuat Anda sulit mengucapkan kata-kata bahasa Inggris tertentu dengan benar?

SJ11: pastinya si iya mba ya karena kan kalau kayak di bahasa jawa atau bahasa Indonesia pun struktur katanya tu ga terlalu ribet gitu mba misalkan kayak

“pantai” gitukan kan tulisannya pantai tu na cara pengucapanya juga pantai nah kalau di bahasa Inggris misalnya *beach* tulisannya tapi bacanya kayak ada i nya gitu kan jadi kalau terbiasa baca sama ngomong sesuai dengan tulisan jadi agak susah untuk terbiasa mba.

Researcher: yap benar sekali ya maka dari itu untuk terbiasa baca atau ngomong bahasa Inggrisnya ya harus terbiasa dengar dan membaca yang berbahasa Inggris, oke *the last question are there any specific syllable patterns in English that frequently cause you trouble?* Apakah ada pola suku kata tertentu dalam bahasa Inggris yang kerap kali menimbulkan kesulitan bagi ?

SJ12: ya paling kata-kata yang panjang kayak tadi la mba *phenomenological* gitu la mba

Researcher: okee terimakasih banyak gita atas waktunya semoga waktu yang pakai ini bisa bermanfaat bagi mba dan in sya Allah di balas kebaikannya sama Allah SWT.

NO	Code	Interview	Interpretation	example words
1	SJ1	Ada mba kayak bunyi th pada kata this, that, dan bother sulit nian diucapkan, sering gita menggantinya dengan /d/ karena gita sering bingung membedakannya. Kan kalau bahasa jawa tu kan mba bunya d tu kan medok banget na jadi pas ngomong yang kayak th tu kan bunyi tu kayak d tapi kan bukan d banget na mba jadi bingung mba.	from what SJ1 said, it can be concluded that she will have difficulty if there is a letter d or similar in the word	This, that, and bother.
2	SJ4	Sebenarnya banyak mba tapi kadang tu suara vokal kayak /æ/ pada kata <i>cat</i> , <i>bat</i> , sama <i>sad</i> sering terdengar mirip dengan /e/ tu na mba pas gita yang ngomong karena kan kalau di bahasa kita biasa ya pengucapannya sama seperti yang tertulis. Itu kan kalau yang benarnya	On vowels SJ is often mistaken on the sound /æ/ which he usually pronounces /e/.	Cat, bat, and sad.

		gita sering cek pronoun yang benar nya kan mba kayak ada hurup a sama e nya gitukan na tapi sering banget ngomong tu ket bet sed aja mba. Kalau konsonan sama yang kayak tadi mba yang th (/ð/).		
3	SJ7	Merasa banget mba, kan kalau di bahasa inggris tu mba intonasi tu penting kan yo mba misal intonasi pertanyaan, pernyataan sama intonasi perintah tu kan beda mba na tapi yang paling sulit tu mba intonasi yang menjelaskan list misalkan kayak I need eggs, milk, and bread, nah itu kan mba cara penyebutan list nya kan beda beda tu ada yang naik ada yang turun kan intonasinya na itu kadang gita ya datar aja na mba jadi ini kayak ngomong biasa aja mba	in the intonation section, most of the problems they experience are intonation when explaining the list of an object or food.	I need eggs, milk, and bread
4	SJ10	hmm apa ya mba mungkin karena masih dikit vocab yang gita tau mba ya jadi menurut gita tu misal kayak <i>Phenomenological</i> itu susah mba karena itu menurut gita lumayan panjang mba, pasti ada yang lainnya juga banyak karena kalau ketemu vocab baru itu juga kadang susah mba karena belum terbiasa.	In words that have a long structure, they will have trouble if there are many consonants and vowels that combine.	<i>Phenomenological</i>

Script Interview Student Sundanese 1

Researcher: selamat pagi

SS: selamat pagi juga mba

Researcher: terimakasih ya sudah mau meluangkan waktunya untuk mba melakukan wawancara kepada welin ya untuk memenuhi data untuk thesis mba. Oke kita langsung aja ya wel, silahkan gita jawab dengan sebenarnya sesuai dengan yang terjadi ya welin.

SS : oke siap mba

Researcher: oke langsung aja pertanyaan pertama *what specific English sounds do you find most difficult to pronounce?* Ada ga wel bunyi bahasa Inggris spesifik apa yang menurut welin paling sulit diucapkan?

SS1: welin bingung mengucapkan huruf /v/, seperti pada kata very, victory, dan love, karena di daerah tu kan bunyinya cenderung mirip dengan /f/ karena dalam bahasa keseharian saya tidak membedakan bunyinya f ya f gitu v ya v tapi di bahasa Inggris ternyata berpengaruh.

Researcher: itu karena kebiasaan di keseharian jadi emang sering dibawa kan misal kalau ngomong bahasa Inggris tu ya, oke kita lanjut pertanyaan yang kedua *are there English sounds you often pronounce differently because of your native dialect?* Ada ga wel bunyi bahasa Inggris yang sering welin ucapkan berbeda karena dialek asli ?

SS2: yang ini tadi mba kak love, victory sama very, kalau lagi ingat nya ngomongnya bisa bagus tapi karena keseringan jadi sering juga ngomong nya feri atau lof gitu mba karena kebiasaan jadi awal-awal masuk bahasa Inggris lumayan susah mau membiasakan nya mba.

Researcher: jadi itu emang permasalahan welin dari awal masuk bahasa Inggris ya, okee kita lanjut ke pertanyaan selanjutnya, *do you feel your native dialect causes you to mispronounce certain English sounds frequently?* Kalau menurut welin dialek asli tu menyebabkan welin sering salah mengucapkan bunyi bahasa Inggris tertentu dak?

SS3: kalau menurut aku si mba ngaruh yo mba karena kan kalau di bahasa daerah tu kan apalagi sunda tu kan mba agak ada yang mendayu gitu ngomong terus juga

kan dari suku katanya tu beda jauh sama bahasa daerah jangankan bahasa daerah sama bahasa Indonesia aja kan jauh mba kata-katanya jadi kalau menurut aku mba berpengaruh nian mba apalagi kalau belum terbiasa sama bahasa Inggris nya

Researcher: berarti emang berpengaruh ya sama bahasa Inggrisnya, oke lanjut pertanyaannya *which English vowels or consonants are particularly hard for you to pronounce correctly?* Ada ga wel huruf vocal atau konsonan yang sulit di ucapkan dengan benar?

SS4: **sebenarnya banyak ya mba tapi kalau konsonan tu yang /v/ sama /f/ mba kayak yang sebelumnya juga tapi juga tu yang kayak *though, bought* itu kan kayak ada f nya gitu di ujung nya mba jadi emang agak susah ngomong yang gitu kalau vocal nya tu ada juga yang I aja sama kayak ada i yang kayak ada e nya gitu mba kayak sit, bit itu kayak susah banget bedainnya.**

Researcher: itu emang harus dibiasain karena kalau jarang dengar atau ngomong kata-katanya itu emang agak susah tapi kalau udah terbiasa nanti baru lebih faasih lagi. Oke kita lanjut *do you often confuse certain English sounds, like /l/ and /r/, or others, due to your dialect?* Welin sering dak bingung dengan bunyi bahasa Inggris tertentu, kayak /l/ dan /r/, atau lainnya, karena dialek asli welin?

SS5: kalau l atau r itu engga terlalu kalau welin ya mba ya paling yang kayak tadi v sama f atau I sama i itu kalau yang paling menurut welin tu emang f sama v itu ya mba karena udah jadi kebiasaan gitu.

Researcher: oke jadi kalau l sama r engga ya yang lebih sering itu f dan v gitu , lanjut lagi *can you recall any words where you tend to make pronunciation errors because of vowel or consonant differences?* Ingat dak welin kata-kata apa saja yang cenderung membuat welin merasa ini salah pengucapannya karena perbedaan vokal atau konsonan?

SS6: **nah ini ada mba yang kayak welin sampaikan tadi kayak *bought, thought* nah itu kan yang di ujungnya kan ght tu mba nah sedangkan pronoun nya itu kayak bouf ada kayak f nya gitu mba nah itu kan beda banget sama apa yang di tulis mana awal-awal masuk itu ya baca nya sesuai dengan tulisan nya itu**

Researcher: jadi pas ngomong atau pas lagi baca baru tau oh ini susah di ucapkan ya git okee lanjut lagi *do you find it challenging to match the natural intonation patterns of English?* gita merasa susah dak mencocokkan intonasi alami dalam berbahasa inggris?

SS7: **kalau intonasi kayaknya emang welin agak merasa aneh mba karena tu kan intonasi nya sering beda- beda kan kalau kata perintah pernyataan sama**

pernyataan nah itu kayak sama aja welin kadang mba apalaqi kayak kata perintah yang close the door itu kan kata perintah mba na kadang lupa intonasi yang harus naikan biar kayak intonasi kata perintah gitu.

Researcher: jadi emang agak susah untuk menyesuaikan dengan intonasi yang lebih natural ya wel, oke kita lanjut ke pertanyaan selanjutnya *are there specific situations where you feel your native intonation patterns disrupt your English pronunciation?* ada ga wel situasi tertentu di mana welin merasa pola intonasi asli mengganggu pengucapan bahasa Inggris Anda? Misalkan situasinya welin lagi happy kaget atau marah gitu.

SS8: paling kalau kaget kayak ngomong “*hah seriously*” paling kayak gitu si mba tapi kalau kaget biasanya kan emang nada kaget gitu mba jadi udah biasa kalau gitu

Researcher: benar tapi kadang itu lebih ke refleksi kalau kaget ya jadi kaya udah terbiasa gitu karena emang sering gitu, oke pertanyaan selanjutnya. *Do you often receive feedback on unnatural intonation in your English speaking?* Sering ga welin menerima umpan balik tentang intonasi yang tidak wajar saat berbicara bahasa Inggris ?

SS9: kalau umpan balik jarang si mba karena kan jarang yang merhatiin dan juga kan paling ngomong bahasa Inggris nya kan jarang kalau ga lagi English Zone sama lagi ada matkul aja mba jadi untuk komunikasi untuk kayak tau intonasi lebih jelas nya agak jarang mba ya jadi jarang dapat umpan balik.

Researcher: ohh jadi jarang ya git kalau langsung di kasih feedback gitu, oke next question *Which English words with multiple syllables do you find hardest to pronounce accurately?* Ada ga kata bahasa Inggris dengan banyak suku kata mana yang menurut welin paling sulit diucapkan dengan akurat?

SS10: **kayaknya banyak mba tapi misal kalau lihat kata-kata nya masih baru kalau panjang pasti susah mba ngucapinnya karena kan masih banyak vocab yang belum tau gitu mba kalau kata yang panjang tu kayak constitutionality kayak nya itu mba yang panjang susah banget tapi kayak nya masih banyak cuma kalau di tanya lupa mungkin kalau di tunjukkan tau gitu mba**

Researcher: mungkin karena belum terbiasa sama kata-katanya jadi masih susah untuk ngucapinnya jadi kayaknya kalau sering di ulang sambil di cek pronunciation yang benarnya mungkin akan lebih fasih lagi, oke pertanyaan selanjutnya *Does your native dialect's syllable structure make it difficult to pronounce certain English words correctly?* Apakah ada struktur suku kata dialek

asli welin membuat sulit mengucapkan kata-kata bahasa Inggris tertentu dengan benar?

SS11: paling kayak kalau terlalu panjang katanya terus kayak ada huruf yang ga di bunyiin sama sound nya beda sama apa yang di tulis gitu mba karena mungkin kalau yang bahasa akademik itu kan jarang kita gunakan di sehari hari jadi susah banget

Researcher: emang gitu wel misal mau fasih harus dibiasain dulu dengar atau baca yang bahasa Inggris, oke *the last question are there any specific syllable patterns in English that frequently cause you trouble?* Apakah ada pola suku kata tertentu dalam bahasa Inggris yang kerap kali menimbulkan kesulitan bagi welin ?

SS12: paling yang kayak tadi mba yang lebih panjang atau yang jarang di gunakan dalam komunikasi gitu mba

Researcher: okee terimakasih banyak ya welin atas waktunya semoga nanti urusan welin di mudahkan juga sama Allah SWT dan doakan semoga mba bisa menyelesaikan tugas akhir ini.

NO	Code	Interview	Interpretation	example words
1	SS1	welin bingung mengucapkan huruf /v/, seperti pada kata very, victory, dan love, karena di daerah tu kan bunyinya cenderung mirip dengan /f/ karena dalam bahasa keseharian saya tidak membedakan bunyinya f ya f gitu v ya v tapi di bahasa inggris ternyata berpengaruh.	In SS1's answer, it can be concluded that they find it difficult to pronounce the sound /v/ which is the same as the sound /f/.	Very, victory, and love.
2	SJ4	SS4: sebenarnya banyak ya mba tapi kalau konsonan tu yang /v/ sama /f/ mba kayak yang sebelumnya juga tapi juga tu yang kayak though, bought itu kan kayak ada f nya gitu di ujung nya mba jadi emang agak susah ngomong yang gitu kalau vocal nya tu ada juga yang I aja sama	on the vowel sound /i:/ it will sound like /i/	Sit and bit.

		kayak ada i yang kayak ada e nya gitu mba kayak sit, bit itu kayak susah banget bedainnya.		
3	SS6	nah ini ada mba yang kayak welin sampaikan tadi kayak bought, thought nah itu kan yang di ujungnya kan ght tu mba nah sedangkan pronoun nya itu kayak bouf ada kayak f nya gitu mba nah itu kan beda banget sama apa yang di tulis mana awal-awal masuk itu ya baca nya sesuai dengan tulisan nya itu.		Bought and thought
4	SS7	Kalau intonasi kayaknya emang welin agak merasa aneh mba karena tu kan intonasi nya sering beda-beda kan kalau kata perintah pernyataan sama pernyataan nah itu kayak sama aja welin kadang mba apalagi kayak kata perintah yang <i>close the door</i> itu kan kata perintah mba na kadang lupa intonasi yang harus naikan biar kayak intonasi kata perintah gitu.	The intonation that they find the least challenging is the command sentence which will sound flat without any pressure.	Close the door!
5	SS10	Kayaknya banyak mba tapi misal kalau lihat kata-kata nya masih baru kalau panjang pasti susah mba ngucapinnya karena kan masih banyak vocab yang belum tau gitu mba kalau kata yang panjang tu kayak <i>constitutionality</i> kayak nya itu mba yang panjang susah banget tapi kayak nya masih banyak cuma kalau di tanya lupa		Constitutionality

		mungkin kalau di tunjukkan tau gitu mba.		
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Script Interview Student Rejangnese 1

Researcher: selamat pagi Fahmi

SR: selamat pagi juga mba

Researcher: Fahmi di rumah biasanya pake bahasa apa mi?

SR : biasanya pakai bahasa rejang mba kalau di luar atau di kampus baru pakai bahasa curup mba

Researcher: oke langsung aja pertanyaan pertama ya mi *what specific English sounds do you find most difficult to pronounce?* Ada ga mi bunyi bahasa Inggris spesifik apa yang menurut fahmi paling sulit diucapkan?

SR1: **Banyak sekali ya mba, tapi fahmi lebih sering mengalami kesulitan dalam membedakan bunyi think dan thing itu kan kalau dalam bahasa kita kan bunyinya sama saja tapi kalau di bahasa inggris kan itu jelas berbeda namun kalau saya mengucapkannya rasanya bunyinya sama saja.**

Researcher: oh iya benar mba juga dulu pas baru masuk bahasa inggris itu juga yang jadi permasalahan mba karena kan bunyi nya hamper mirip ya jadi susah bedainnya tapi kalau udah sering dengar kata-katanya udah lumayan terbiasa , oke kita lanjut pertanyaan berikutnya *are there English sounds you often pronounce differently because of your native dialect?* Ada ga mi bunyi bahasa Inggris yang sering fahmi ucapkan berbeda karena dialek asli ?

SR2: **hmm kalau fahmi mungkin lebih ke huruf yang dibaca ga sesuai sama apa yang di tulis gitu mba misalnya kayak choice itu kan ga ada ya mba huruf z nya kan tapi pas diucapin kan itu kayak ada tambahan z nya jadi kayak bingung aja gitu mba, apalagi kalau ada kata-kata baru nah itu lebih pusing lagi mba karena kadang ada yang sesuai sama yang di tulis kadang beda banget gitu, mungkin kalau paham sering bingung di situ aja si mba.**

Researcher: oh iya mungkin karena kalau kata baru kan jadi bingung gitu ya tapi kalau terbiasa nanti ya bisa lebih fasih ucapinnya, oke mi kita lanjut sama pertanyaan selanjutnya, *do you feel your native dialect causes you to mispronounce certain English sounds frequently?* Kalau menurut fahmi dialek asli tu menyebabkan fahmi sering salah mengucapkan bunyi bahasa Inggris tertentu dak?

SR3: kalau menurut fahmi tu mba ngaruh tu karna mungkin belum terbiasa terus juga kan mba kalau menurut fahmi tu dialek tu berpengaruh nian samo nada bicaranyo kan karna bahasa rejang tu kan mendayu apalagi kalau rejangnya dari lebung, jadi pas ngomong itu intonasi dari kata tu jadi agak aneh

Researcher: berarti emang berpengaruh ya sama bahasa Inggrisnya, oke lanjut pertanyaannya *which English vowels or consonants are particularly hard for you to pronounce correctly?* Ada ga mi huruf vocal atau konsonan yang sulit di ucapkan dengan benar?

SR4: ada mba kalau konsonan tu huruf /q/ na itu kan biasanya ada yang bunyi jadi kayak huruf /j/ ada yang emang huruf /q/ kayak contoh nya garage nah ini tu kayak bingung yang q nanti yang mana yang harus di pronoun kan j gitu mba kalau yang vocal nya tu ini mba huruf /a/ nah kan banyak macam nyo kan mba jadi mau membedakannya tu pusing mba misalkan ada yang /a/ nya tu di ganti ke /e/ kayak day, say na itu kan rubah kadang kalau emang lagi q fokusnya sering sebutnya sesuai dengan tulisan nya gitu

Researcher: nah kalau untuk itu emang harus sering berlatih lebih sering karena kan biar terbiasa baru bisa fasih gitu. Oke kita lanjut *do you often confuse certain English sounds, like /l/ and /r/, or others, due to your dialect?* Fahmi sering dak bingung dengan bunyi bahasa Inggris tertentu, kayak /l/ dan /r/, atau lainnya, karena dialek asli?

SR5: kalau untuk /l/ sama /r/ tu ga juga mba paling kayak di awal tadi yang /θ/ seperti /t/ kata think, thing, dan thank kalau yang ini sering bingung karena mirip banget gitu mba, mungkin kalau kurang fokus bakal sama aja kedengaran nya padahal kan arti dari kalimat itu beda-beda.

Researcher: brati itu ya yang menurut fahmi yang masih bingung gimana bedainnya , lanjut lagi *can you recall any words where you tend to make pronunciation errors because of vowel or consonant differences?* Ingat ga mi kata-kata apa saja yang cenderung membuat fahmi merasa ini salah pengucapannya karena perbedaan vokal atau konsonan?

SR6: kalau yang beda vokal nyo atau konsonan sama yang kayak tadi misal nya choice sama measure, nah itu mba pas dengar pronoun nya itu kayak ada z nya padahal kan konsonan dan vokalnya kan ga ada yang z nah itu yang mungkin masih bingung

Researcher: benar banget itu emang sering terjadi kalau kita baru mendengar atau membaca katanya, kalau udah sering dengar bakal tau gitu kan, okee kita lanjut lagi *do you find it challenging to match the natural intonation patterns of English?* fahmi merasa susah dak mencocokkan intonasi alami dalam berbahasa inggris?

SR7: na kalau ini emang benar banget mba, sebenarnya kan kalau pakai bahasa Indonesia pun kita pakai intionasi untuk menegaskan kalau apa yang kita ucapkan itu bentuk pernyataan, pertanyaan ataupun kata perintah, tapi pas di bahasa Inggris itu agak pening karena mungkin dak terbiasa dengan bahasa nya, tapi yang paling agak sering ga sesuai sama intonasinya tu di kalimat tanya kayak are you coming? Atau bisa sejenis ini la itu kalau kita buat-buat itu nada nya datar aja kayak itu bukan pernyataan bukan pertanyaan

Researcher: nah benar kalau belum terbiasa sama bahasanya emang agak susah mau menyesuaikan intonasi saat bicara ya mi, oke kita lanjut ke pertanyaan selanjutnya *are there specific situations where you feel your native intonation patterns disrupt your English pronunciation?* ada ga mi situasi tertentu di mana fahmi merasa pola intonasi asli mengganggu pengucapan bahasa Inggris nya? Misalkan situasinya fahmi lagi happy kaget atau marah gitu.

SR8: mungkin itu di situasi saat presentasi terus ada teman yang bertanya sambil buru-buru minta jawaban kan mba ya na posisi nya kita ngeblank na jadi kita jawabnya tu terburu-buru jadi intonasinya udah ga karuan lagi saat ngasih jawabannya.

Researcher: itu situasinya sedikit tertekan ya mi, oke kita lanjut lagi *Do you often receive feedback on unnatural intonation in your English speaking?* Sering ga fahmi menerima umpan balik tentang intonasi yang tidak wajar saat berbicara bahasa Inggris ?

SR9: ada si mba tapi jarang karena menurut fahmi orang yang bisa memberi umpan balik itu orang yang memang udah fasih dan paham betul sama intonasi gitu, mungkin yang bisa ngasih umpan balik tu kayak dosen langsung, nah kalau sama dosen umpan balik nya itu saat ada jam perkuliahan sedangkan kalau sama teman-teman mungkin ada beberapa yang sudah fasih namun banyak juga yang sama aja gitu jadi kemungkinan permasalahan yang di alami juga hampir sama

Researcher: ohh jadi jarang ya mi, oke next question *Which English words with multiple syllables do you find hardest to pronounce accurately?* Ada ga kata bahasa Inggris dengan banyak suku kata mana yang menurut fahmi paling sulit diucapkan dengan akurat?

SR10: **kayaknya lumayan banyak ya mba karena kan masih dikit yang kita ketahui nah paling yang kayak philosophical nah itukan mba konsonan nya lumayan banyak terus ada vocal i o a nya nah yang buat bingung itu yang si vokal ini bunyi nya tu bukan hanya ada tiga vokal itu aja mba jadi kayak bingung aja gitu mba**

Researcher: itu mungkin karena jarang diucapkan saat komunikasi dihari-hari biasa, oke pertanyaan selanjutnya *Does your native dialect's syllable structure make it difficult to pronounce certain English words correctly?* Apakah ada struktur suku kata dialek asli fahmi membuat sulit mengucapkan kata-kata bahasa Inggris tertentu dengan benar?

SR11: kalau bahasa Rejang itu kan mba suku katanya hampir tidak ada yang terlalu panjang kan, terus juga struktur katanya tu pasti sesuai dengan apa yang di tulis misal kayak contoh kecil nya aja mba ya bahasa rejang nya beras itu *belas* bahasa indonesia nya beras, kalau bahasa Inggris nya *rice* tapi bacanya rais na itu mungkin contoh nya mba apalagi kata-kata yang panjang.

Researcher: nah benar kalau bahasa rejang ataupun Indonesia kan bacanya sesuai dengan apa yang tertukis beda lagi kalau sama bahasa Inggris jadi sering-sering berlatih, oke *the last question are there any specific syllable patterns in English that frequently cause you trouble?* Apakah ada pola suku kata tertentu dalam bahasa Inggris yang kerap kali menimbulkan kesulitan bagi fahmi?

SS12: ya paling kayak banyak suku kata terus ada yang hurufnya ga dibaca sedangkan di tulisan nya ada terus banyak nya konsononannya paling gitu aja si mba.

Researcher: Alhamdulillah fahmi terimakasih atas waktunya kepada Allah saya mohon ampunan, semoga Allah SWT memudahkan jalan orang yang memudahkan jalan manusia lainnya.

NO	Code	Interview	Interpretation	example words
1	SR1	Banyak sekali ya mba, tapi fahmi lebih sering mengalami kesulitan dalam membedakan bunyi <i>think</i> dan <i>thing</i> itu kan	SR explained that the difficulties she experienced were sounds that	Think and thing

		kalau dalam bahasa kita kan bunyinya sama saja tapi kalau di bahasa inggris kan itu jelas berbeda namun kalau saya mengucapkannya rasanya bunyinya sama saja.	did not exist in her local language such as /θ/.	
2	SR2	hmm kalau fahmi mungkin lebih ke huruf yang dibaca ga sesuai sama apa yang di tulis gitu mba misalnya kayak <i>choice</i> itukan ga ada ya mba huruf z nya kan tapi pas diucapin kan itu kayak ada tambahan z nya jadi kayak bingung aja gitu mba, apalagi kalau ada kata-kata baru nah itu lebih pusing lagi mba karena kadang ada yang sesuai sama yang di tulis kadang beda banget gitu, mungkin kalau pahmi sering bingung di situ aja si mba.	SR also explained how often she found the difference between the sound and what was written.	Choice
3	SR4	ada mba kalau konsonan tu huruf /g/ na itu kan biasanya ada yang bunyi jadi kayak huruf /j/ ada yang emang huruf /g/ kayak contoh nya <i>garage</i> nah ini tu kayak bingung yang g nanti yang mana yang harus di pronoun kan j gitu mba kalau yang vocal nya tu ini mba huruf /a/ nah kan banyak macam nyo kan mba jadi mau membedakannya tu pusing mba misalkan ada yang /a/ nya tu di ganti ke /e/ kayak day, say na itu kan berubahkan kadang kalau emang lagi ga	SR has difficulty distinguishing when /j/ and /g/ are sounded because according to SR, these two letters sound the same in English. For the vowels, it is the letters /a/ and /e/.	Garage, day and say.

		fokusnya sering sebutnya sesuai dengan tulisan nya gitu.		
4	SR7	na kalau ini emang benar banget mba, sebenarnya kan kalau pakai bahasa Indonesia pun kita pakai intionasi untuk menegaskan kalau apa yang kita ucapkan itu bentuk pernyataan, pertanyaan ataupun kata perintah, tapi pas di bahasa Inggris itu agak pening karena mungkin dak terbiasa dengan bahasa nya, tapi yang paling agak sering ga sesuai sama intonasinya tu di kalimat tanya kayak <i>are you coming?</i> Atau bisa sejenis ini la itu kalau kita buat-buat itu nada nya datar aja kayak itu bukan pernyataan bukan pertanyaan.	On intonation SR has difficulty asking questions because according to SR his intonation to ask questions often sounds like a statement.	Are you coming?
5	SR10	kayaknya lumayan banyak ya mba karena kan masih dikit yang kita ketahui nah paling yang kayak <i>philosophical</i> nah itukan mba konsonan nya lumayan banyak terus ada vocal i o a nya nah yang buat bingung itu yang si vokal ini bunyi nya tu bukan hanya ada tiga vokal itu aja mba jadi kayak bingung aja gitu mba		Philosophical

Example 2

Script Interview student Javanese 1

Researcher: kita lanjut sama pertanyaan selanjutnya ya itu tentang strategi yang kalian gunakan untuk mengatasi permasalahan pengucapan ini, kita langsung saja ya pertanyaan pertama *how often do you interact with native English speakers to help address pronunciation differences influenced by your regional dialect?* Seberapa sering kalian berinteraksi dengan penutur asli bahasa Inggris untuk membantu mengatasi perbedaan pengucapan yang dipengaruhi oleh dialek daerah anda?

SJ1: kalau secara langsung jarang sekali berinteraksi dengan native speakers karena saya tinggal di daerah yang jauh dari akses langsung ke mereka. Biasanya, saya hanya mengandalkan video atau audio online. Interaksi dengan native speakers sangat terbatas bagi saya. Saya hanya bisa mendengarkan langsung suara mereka melalui aplikasi belajar bahasa seperti Duolingo.

Researcher: oke jadi belum pernah gitu ya berinteraksi langsung dengan nativenya. Oke lanjut *can you share a time when talking with a native speaker helped you notice or adjust a pronunciation difference caused by your dialect?* Dapatkah Anda berbagi pengalaman ketika berbicara dengan penutur asli membantu Anda menyadari atau menyesuaikan perbedaan pengucapan yang disebabkan oleh dialek Anda? Tapi kan ga pernah berinteraksi langsung kan jadi gimana biasanya bisa tau kalau yang diucapkan tu kurang tepat gitu

SJ2: kan jarang berbicara dengan native speaker bahkan hampir tidak pernah, jadi kalau dari native itu kurang sekali akses nya paling kalau sadar ada yang salah kalau sering nonton gitu paling kayak oh kayaknya kalau she sama see tu beda banget pengucapannya kan kalau kita bisanya mirip-mirip aja gitu kan tapi pas nonton native video kayak gitu kerasa banget kalau yang biasa di ucapin tu kurang tepat

Researcher: tapi benar ya kurang nya akses kalau mau berinteraksi secara langsung tapi sering nonton video native untuk mendengarkan langsung gimana mereka mengucapkan suatu kata gitu, nah kita lanjut ya *how does your non-native tutor help you with pronunciation issues specifically linked to your regional dialect?* Bagaimana tutor non-asli Anda membantu Anda dengan masalah pengucapan yang khususnya terkait dengan dialek daerah Anda? Ada ga gitu punya tutor yang khusus bahasa Inggris nya?

SJ3: tanpa tutor ya mba jadi saya ga punya tutor apalagi tutor khusus bahasa Inggris paling kalau mau belajar tu di aplikasi –aplikasi si mba nonton video

juga, tapi kalau di kampus paling kayak qabung sama-sama teman atau yang lebih fasih bahasa Inggrisnya gitu mba terus paling kayak ngomong bahasa Inggris misal kalau ragu benar apa engga nya cek gitu di aplikasi

Researcher: jadi ga ada tutor juga ya, jadi pertanyaan selanjutnya *are there any exercises or techniques your tutor uses to help address sounds or patterns that are different in your dialect?* Apakah ada latihan atau teknik yang digunakan tutor Anda untuk membantu mengatasi bunyi atau pola yang berbeda dalam dialek Anda? Nah kan ga ada tutor tu jadi ada ga teknik sendiri gitu

SJ4: Saya berusaha memperbaiki pengucapan dengan berlatih sendiri menggunakan latihan pengucapan dari aplikasi belajar bahasa, meskipun tanpa teknik khusus dari tutor. Kalau dari saya sendiri mba itu bakal saya ulang-ulang terus yang mana menurut saya kurang tepat, biasanya tu kalau saya sering latihan sendiri itu kayak sebut terus huruf yang menurut saya kurang misal kayak this nah itu tiap hari saya dengar dari native sambil saya praktekan.

Researcher: jadi sering di ulang-ulang gitu ya, oke lanjut *have you practiced phonetic symbols or drills to help with sounds that are particularly challenging due to your dialect?* pernahkah Anda berlatih simbol-simbol fonetik atau latihan untuk membantu mengatasi bunyi-bunyi yang sangat menantang karena dialek Anda? Tau kan simbol-simbol IPA tu?

SJ5: tau mba tapi saya tidak pernah benar-benar mempelajari simbol fonetik. Saya hanya mengulang kata-kata yang sulit diucapkan sampai terdengar benar. Karena menurut saya symbol fonetik sedikit lebih rumit untuk dipahami. Jadi kalau benar-benar di pelajari atau pakai symbol itu untuk berlatih kayaknya tidak mba karena emang ga terlalu paham mba sama simbolnya

Researcher: oh jadi ga pernah pakai symbol fonetik , oke next *are there specific phonetic or phonological techniques that help you with sounds that differ from those in your dialect?* Apakah ada teknik fonetik atau fonologis khusus yang membantu Anda dengan bunyi yang berbeda dari dialek Anda? Tapi tadi katanya ga ada ya, lau apakah ada cara sendiri untuk mengatasi nya?

SJ6: Saya tidak menggunakan teknik khusus. Saya hanya mencoba meniru pengucapan dari audio atau video yang sering saya dengar. Dan Saya jarang menggunakan teknik fonologis. Biasanya saya hanya fokus mengulang kata-kata yang sulit dalam percakapan sehari-hari

Researcher: berarti emang ga ada pake teknik khusus misal dalam mengatasi nya ya, okee kita lanjut lagi sama pertanyaan selanjutnya *how often do you receive*

specific feedback on pronunciation differences that are influenced by your dialect? Seberapa sering Anda menerima masukan spesifik tentang perbedaan pengucapan yang dipengaruhi oleh dialek Anda? Ada ga misalkan dapat masukan dari teman atau dosen gitu?

SJ7: Hampir tidak ada yang memberi saya umpan balik langsung, kecuali saat presentasi di kelas dan dosen mengoreksi pengucapan saya. Kalau sama teman kan jarang gitu ngomong bahasa Inggris nya kecuali kayak diskusi kelompok kadang ada yang notice kalau pengucapan nya agak aneh gitu mba tapi jarang juga si mba

Researcher: tapi pernah gitu kan ya di koreksi gitu atau di kasih tau sama teman atau dosen, oke lanjut lagi *can you describe an instance where feedback helped you correct a pronunciation issue related to your dialect background?* Dapatkah Anda menjelaskan suatu contoh di mana umpan balik membantu Anda memperbaiki masalah pengucapan yang terkait dengan latar belakang dialek Anda?

SJ8: ada sekali kalau ga salah itu pas baru awal-awal kuliah kalau ga salah pas ada speaking community terus di kasih tema lupa intinya ada kata world nya nah terus di perbaiki mungkin itu karena kan kalau di bahasa daerah tu jarang kayak konsonan nya di gabung jadi agak susah terus sekarang mungkin udah terbiasa ya mba tapi masih sering dibawa karena juga masih dibawa bahasa bahasa daerah nya si mba.

Researcher: berarti pernah ya gitu dapat koreksi langsung dari dosen maupun teman, *do you find immediate correction more helpful for dialect-related pronunciation differences, or is a detailed approach more effective?* Apakah Anda menganggap koreksi langsung lebih membantu untuk perbedaan pengucapan terkait dialek, atau pendekatan terperinci lebih efektif?

SJ9: kalau saya lebih suka koreksi langsung karena saya bisa langsung tahu letak kesalahannya dan mencoba memperbaikinya. Jadikan kalau langsung bisa langsung gitu kita perbaiki terus juga kan ga lama-lama buat perbaikannya.

Researcher: emang bagus nya langsung gitu ya tapikan orang biasanya beda-beda ada yang suka di perbaiki langsung ada juga yang harus di sampaikan dengan baik-baik gitu ya, oke kita ke pertanyaan selanjutnya, *does your learning environment make you feel comfortable practicing sounds that are difficult because of your dialect?* Apakah lingkungan belajar Anda membuat Anda merasa nyaman mempraktikkan bunyi yang sulit karena dialek Anda? Gimana menurut kamu lingkungan belajar disini?

SJ10: Lingkungan belajar saya mendukung, tetapi saya merasa lebih nyaman berlatih dengan teman dekat daripada di depan seluruh kelas. Meskipun lingkungan belajar saya cukup mendukung, saya masih merasa canggung berlatih bunyi tertentu saat ada banyak orang. Apalagi sama teman yang emang tau kalau saya ada kendala dalam pengucapan jadi ga canggung kalau ngomong bahasa Inggris nya mba, kalau sama yang lain kan agak canggung.

Researcher: *How does a supportive environment help you feel more willing to work on pronunciation challenges specific to your dialect?* Bagaimana lingkungan yang mendukung membantu Anda merasa lebih bersedia untuk mengerjakan tantangan pengucapan khusus untuk dialek Anda?

SJ11: Dengan suasana yang mendukung, saya merasa lebih berani untuk berlatih meskipun tahu pengucapan saya belum sempurna. Lingkungan yang mendukung memberikan motivasi untuk terus berlatih karena saya tahu tidak akan dikritik secara negatif.

Researcher: jadi kalau menurut kamu lingkungan itu sangat berpengaruh sama keinginan untuk selalu berlatih, oke sekarang lanjut lagi, *do you use any apps or visual aids specifically to tackle pronunciation issues arising from your dialect?* Apakah Anda menggunakan aplikasi atau alat bantu visual khusus untuk mengatasi masalah pengucapan yang timbul dari dialek Anda?

SJ12: kalau alat visual kayaknya engga mba tapi saya pernah mencoba aplikasi seperti Duolingo, tetapi lebih sering menggunakan Google untuk mencari cara mengucapkan kata. Karena sudah terbiasa dengan translate jadi kalau ada kata yang ga bisa diucapin dengan benar biasanya langsung aja gitu mba buka google nya. Kalau kaya duolingo tu biasa latihan untuk dirumah kalau lagi ngobrol biasanya langsung di google translate.

Researcher: berarti ga ada gitu coba audio visual. Pertanyaan selanjutnya itu *how do visual aids, such as mouth diagrams or sound comparison tools, help you with sounds that are different in your dialect?* Bagaimana alat bantu visual, seperti diagram mulut atau alat perbandingan bunyi, membantu Anda dengan bunyi yang berbeda dalam dialek Anda? Nah kan ga pernah tu pakai yang kayak audio visual jadi gimana cara kamu mengatasinya

SJ13: iya mba karena kan saya lebih sering memperhatikan gerakan mulut di video berbahasa Inggris daripada menggunakan alat bantu visual lainnya. Diagram atau alat visual jarang saya gunakan, tetapi saya sering meniru gerakan mulut dari video. Karena saya juga kurang tertarik atau emang belum pernah mencoba saja mungkin mba.

Researcher: jadi memang kamu ga tertarik sama penggunaan diagram atau alat visual karena belum pernah mencobanya ya terus *have you found that using technology to compare your pronunciation with standard English helps you recognize dialect-related issues?* Pernahkah kamu menemukan bahwa penggunaan teknologi untuk membandingkan pengucapan Anda dengan bahasa Inggris standar membantu Anda mengenali masalah terkait dialek?

SJ14: Saya pernah mencoba menggunakan fitur rekam suara di aplikasi, dan itu membantu saya memperbaiki pengucapan. Saya merasa fitur suara di Google Translate cukup membantu untuk membandingkan pengucapan saya. Karena ga pernah komunikasi sama native nya langsung jadi lebih mengandalkan aplikasi seperti itu sama video yang di youtube juga cukup membantu, karena kan kita akan tau pengucapan itu salah kalau kita sudah dengar yang benar nya jadi kalau sering nonton video native jadi kita lebih bisa menyadari yang mana yang salahnya

Researcher: *have you experienced immersion in English-speaking settings to help you adjust pronunciation influenced by your dialect?* Pernahkah Anda mengalami pendalaman dalam lingkungan berbahasa Inggris untuk membantu Anda menyesuaikan pengucapan yang dipengaruhi oleh dialek Anda?

SJ15: Saya belum pernah berada di lingkungan penutur asli, tetapi saya mencoba mengubah pola pikir saya agar merasa seperti sedang berbicara dengan mereka. Tapi agak susah karena kan mungkin aja vibes nya kan berbeda apalagi kan kalau di lingkungan kampus itu ngomong bahasa inggris nya kalau ga lagi ada matkul sama English zone sama mungkin sekarang lagi sibuk literature kan mba ya paling pas latihannya gitu, apalagi di lingkungan rumah hampir ga pernah ngomong bahasa Inggris jadi agak susah mau terbiasa

Researcher: *how does exposure to English in real-world contexts help you adapt sounds and patterns that are different from your regional dialect?* Bagaimana paparan bahasa Inggris dalam konteks dunia nyata membantu Anda mengadaptasi bunyi dan pola yang berbeda dari dialek daerah Anda?

SJ16: Ya kalau untuk sekarang paling dalam diskusi kelas, mendengar teman-teman yang lebih baik dalam pengucapan membantu saya menyesuaikan bunyi tertentu. Atau ga sering dengar dosen yang udah fasih gitu karena kan kalau dunia nyata nya sekarang lingkungannya di kampus emang yang pakai bahasa Inggris jadi ya gitu si mba

Researcher: *Can you recall any experiences where immersion helped you overcome a specific pronunciation issue linked to your dialect background?*

Dapatkan Anda mengingat kembali pengalaman apa pun di mana pendalaman membantu Anda mengatasi masalah pengucapan tertentu yang terkait dengan latar belakang dialek Anda?

SJ17: Saya memperbaiki cara mengucapkan "development, world, this" setelah mendengar dosen mengucapkannya di kelas dan berlatih melalui beberapa aplikasi. Sebenarnya banyak ya mba yang memang di lebih baik ya tapi untuk kata-kata yang kayak gitu saya merasa jauh sekali perubahan nya setelah banyak berlatih bersama teman sering cek juga melalui google translate dan beberapa aplikasi lain nya sekarang merasa lebih baik walaupun untuk beberapa vocab baru nanti akan berlatih lagi tapi setidaknya bisa lebih baik.

Researcher: terimakasih banyak atas waktu yang di luangkan semoga nanti kebaikan nya di balas oleh Allah SWT dan segala urusan di mudahkan Aamiin, thankyou yaa

NO	Code	Interview	Interpretation	Strategies
1	SJ1	kalau secara langsung jarang sekali berinteraksi dengan native speakers karena saya tinggal di daerah yang jauh dari akses langsung ke mereka. Biasanya, saya hanya mengandalkan video atau audio online. Interaksi dengan native speakers sangat terbatas bagi saya. Saya hanya bisa mendengarkan langsung suara mereka melalui aplikasi belajar bahasa seperti Duolingo.	SJ explained that they have never interacted directly with natives, they only rely on video and audio to correct their speech and practice with duolingo.	Video, audio and duolingo
2	SJ4	Saya berusaha memperbaiki pengucapan dengan berlatih sendiri menggunakan latihan pengucapan dari aplikasi belajar bahasa, meskipun tanpa teknik khusus dari tutor. Kalau dari saya sendiri mba itu bakal saya ulang-ulang terus yang mana menurut saya kurang tepat, biasanya tu	without non-native tutors SJ only relies on learning applications such as duolingo and other learning videos and there are no special techniques.	Learning videos

		kalau saya sering latihan sendiri itu kayak sebut terus huruf yang menurut saya kurang misal kayak <i>this</i> nah itu tiap hari saya dengar dari native sambil saya praktekan.		
3	SJ10	Lingkungan belajar saya mendukung, tetapi saya merasa lebih nyaman berlatih dengan teman dekat daripada didepan seluruh kelas. Meskipun lingkungan belajar saya cukup mendukung, saya masih merasa canggung berlatih bunyi tertentu saat ada banyak orang. Apalagi sama teman yang emang tau kalau saya ada kendala dalam pengucapan jadi ga canggung kalau ngomong bahasa inggris nya mba, kalau sama yang lain kan agak canggung.	According to SJ, his environment is quite supportive in improving his pronunciation.	
4	SJ12	Kalau alat visual kayaknya engga mba tapi saya pernah mencoba aplikasi seperti Duolingo, tetapi lebih sering menggunakan Google untuk mencari cara mengucapkan kata. Karena sudah terbiasa dengan translate jadi kalau ada kata yang ga bisa diucapin dengan benar biasanya langsung aja gitu mba buka google nya. Kalau kaya duolingo tu biasa latihan untuk dirumah kalau lagi ngobrol biasanya langsung di google translate.	Does a not use visual tool SJ only relies on the application and google translate when he feels something is not right in his pronunciation.	Duolingo and google translate

5	SJ14	Saya pernah mencoba menggunakan fitur rekam suara di aplikasi, dan itu membantu saya memperbaiki pengucapan. Saya merasa fitur suara di Google Translate cukup membantu untuk membandingkan pengucapan saya. Karena ga pernah komunikasi sama native nya langsung jadi lebih mengandalkan aplikasi seperti itu sama video yang di youtube juga cukup membantu, karena kan kita akan tau pengucapan itu salah kalau kita sudah dengar yang benar nya jadi kalau sering nonton video native jadi kita lebih bisa menyadari yang mana yang salahnya	SJ makes great use of technology as he often watches native videos on YouTube and often checks his pronunciation on google translate.	YouTube and google translate
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Script Interview Student Sundanese 1

Researcher: jadi kita lanjut lagi sesi kedua wawancaranya ya kita langsung mulai aja ya *,how often do you interact with native English speakers to help address pronunciation differences influenced by your regional dialect?* Seberapa sering kalian berinteraksi dengan penutur asli bahasa Inggris untuk membantu mengatasi perbedaan pengucapan yang dipengaruhi oleh dialek daerah anda?

SS1: **Saya belum pernah berinteraksi secara langsung dengan native speakers. Interaksi saya hanya terbatas pada menonton film atau mendengarkan materi pembelajaran. Karena saya tidak sering berbicara dengan native speakers biasanya, saya mencoba meniru aksen mereka dari video online, jadi saya menyadari kalau apa yang saya ucapkan itu kadang tidak sesuai ya karena saya sering mendengarkannya dari video native yang saya tonton kan mau interaksi langsung mungkin belum ada kesempatannya untuk saat ini yang di andalkan ya web web atau aplikasi yang bisa membantu**

Researcher: jadi akses untuk berkomunikasi langsung memang belum ada atau kurang gitu ya jadi hanya bisa memanfaatkan video dari nativenya. Oke lanjut *can you share a time when talking with a native speaker helped you notice or adjust a pronunciation difference caused by your dialect?* Dapatkah Anda berbagi pengalaman ketika berbicara dengan penutur asli membantu Anda menyadari atau menyesuaikan perbedaan pengucapan yang disebabkan oleh dialek Anda? Tapi kan ga pernah berinteraksi langsung kan jadi gimana biasanya bisa tau kalau yang diucapin tu kurang tepat gitu

SS2: **ya kan karena ga pernah berinteraksi langsung kan mba ya jadi gatau nanti qimana paling sering ya nonton video gitu atau pake aplikasi biasanya sering cek pronunciation tu di google translate kan ada yang voice feature nya jadi bisa didengar gitukan kalau dari native ngomong face to face tu ga ada mba kalau untuk sekarang ini kan**

Researcher: kalau untuk berinteraksi face to face sama native mungkin akses untuk sekarang masih susah ya tapi sekarang kan bisa virtual gitu ya tapi untuk kedepanya semoga kita bisa sering berinteraksi langsung sama native nya biar terbiasa sama cara pengucapan mereka kalau untuk saat ini kita hanya bisa mengandalkan video nya saja, nah kita lanjut ya *how does your non-native tutor help you with pronunciation issues specifically linked to your regional dialect?* Bagaimana tutor non-asli Anda membantu Anda dengan masalah pengucapan yang khususnya terkait dengan dialek daerah Anda? Ada ga gitu punya tutor yang khusur bahasa Inggris nya?

SS3: Kalau untuk saat ini mba saya belum punya ya mba tutor non-native nya ya paling kalau latihan ya paling nonton – nonton atau emang cek kata yang menurut saya kurang tepat itu di aplikasi kemudian saya ulang-ulang sampai mendekati bunyi yang aslinya kalau awal-awal itu lumayan sulit mba karena seperti yang di ketahui kan kalau dirumah kan bahasa Inggris nya ga di pakai keseharian ya karena kan teman ngobrolnya kan ga ada kalau di rumah jadi agak susah jadi biasanya ya cek-cek bunyi pronunciation nya dari aplikasi itu

Researcher: Oh oke berarti untuk sekarang belum ada tutornya ya, jadi pertanyaan selanjutnya *are there any exercises or techniques your tutor uses to help address sounds or patterns that are different in your dialect?* Apakah ada latihan atau teknik yang digunakan tutor Anda untuk membantu mengatasi bunyi atau pola yang berbeda dalam dialek Anda? Nah kan ga ada tutor tu jadi ada ga teknik sendiri gitu

SS4: karena ga ada tutornya ya mba ya jadi saya tu lebih sering melakukan pengulangan kata sulit gitu mba di dengar ulang-ulang, itukan mungkin aja karena kita belum terbiasa jadi kalau saya tu mba ya sering dengar podcast yang bahasa Inggris didengerin pas saat sebelum tidur agar saya tu kayak terbiasa dengar bahasa Inggrisnya karena kan kayak di bilang tadi kalau dirumah tu ga pernah di pakai bahasa Inggrisnya nah biar saya terbiasa saya sering bawa bahasa Inggris tu sampai saya tidur gitu mba

Researcher: jadi sering dengerin podcast bahasa Inggris sampai tidur gitu ya biar terbiasa waw keren si effortnya, oke lanjut *have you practiced phonetic symbols or drills to help with sounds that are particularly challenging due to your dialect?* pernahkah Anda berlatih simbol-simbol fonetik atau latihan untuk membantu mengatasi bunyi-bunyi yang sangat menantang karena dialek Anda? Tau kan simbol-simbol IPA tu?

SS5: Karena simbol fonetik terasa sulit, saya biasanya hanya mendengarkan native speaker melalui audiobook untuk melatih pengucapan. Saya tidak pernah menggunakan simbol fonetik. Saya hanya membaca teks dan mencoba menyesuaikan pengucapan dengan apa yang saya dengar dari rekaman audio. Kayaknya jarang banget deh mba pakai itu mungkin itu tau symbol itu pas matkul phonology kan mba itupun cuma tau-tau aja ga sampai dipelajari lebih dalam jadi kayak merasa susah aja gitu mba

Researcher: oh jadi emang belum pernah mempelajari lebih dalam lagi ya symbol fonetiknya karena merasa terlalu sulit gitu ya, oke next *are there specific phonetic or phonological techniques that help you with sounds that differ from those in your dialect?* Apakah ada teknik fonetik atau fonologis khusus yang membantu

Anda dengan bunyi yang berbeda dari dialek Anda? Tapi tadi katanya ga ada ya, lalu apakah ada cara sendiri untuk mengatasi nya?

SS6: iya emang ga pernah ya mba ya paling kayak tadi si mba ya dari video-video atau rekaman audio gitu, apalagi misal ada kata yang baru terus agak sulit jadi di ulang-ulang terus si mba sampai lumayan mendekati gitu terus kalau udah lumayan mirip ganti lagi kata yang menurut saya sush gitu terus si ma

Researcher: oh jadi kamu pake system rekam audio kemudian di ulang-ulang gitu biar bisa mendekati bunyi yang lumayan baik gitu ya, okee nice kita lanjut lagi sama pertanyaan selanjutnya *how often do you receive specific feedback on pronunciation differences that are influenced by your dialect?* Seberapa sering Anda menerima masukan spesifik tentang perbedaan pengucapan yang dipengaruhi oleh dialek Anda? Ada ga misalkan dapat respon dari teman atau dosen gitu?

SS7: itu mungkin kalau lagi presentasi kali mba ya karena kan kita langsung didengar sama semua teman kelas terus sama dosen juga kalau ada yang kurang pas kan di benerin gitu mba sama yang tau kalau itu salah gitu. Tapi kan jarang gitu mba presentasinya jadi jarang juga gitu mba dapat respon dari teman ataupun dosen.

Researcher: tapi pernah kan ya di kasih tau sama temannya atau dosen kalau ada yang melakukan kesalahan gitu, oke lanjut lagi *can you describe an instance where feedback helped you correct a pronunciation issue related to your dialect background?* Dapatkah Anda menjelaskan suatu contoh di mana umpan balik membantu Anda memperbaiki masalah pengucapan yang terkait dengan latar belakang dialek Anda?

SS8: **nah ini pernah si mba ya sekali dalam latihan debat, teman saya memperbaiki pengucapan saya untuk kata "opportunity," dan itu membuat saya lebih percaya diri karena mungkin kalau ga di kasih tau kalau cara pengucapan saya kurang tepat mungkin itu akan berlanjut sampai sekarang setelah di kasih tau saya langsung cek di google translate memang yang saya sedikit terasa berbeda jadi saya ulang-ulang terus sampai lumayan mendekati**

Researcher: berarti pernah ya gitu dapat koreksi langsung dari temannya, *do you find immediate correction more helpful for dialect-related pronunciation differences, or is a detailed approach more effective?* Apakah Anda menganggap koreksi langsung lebih membantu untuk perbedaan pengucapan terkait dialek, atau pendekatan terperinci lebih efektif? Gimana menurut kamu?

SS9: Koreksi langsung lebih praktis, tetapi penjelasan tambahan tentang bunyi tertentu akan sangat membantu. Penjelasan tambahan untuk saya lebih paham atau tau letak kesalahan saya. Jadi setelah di koreksi terus di kasih tau bagaimana pengucapan yang benar kemudian di kasih tau letak kesalahan itu akan sangat membantu kalau menurut saya ya mba

Researcher: jadi menurut kamu koreksi langsung itu lebih baik gitu ya karena bisa langsung perbaikan gitu ya, oke kita ke pertanyaan selanjutnya, *does your learning environment make you feel comfortable practicing sounds that are difficult because of your dialect?* Apakah lingkungan belajar Anda membuat Anda merasa nyaman mempraktikkan bunyi yang sulit karena dialek Anda? Gimana menurut kamu lingkungan belajar sama lingkungan pertemanannya disini apakah ada pengaruh nya?

SS10: Saya merasa lingkungan belajar saya mendukung, terutama ketika teman-teman memberikan masukan dengan cara yang baik. Di kelas, saya merasa nyaman mencoba bunyi yang sulit karena dosen memahami bahwa ini adalah proses belajar. Jadi menurut saya kalau lingkungan nya mendukung orang-orang yang mempunyai permasalahan pengucapan jadi ga ragu untuk belajar, sebaliknya kalau langsung dijudge gitu tapi kalau ini Alhamdulillah nya aman banget mba ya walaupun kadang sambil main-main kan.

Researcher: *How does a supportive environment help you feel more willing to work on pronunciation challenges specific to your dialect?* Bagaimana lingkungan yang mendukung membantu Anda merasa lebih bersedia untuk mengerjakan tantangan pengucapan khusus untuk dialek Anda?

SS11: Suasana yang mendukung membuat saya lebih mudah menerima koreksi tanpa merasa minder atau takut. Lingkungan yang positif membuat saya yakin bahwa setiap kesalahan adalah langkah menuju perbaikan. Dukungan dari teman-teman dan dosen membuat saya lebih optimis bahwa saya bisa mengatasi pengaruh dialek saya pada pengucapan.

Researcher: jadi benar ya lingkungan itu sedikit banyaknya akan berpengaruh pada proses pembelajaran gitu ya , oke sekarang lanjut lagi, *do you use any apps or visual aids specifically to tackle pronunciation issues arising from your dialect?* Apakah Anda menggunakan aplikasi atau alat bantu visual khusus untuk mengatasi masalah pengucapan yang timbul dari dialek Anda?

SS12: Saya tidak terlalu menggunakan teknologi visual ya mba mungkin karena gatau atau emang belum pernah coba gitu kan, tetapi saya memanfaatkan video dari TED Talks untuk meniru cara bicara mereka dan

saya paling sering juga menggunakan google translate. Biasanya juga nonton-nonton native gitu si mba.

Researcher: berarti ga ada gitu coba audio visual atau yang lainnya. Pertanyaan selanjutnya itu *how do visual aids, such as mouth diagrams or sound comparison tools, help you with sounds that are different in your dialect?* Bagaimana alat bantu visual, seperti diagram mulut atau alat perbandingan bunyi, membantu Anda dengan bunyi yang berbeda dalam dialek Anda? Nah kan ga pernah tu pakai yang kayak audio visual jadi gimana cara kamu mengatasinya

SS13: mungkin untuk diagram mulut dan alat visual lainnya tidak sering saya gunakan bahkan ga pernah ini aja baru tau gitu mba karena kan lebih sering langsung cek di google translate atau juga langsung nonton di youtube aja si mba , tetapi video di YouTube membantu saya memahami posisi lidah saat mengucapkan kata gitu ya paling belajarnya dari situ ya mba.

Researcher: jadi memang kamu belum pernah gitu coba penggunaan diagram atau alat visual yaa, okee kita lanjut *have you found that using technology to compare your pronunciation with standard English helps you recognize dialect-related issues?* Pernahkah kamu menemukan bahwa penggunaan teknologi untuk membandingkan pengucapan Anda dengan bahasa Inggris standar membantu Anda mengenali masalah terkait dialek?

SS14: Dulu tu saya pernah mencoba aplikasi seperti Elsa Speak, tetapi lebih sering menggunakan google translate untuk membandingkan pengucapan. Karena awal-awal tu mba emang kayak susah banget untuk ngomong bahasa Inggris kan mungkin belum terbiasa saja

Researcher: karena belum terbiasa gitu ya oke kita lanjut, *have you experienced immersion in English-speaking settings to help you adjust pronunciation influenced by your dialect?* Bagaimana paparan bahasa Inggris dalam konteks dunia nyata membantu Anda mengadaptasi bunyi dan pola yang berbeda dari dialek daerah Anda?

SS15: Saya tidak pernah berada di lingkungan berbahasa Inggris secara langsung gitu mba ya, tetapi saya pernah mencoba mengikuti klub bahasa Inggris di kampus kayak ikut komunitas debat supaya saya terbiasa dengan bahasa Inggris walaupun tidak berada pada lingkungan yang ada nativenya.

Researcher: bagus dong kalau berani mencoba untuk ikut komunitas gitu biar terbiasa sama bunyi bahasa Inggris gitu ya, *how does exposure to English in real-world contexts help you adapt sounds and patterns that are different from your regional dialect?* Bagaimana paparan bahasa Inggris dalam konteks dunia nyata

membantu Anda mengadaptasi bunyi dan pola yang berbeda dari dialek daerah Anda?

SS16: paling kayak pas mendengarkan percakapan nyata, saya mulai melihat perbedaan dalam cara saya mengucapkan bunyi tertentu. Saya belajar banyak dengan mendengar langsung dari dosen atau penutur asli di seminar daring kan pernah ada corolla itu kan mba na paling satu forum gitu sama native saat ada seminar daring

Researcher: *Can you recall any experiences where immersion helped you overcome a specific pronunciation issue linked to your dialect background?*
Dapatkah Anda mengingat kembali pengalaman apa pun di mana pendalaman membantu Anda mengatasi masalah pengucapan tertentu yang terkait dengan latar belakang dialek Anda?

SS17: hmm apa ya mba paling kemaren saat presentasi ada teman yang bilang kalau kata *opportunity* kedengaran nya agak sedikit berbeda gitu terus langsung cek aja di google translate kan mba ya abis langsung di ulang-ulang terus sampai lumayan gitu mba

Researcher: okeee dah habis pertanyaan nya terimakasih banyak ya sudah meluangkan waktunya semoga nanti semua urusannya juga dimudahkan oleh Allah SWT.

NO	Code	Interview	Interpretation	Strategies
1	SS1	Saya belum pernah berinteraksi secara langsung dengan native speakers. Interaksi saya hanya terbatas pada menonton film atau mendengarkan materi pembelajaran. Karena saya tidak sering berbicara dengan native speakers biasanya, saya mencoba meniru aksen mereka dari video online, jadi saya menyadari kalau apa yang saya ucapkan itu kadang tidak sesuai ya karena saya sering mendengarkannya dari video native yang saya tonton kan mau interaksi	Because he has never interacted directly with natives so SS often follows native accents from the online videos he watches	Video

		langsung mungkin belum ada kesempatannya untuk saat ini yang di andalkan ya web web atau aplikasi yang bisa membantu.		
2	SS2	ya kan karena ga pernah berinteraksi langsung kan mba ya jadi gatau nanti gimana paling sering ya nonton video gitu atau pake aplikasi biasanya sering cek pronunciation tu di google translate kan ada yang voice feature nya jadi bisa didengar gitu kan kalau dari native ngomong face to face tu ga ada mba kalau untuk sekarang ini kan		Voice feature google translate
3	SS4	karena ga ada tutor nya ya mba ya jadi saya tu lebih sering melakukan pengulangan kata sulit gitu mba di dengar ulang-ulang, itu kan mungkin aja karena kita belum terbiasa jadi kalau saya tu mba ya sering dengar podcast yang bahasa Inggris didengerin pas saat sebelum tidur agar saya tu kayak terbiasa dengar bahasa Inggrisnya karena kan kayak di bilang tadi kalau dirumah tu ga pernah di pakai bahasa Inggrisnya nah biar saya terbiasa saya sering bawa bahasa Inggris tu sampai saya tidur gitu mba	Without a non-native tutor SS often listens to English padcasts for his bedtime so that he gets used to the sounds of English that are initially unfamiliar to his ears.	Podcast
4	SS8	nah ini pernah si mba ya sekali dalam latihan debat, teman saya memperbaiki pengucapan saya untuk kata	SS only relies on the application and google translate when he feels	Google translate

		“opportunity,” dan itu membuat saya lebih percaya diri karena mungkin kalau ga di kasih tau kalau cara pengucapan saya kurang tepat mungkin itu akan berlanjut sampai sekarang setelah di kasih tau saya langsung cek di google translate memang yang saya sedikit terasa berbeda jadi saya ulang-ulang terus sampai lumayan mendekati.	something is not right in his pronunciation.	
5	SS10	Saya merasa lingkungan belajar saya mendukung, terutama ketika teman-teman memberikan masukan dengan cara yang baik. Di kelas, saya merasa nyaman mencoba bunyi yang sulit karena dosen memahami bahwa ini adalah proses belajar. Jadi menurut saya kalau lingkungan nya mendukung orang-orang yang mempunyai permasalahan pengucapan jadi ga ragu untuk belajar, kebalikanya kalau langsung dijudge gitu tapi kalau ini Alhamdulillah nya aman banget mba ya walaupun kadang sambil main-main kan.	According to SS the learning environment is supportive and also the lecturers	Lecturers
6	SS12	Saya tidak terlalu menggunakan teknologi visual ya mba mungkin karena gatau atau emang belum pernah coba gitu kan, tetapi saya memanfaatkan video dari TED Talks untuk meniru cara bicara mereka dan saya paling sering juga	SS stated that he did not use visual technology and also just found out that it had only been relying on the application	TED Talks

		menggunakan google translate. Biasanya juga nonton-nonton native gitu si mba.		
7	SS13	mungkin untuk diagram mulut dan alat visual lainnya tidak sering saya gunakan bahkan ga pernah ini aja baru tau gitu mba karena kan lebih sering langsung cek di google translate atau juga langsung nonton di youtube aja si mba , tetapi video di YouTube membantu saya memahami posisi lidah saat mengucapkan kata gitu ya paling belajarnya dari situ ya mba.		Google translate and YouTube
8	SS14	Dulu tu saya pernah mencoba aplikasi seperti Elsa Speak, tetapi lebih sering menggunakan google translate untuk membandingkan pengucapan. Karena awal-awal tu mba emang kayak susah banget untuk ngomong bahasa Inggris kan mungkin belum terbiasa saja.		Elsa Speak

Script Interview Student Rejangnese 1

Researcher: sekarang kita lanjut ke pertanyaan mengenai strategi yang kalian terapkan untuk mengatasi permasalahan pada pengucapan, jadi kita langsung saja ke pertanyaan pertama ya *how often do you interact with native English speakers to help address pronunciation differences influenced by your regional dialect?* Seberapa sering kalian berinteraksi dengan penutur asli bahasa Inggris untuk membantu mengatasi perbedaan pengucapan yang dipengaruhi oleh dialek daerah anda?

SR1: Saya belum pernah berbicara langsung dengan native speakers. Saya lebih sering menonton presentasi mereka di YouTube untuk belajar. Lingkungan saya lebih mendukung interaksi dengan sesama mahasiswa saja. Jadi kalau berinteraksi langsung dengan native kayak nya belum pernah

Researcher: jadi kalau berinteraksi dengan native itu belum pernah gitu ya, semoga nanti bisa ya bertemu langsung sama native ya, oke kita lanjut *can you share a time when talking with a native speaker helped you notice or adjust a pronunciation difference caused by your dialect?* Dapatkah Anda berbagi pengalaman ketika berbicara dengan penutur asli membantu Anda menyadari atau menyesuaikan perbedaan pengucapan yang disebabkan oleh dialek Anda? Nah tapi kan belum pernah bertemu langsung sama native jadi gimana kamu bisa tahu kalau pengucapan kata nya kurang tepat

SR2: karena belum pernah berinteraksi langsung dengan native jadi saya tidak tahu pasti, namun saya sering menonton video native di aplikasi YouTube dan saya sendiri menyadari bahwa dialek daerah sangat kentara jika saya berbahasa Inggris contoh nya pada kata “river” saya sangat menyadari kata ini agak sedikit berbeda jika saya sering ucapkan, walaupun tidak ada interaksi langsung dengan native tapi video pada YouTube menurut saya sangat membantu

Researcher: jadi kamu lebih sering nonton video nya dari youtube gitu ya karena memang tidak bisa berinteraksi langsung oke kita lanjut *how does your non-native tutor help you with pronunciation issues specifically linked to your regional dialect?* Bagaimana tutor non-asli Anda membantu Anda dengan masalah pengucapan yang khususnya terkait dengan dialek daerah Anda? Punya ga tutor yang khusus bahasa Inggris ?

SR3: Saya tidak memiliki tutor mba, jadi saya mencoba berlatih sendiri dengan memutar ulang video atau podcast yang saya dengarkan, meski kadang tidak bisa memperbaiki kesalahan dengan cepat namun setidaknya saya tahu ada beberapa

kata yang memang sedikit saya harus ulang-ulang agar bisa terbiasa untuk mengucapkannya.

Researcher: jadi belum punya tutir juga ya, jadi pertanyaan selanjutnya *are there any exercises or techniques your tutor uses to help address sounds or patterns that are different in your dialect?* Apakah ada latihan atau teknik yang digunakan tutor Anda untuk membantu mengatasi bunyi atau pola yang berbeda dalam dialek Anda? Nah kan ga ada tutor tu jadi ada ga teknik sendiri gitu?

SR4: Saya hanya berlatih dengan meniru pengucapan kata-kata sulit dari film atau video di YouTube, tetapi saya tidak memiliki teknik atau bimbingan dari tutor. Paling kalau menurut saya lebih sering-sering dengar bunyi bahasa Inggris gitu biar terbiasa kalau saya paling sering dengar podcast gitu yang bahasa Inggris untuk pengantar tidur paling itu aja si mba

Researcher: oh iya benar kita harus terbiasa dulu dengar bahasa Inggris ya benar banget, oke lanjut *have you practiced phonetic symbols or drills to help with sounds that are particularly challenging due to your dialect?* pernahkah Anda berlatih simbol-simbol fonetik atau latihan untuk membantu mengatasi bunyi-bunyi yang sangat menantang karena dialek Anda? Tau kan simbol-simbol IPA tu?

SR5: tay mba tapi saya merasa simbol fonetik terlalu rumit, jadi saya lebih sering meniru pengucapan dari video pembelajaran di YouTube. Dan di kampus pun kami hanya di kenalkan beberapa bentuk symbol fonetik jadi menurut saya itu tidak terlalu membantu. Mungkin bisa saja membantu tapi karena belum mencoba jadi gatau gitu mba karena kayaknya malah lebih rumit.

Researcher: oh jadi belum pernah pakai symbol fonetik karena menurut kamu itu terlalu rumit gitu y , oke next *are there specific phonetic or phonological techniques that help you with sounds that differ from those in your dialect?* Apakah ada teknik fonetik atau fonologis khusus yang membantu Anda dengan bunyi yang berbeda dari dialek Anda? Tapi tadi katanya ga ada ya, lau apakah ada cara sendiri untuk mengatasi nya?

SR6: Saya hanya menggunakan teknik sederhana seperti mendengarkan pengucapan kata dari video pembelajaran. Tapi untuk teknik khusus sepertinya tidak ada. Ya gitu ya paling mba nonton video bahasa Inggris terus ulang-ulang yang susah gitu mba

Researcher: berarti emang ga ada pake teknik khusus misal dalam mengatasi nya ya, okee kita lanjut lagi sama pertanyaan selanjutnya *how often do you receive*

specific feedback on pronunciation differences that are influenced by your dialect? Seberapa sering Anda menerima masukan spesifik tentang perbedaan pengucapan yang dipengaruhi oleh dialek Anda? Ada ga misalkan dapat masukan dari teman atau dosen gitu?

SR7: Saya hanya mendapatkan komentar jika dosen meminta saya untuk mengulang kata yang sulit saya ucapkan dengan benar. Saya tidak sering mendapatkan umpan balik spesifik, tetapi terkadang teman-teman bercanda tentang cara saya berbicara.

Researcher: tapi pernah gitu kan ya di koreksi gitu atau di kasih tau sama teman atau dosen, oke lanjut lagi *can you describe an instance where feedback helped you correct a pronunciation issue related to your dialect background?* Dapatkah Anda menjelaskan suatu contoh di mana umpan balik membantu Anda memperbaiki masalah pengucapan yang terkait dengan latar belakang dialek Anda?

SR8: Pernah pada saat presentasi, dosen mengoreksi cara saya mengucapkan kata “*environment*,” dan itu membuat saya lebih sadar untuk melatih kata-kata panjang. Jadi misal ketemu kata baru yang lumayan panjang saya lebih sering mengulanginya sampai menurut saya itu sudah cukup lumayan gitu mba

Researcher: jadi kalau di koreksi langsung gitu langsung menyadari gitu ya oke kita lanjut lagi, *do you find immediate correction more helpful for dialect-related pronunciation differences, or is a detailed approach more effective?* Apakah Anda menganggap koreksi langsung lebih membantu untuk perbedaan pengucapan terkait dialek, atau pendekatan terperinci lebih efektif?

SR9: kalau dari saya pribadi mba saya biasanya merasa lebih terbantu dengan koreksi langsung ya karena saya bisa mempraktikkan perubahan segera. Koreksi langsung lebih efektif bagi saya, meskipun penjelasan lebih rinci bisa membantu untuk kesalahan yang berulang. Jadi kan bisa langsung sadar terus bisa langsung mencari cara buat perbaikan gitu

Researcher: berarti itu berpengaruh ya sama kamu kalau langsung di koreksi gitu oke kita ke pertanyaan selanjutnya, *does your learning environment make you feel comfortable practicing sounds that are difficult because of your dialect?* Apakah lingkungan belajar Anda membuat Anda merasa nyaman mempraktikkan bunyi yang sulit karena dialek Anda? Gimana menurut kamu lingkungan belajar di TBI?

SR10: Saya merasa nyaman berlatih di lingkungan belajar saya karena suasananya informal dan santai. Lingkungan belajar saya cukup mendukung, tetapi saya berharap ada lebih banyak waktu khusus untuk latihan

pengucapan. Karena kan kalau di TBI kita bahasa Inggris nya saat English Zone tu masih sering bolong-bolong gitu mba apalagi kan sekarang lagi banyak banget kegiatan

Researcher: *How does a supportive environment help you feel more willing to work on pronunciation challenges specific to your dialect?* Bagaimana lingkungan yang mendukung membantu Anda merasa lebih bersedia untuk mengerjakan tantangan pengucapan khusus untuk dialek Anda?

SR11: Dukungan dari dosen membuat saya merasa bahwa kesalahan adalah bagian normal dari proses belajar. Lingkungan yang mendukung membantu saya merasa bahwa pengucapan yang salah adalah kesempatan untuk belajar, bukan kegagalan. Saya lebih berani berlatih bunyi yang sulit karena tahu bahwa teman-teman juga mengalami masalah serupa.

Researcher: jadi lingkungan itu berdampak sama motivasi untuk berlatih gitu ya, oke sekarang lanjut lagi, *do you use any apps or visual aids specifically to tackle pronunciation issues arising from your dialect?* Apakah Anda menggunakan aplikasi atau alat bantu visual khusus untuk mengatasi masalah pengucapan yang timbul dari dialek Anda?

SR12: Saya lebih suka menggunakan podcast berbahasa Inggris untuk melatih pendengaran dan pengucapan dari pada aplikasi. Saya jarang menggunakan alat bantu, tetapi saya sering mendengarkan lagu untuk terbiasa dengan kata-kata bahasa Inggris. Jadi selain podcast bahasa Inggris saya juga sering menggunakan lagu bahasa Inggris sebagai pengantar tidur mba

Researcher: oh ya pake lagu juga ya kalau menurut mba bagus juga si ya selain menenangkan kitab juga jadi terbiasa sama bunyi-bunyi bahasa Inggris ya, Pertanyaan selanjutnya itu *how do visual aids, such as mouth diagrams or sound comparison tools, help you with sounds that are different in your dialect?* Bagaimana alat bantu visual, seperti diagram mulut atau alat perbandingan bunyi, membantu Anda dengan bunyi yang berbeda dalam dialek Anda? Nah kan ga pernah tu pakai yang kayak audio visual jadi gimana cara kamu mengatasinya

SR13: Saya belum pernah menggunakan diagram mulut, tetapi saya membayangkan posisi lidah berdasarkan video. Saya merasa alat visual kurang efektif untuk saya, jadi saya lebih mengandalkan audio untuk belajar. Dan juga rasanya saya tidak pernah melihat diagram mulut, tetapi saya mencoba mengikuti cara bicara dalam video pembelajaran.

Researcher: jadi lebih suka nonton videonya aja gitu ya terus *have you found that using technology to compare your pronunciation with standard English helps you*

recognize dialect-related issues? Pernahkah kamu menemukan bahwa penggunaan teknologi untuk membandingkan pengucapan Anda dengan bahasa Inggris standar membantu Anda mengenali masalah terkait dialek?

SR14: Saya mencoba memanfaatkan YouTube untuk membandingkan pengucapan saya dengan penutur asli. Teknologi membantu saya, tetapi saya merasa metode langsung seperti mendengarkan audio lebih efektif. Jadi setelah itu di ulang-ulang aja dengerinnnya.

Researcher: *have you experienced immersion in English-speaking settings to help you adjust pronunciation influenced by your dialect?* Pernahkah Anda mengalami pendalaman dalam lingkungan berbahasa Inggris untuk membantu Anda menyesuaikan pengucapan yang dipengaruhi oleh dialek Anda?

SR15: karena belum pernah berinteraksi dengan penutur asli, tetapi saya merasa berbicara dengan dosen yang fasih juga dapat membantu. juga dengan menonton video dengan aksen asli membantu saya memahami cara berbicara mereka.

Researcher: *how does exposure to English in real-world contexts help you adapt sounds and patterns that are different from your regional dialect?* Bagaimana paparan bahasa Inggris dalam konteks dunia nyata membantu Anda mengadaptasi bunyi dan pola yang berbeda dari dialek daerah Anda? Kayak di lingkungan yang sekarang

SR16: ya meskipun jarang bertemu penutur asli, mendengar langsung cara mereka berbicara melalui media membuat saya lebih sadar tentang pola bunyi. Pola bunyi yang berbeda dengan bahasa daerah yang memang benar harus saya pelajari lebih keras lagi.

Researcher: *Can you recall any experiences where immersion helped you overcome a specific pronunciation issue linked to your dialect background?* Dapatkah Anda mengingat kembali pengalaman apa pun di mana pendalaman membantu Anda mengatasi masalah pengucapan tertentu yang terkait dengan latar belakang dialek Anda?

SR17: Saya pernah belajar mengucapkan "successfully" dengan benar setelah mendengar penutur asli berbicara di podcast. Saya menyadari saat penutur asli menyebutkan kata tersebut saya merasa sedikit berbeda dengan apa yang sering saya ucapkan jadi saya sering mengulang kata yang menurut saya berbdra cara pengucapannya.

NO	Code	Interview	Interpretation	Strategies
1	SR1	Saya belum pernah berbicara langsung dengan native speakers. Saya lebih sering menonton presentasi mereka di YouTube untuk belajar. Lingkungan saya lebih mendukung interaksi dengan sesama mahasiswa saja. Jadi kalau berinteraksi langsung dengan native kayak nya belum pernah		YouTube
2	SR10	Saya merasa nyaman berlatih di lingkungan belajar saya karena suasananya informal dan santai. Lingkungan belajar saya cukup mendukung, tetapi saya berharap ada lebih banyak waktu khusus untuk latihan pengucapan. Karena kan kalau di TBI kita bahasa Inggris nya saat English Zone tu masih sering bolong-bolong gitu mba apalagi kan sekarang lagi banyak banget kegiatan		Enviroment/ friends
3	SR12	Saya lebih suka menggunakan podcast berbahasa Inggris untuk melatih pendengaran dan pengucapan dari pada aplikasi. Saya jarang menggunakan alat bantu, tetapi saya sering mendengarkan lagu untuk terbiasa dengan kata-kata bahasa inggris. Jadi selain		Podcast and song

		podcast bahasa Inggris saya juga sering menggunakan lagu bahasa Inggris sebagai penghantar tidur mba		
4	SR13	Saya belum pernah menggunakan diagram mulut, tetapi saya membayangkan posisi lidah berdasarkan video. Saya merasa alat visual kurang efektif untuk saya, jadi saya lebih mengandalkan audio untuk belajar. Dan juga rasanya saya tidak pernah melihat diagram mulut, tetapi saya mencoba mengikuti cara bicara dalam video pembelajaran.		Learning videos
5	SR15	Karena belum pernah berinteraksi dengan penutur asli, tetapi saya merasa berbicara dengan dosen yang fasih juga dapat membantu. juga dengan menonton video dengan aksen asli membantu saya memahami cara berbicara mereka.		Lecturers

DOCUMENTATION







AUTOBIOGRAPHY



Tiyas Jespia was born on January 25, 2003, to parents she deeply loves and cherishes—Irianto and Yerna. She is the youngest child in a warm and loving family. Tiyas grew up surrounded by the affection of her two older sisters, Septi Utari and Lika Yupita, and her supportive

brothers-in-law, Ricky Johaness Purnama and Robi Setiawan. Her life has become even more joyful with the presence of her three beloved nieces and nephew: Yuna Hafiyah Hadzialic, Hazifa Kanza Zunaira, and Raya Sutan Wadis.

Her educational journey began at SD Negeri 02 Amen, where she graduated in 2015. She then continued her studies at SMP Negeri 01 Uram Jaya and completed her junior high school education in 2018. She pursued her senior high school years at SMAN 1 Lebong and graduated in 2021. After much consideration and reflection, Tiyas decided to further her education at IAIN Curup, majoring in English Education (Tadris Bahasa Inggris).

During her time at university, Tiyas not only focused on her academic progress but also actively engaged in student organizations. She joined the

English Education Student Association (HMPS) and served in the organizational division. Through this role, she dedicated herself to contributing to both the program and its students, gaining invaluable experiences that shaped her character and sense of responsibility.

One of the most unforgettable highlights of her academic journey was becoming part of the accreditation team for the English Education Program. Working alongside exceptional lecturers and passionate fellow students, she was honored to contribute to the program's success in achieving the highest accreditation status: *Accredited with Excellence*. This achievement will always hold a special place in her heart.

Tiyas's academic journey reached its peak with the completion of her undergraduate thesis a milestone achieved through resilience, dedication, and the unwavering support of her loved ones. Behind each written page lay stories of struggle, hope, and prayers. Despite facing various challenges, she overcame them all with grace and determination. Finally, in 2025, she completed her studies in the English Education Department with a heart full of gratitude and beautiful memories to carry into the future.