# LANGUAGE ATTITUDE OF ENGLISH DEPARTMENT
# STUDENTS TOWARDS ENGLISH PRONUNCIATION

(The Case of Turkish and Indonesian Students of Universitas

Negeri Semarang Majoring in English)

**a final project**
**submitted in partial fulfillment of the requirements**
**for the degree of SarjanaPendidikan**
**in English**

**by**
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# APPROVAL

This final project was approved by Board of Examination of the English Department of Faculty of Languages and Arts of Universitas Negeri Semarang on , 2017

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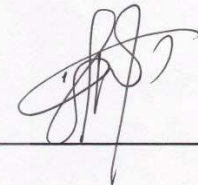   Galuh Kirana Dwi Areni, S.S., M.Pd.
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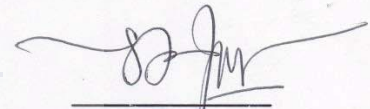   Pasca Kalisa, S.Pd., M.A., M.Pd.
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## DECLARATION OF ORIGINALITY

I, Dyah Ayu Ratnaningtyas, hereby declares that this final project entitled *Language Attitude of English Department Students Towards English Pronunciation (The Case of Indonesian and Turkish Students of Universitas Negeri Semarang Majoring in English)* is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.
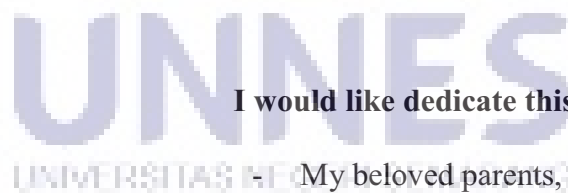
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# MOTTO AND DEDICATION

❖ Change is the law of life.

And those who look only to the past or present

are certain to miss the future (*John F.Kennedy)*

❖ Ability is what you're capable of doing.

Motivation determines what you do.

Attitude determines how well you do it*(Lou Holtz)*

❖ Pink isn't just color, it's an attitude!*(Miley Cyrus)*

**I would like dedicate this final project to:**

- My beloved parents,

- my one and only brother,

-  my only darling, and

- my soulmates(members of "Syahrini

KaWes").

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I realize that there are many shortcomings in this final project. Thus, I will be grateful for any corrections, comments, or criticisms to this final project. Finally, I hope that this final project will be useful for the readers.

Semarang, October 5th 2017

Dyah Ayu Ratnaningtyas

# ABSTRACT

**Ratnaningtyas, Dyah Ayu**. 2017.*Language Attitude of English Department Students towards English Pronunciation (The case of Indonesian and Turkish Students of Universitas Negeri SemarangMajoring in English)*.Final Project.English Education Department, Faculty of Languages and Arts, UniversitasNegeri Semarang. Advisor I: Drs. Amir Sisbiyanto, M.Hum. Advisor II: Drs. Alim Sukrisno, M.A., Yusnita Sylvia Ningrum, S.S., M.Pd.

Key Words: *Correlation, Pronunciation, Language Attitude, Indonesian and Turkish students*

This research is concerned with the correlation between Indonesian and Turkish students of English Department in Universitas Negeri Semarang's language attitude and their pronunciation skill.This research was written because there are many students who find difficulties in learning pronunciation, not only Indonesian students, but also Turkish students. The objective of this research is to find out whether there is significant correlation between students' language attitude and their pronunciation skilland also to compare the result of Indonesian and Turkish students.

This research used correlational research design. Itstarted with atry out and ended with a test. The instruments were questionnaire and test. Questionaire were divided into two parts, language attitude and pronunciation skill questionnaires. The test was used to obtain pronunciation skill data. Meanwhile, questionnaire was used to gather the language attitude data. The students ofPrinciples on Language Testing class of English Department in UniversitasNegeri Semarangwere chosen as the subjects of this research.

The statistics result of this research showed that the correlation betweenstudents' language attitude and their pronunciation skill were significantly high.The correlation was high because its value is 1 by the range of $1.00 > 0.80 > 0.463$.Whereas critical values of the *r* Product Moment with 95% confidence level and the number of subject 30 was 0.463. It means the correlation coefficient between the students' language attitude and their pronunciation skill wassignificant because $r_{xy} < r_{table}$ $(1 < 0.463)$.

There is a slight difference between Indonesian and Turkish students' language attitude based on the result of questionnaires.Indonesian students are better in pronouncing English than Turkish students. Indonesian students show better attitude than Turkish students towards their English pronunciation skill. For respondents' orientation in learning English, they are influenced by both integrative orientation and instrumental orientation. Therefore,the students should show better attitude towards everything they learn since it could affect their motivation and ability in learning something.

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# CHAPTER I

# INTRODUCTION

This chapter consists of background to the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation of the study, and outline of the report.

## 1.1 Background of the Study

Learning a foreign language with an international standard is a must. One of the most important language in the world is English. Nowadays, English has been used as an international language. However, there might be a problem faced by non-English speaking countries like Turkey and Indonesia where English is taught as a foreign language at schools. The use of English at schools is not enough to make the students speak English fluently.

Listening, speaking, reading, and writing are the language skills that need to be mastered when someone learns a language, including English. To master a speaking skill, English learners need to speak English everywhere and every time because speaking is the most important skill in language for oral communication and needs more practice than other skills. Elsewhere, the teachers should master the speaking skill to encourage the students to pronounce and speak English fluently.

Students of a foreign language always face problems and difficulties in learning the language, especially in pronunciation. Senel in Khalilzadeh (2014) points out that:

> " The learners of a foreign language always come across some difficulties and problems while learning the language. Furthermore, one of the most remarkable difficulties that have been seen in this process happens to be in the pronunciation of the foreign language. Therefore, foreign language learners have lots of problems with pronunciation which affect their motivation in learning. All persons have experience, when listening to a foreign language, having great difficulty in understanding what they are trying to say, not because of their lack of knowledge of vocabulary and language structure, but because the sounds they produce seemed peculiar."

This sentence emphasises a well-known fact that most of people who are learning a foreign language encounter some problems of pronunciation.

Starks & Paltridge in Karahan (2007) states that "learning a language is closely related to the attitudes towards the languages". In the Longman Dictionary of Applied Linguistics in Karahan (2007), the term 'language attitudes' is defined as:

> "The attitude which speakers of different languages or language varieties have towards each others' languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, the degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language."

According to Crystal in Khoir (2014) "language attitude is the feelings people have about their own language or the other languages". Jendra (2010) also states that "attitude may be positive or negative towards the language. Therefore, when someone learns a language and his attitude is positive, the attitude will be followed by good action and indicate a good result in studying the language. In contrast, the negative attitude will be followed by negative action".

Baker in Kansikas (2002) mentioned that:

"Attitudes can be divided into three main components cognition, affect, and readiness for action. Furthermore, the cognitive component concerns belief and thought; for example, someone believes that English is an important language to study. Secondly, the affective component consists of feeling towards something (e.g language), for instance, the feeling of love or hate to a language. Finally, readiness for action encourages a behavioural intention; for example, when someone has a favourable attitude towards English, she will write anything in English."

Language attitude concerns thought and act. A learner with a positive attitude towards it will automatically try to speak English fluently and frequently with their friends. However, most of second language learners have the positive attitude but act negatively. In this case, students may say they are happy with learning English, but they feel ashamed when they speak English. Khoir (2014) states that "the case is commonly called a gap. The gap happens because of the difference between the mind and behaviour of the students".

Attitude is the most important thing we should have when we really want to learn a language because as Gardner in Karahan (2007) said,

"Attitudes as components of motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. Furthermore, Gardner believes that the motivation to learn a foreign language is determined by basic predispositions and personality [sic] characteristics [sic] such as the learner's attitudes towards foreign people in general, and the target group and language in particular, motives for learning, and generalized attitudes."

Saving the original accent is a really good attitude, but if learners want to learn English properly, they should follow the rules of English and make a good attitude towards the English language's pronunciation. It did not make any sense if the learners of a foreign language keep their first language rules but they want to master

the second language. Harmer in Gilakjani (2011) said that "good pronunciation is needed but a perfect accent is not". Finally, if the learners want to learn English and speak English well, they should change their attitudes first to gain the skill in it and to pronounce the English words well without forgetting the attitudes to their first language.

The topic of this research is about language attitude towards pronunciation skill. This research is written because of some reasons. Firstly, many studies (Khalilzadeh (2014), Gilakjani (2011), Pallawa (2007) show that every student has some difficulties in pronouncing English words. Furthermore, although attitude is not a new subject and is included in sociolinguistics, the examples of language attitude study in English Education in Indonesia are rare. In English Department of Semarang State University, there is no final project discussing it. Secondly, language attitude and pronunciation relates each other. This research illustrates how the students of English Department learn pronunciation with their own respective language attitude. Indonesian and Turkish students face problem dealing with English pronunciation, this study was motivated to figure out Indonesian and Turkish students' of English Department, Semarang State University, language attitude toward their pronunciation skill.

## 1.2 Reasons for Choosing the Topic

The reasons for choosing this topics are; Firstly, a previous study about language attitude towards English was too general and the respondents or the subject of the study were need to be stratified into some category so that the more detailed

explanation about the research findings was better. Secondly, the previous study about language atitude towards Turkish high school students, the study only presents about junior and senior high school students, according to the study, it is the time when they are still new enough to learn English. So, the result still showed that they were uninterested in learning English because they did not yet consider that English is important.

On the other hand, this research will examine the student of a University, where the Turkish students learn English in another country which is also non-native English country; the Turkish students were examined whether their language attitude will be the same with previous research that examines the students of Junior and Senior high school? Or quite better or worse?

## 1.3 Research Problems

Based on the background to the study mentioned above, the research problems are formulated as follow:

1. How is the attitude of English Department students of Semarang State University towards English?

2. How far do the students of English Departmet of Semarang State University know about English pronunciation?

3. How significant is the correlation between the language attitude and the pronunciation skill?

4. How different is the language attitude towards pronunciation skill between Indonesian and Turks students of English Department of Semarang State University?

## 1.4 Purpose of the Study

The objectives of the study are:

1. to find out the attitude of English Department students of Semarang State University towards English,

2. to describe the students of English Department of Semarang State University's achievement in English pronunciation,

3. to measure the correlation between the language attitude and the pronunciation skill, and

4. to find out the different attitudes between Indonesian and Turkish students of the English Department of Semarang State University.

## 1.5 Significance of the Study

This research expects the result will be useful theoritically, practically, and pedagogically.

1. Theoretically, the findings can be used to develop further research about the language attitudes of English Education students of Semarang State University towards the English language's pronunciation.

2. Practically, this study actually can give valuable result for education, for the participants, students and teachers. For students, this research hopefully will help

them to write or study more about language attitude towards pronunciation. For the teachers, I hope the result of this study can make a change on teachers' way of teaching. Hopefully, being aware of students' language attitude will help teachers manage their lessons appropriately.

3. Pedagogically, this research encourages students and teachers to apply positive language attitudes for a better skill in the second language without reducing the rules and attitudes of their first language.

## 1.6 Limitation of the Study

This study was limited to several aspects as follows:

First, dealing with the suprasegmental features of the pronunciation, this study focused to figure out the stress pattern, intonation pattern, and features of connected speech. Second, in regard with the segmental aspect of the pronunciation, this study focused on some vowels and consonants which both Indonesian and Turkish students found difficulties in pronouncing them due to the sounds do not exist in Indonesian and Turkish languages. Those sounds are/ ʒ/, /l/ /æ/, /θ/, /ð/, /ŋ/, /ʃ/ /əʊ/, /aʊ/and /w/.Third, the measurements of language atitude were based on the 3 component models of attitude that are cognitive, afffective, and conative aspects (Baker in Kansikas 2002). Those aspects were used to measure the students' language attitude through questionnaire.

The last, the students as the participant of this study were those who were on the sixth semester when this study was conducted since the most  Turkih students

were in the sixth semester and their ability in pronunciation were hopefully much better than those from other semesters.

## 1.7 Outline of the Report

The study consists of five chapters. Each chapter has subchapters. Chapter 1 deals with introduction. It consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, limitations of the study, and outline of the report. Chapter 2 deals with review of the related literature. It consists of review of the previous study, review of the theoretical study and theoritical framework of analysis.

Then chapter 3 deals with research methodologies. It consists of subjects of the study, objects of the study, data of the study, instruments, method of collecting data and method of analyzing data. Chapter 4 deals with the data analysis and analysis of findings. The last is chapter 5 which deals with conclusion and suggestion of this research.

# CHAPTER II

# REVIEW OF THE RELATED LITERATURE

This review of the related literature consists of review of the previous study, review of theoretical study, and theoretical framework.

## 2.1 Review of the Previous Studies

Language attitude towards English language is an interesting topic for many researchers. Therefore, there is a number of studies that have been done in these field. Related to this study, I chose some references from previous studies which are close to the language attitude of some Indonesian and Turkish students  as the participant in this study.

   Khoir (2014) suggested  that one factor that can indicate the success or failure of the students in learning a foreign language is students' attitude toward the language. In his study, the respondents were Indonesian students of UIN Sunan Kalijaga Yogyakarta  majoring in English. He used questionnaire and interview as the instrument of the study. The result of questionnaire analysis shows that students have a positive attitude towards English. They know the importance of English in the globalisation era, learn English proudly, and intend to practice it well and correctly. However, in their daily life as stated in the result of the interview, they tend to have the opposite attitude. Furthermore, Khoir indicates that the cognitive dissonance happens, which means their attitude and behaviour are different.

A similar study was conducted by Karahan (2007) with Turkish privat primary school students in Adana, Turkey as the participant of his study. Questionnaire analysis was chosen as the instruments of this study. The questionnaire was divided into two parts. The first part required personal information such as, gender, the age when they started to learn English, and the place when they started to learn English. The second part of the questionnaire asked the students about their attitudes towards the English language and their attitudes towards the use of English in Turkish context. This study reveals that students agree if the positive language attitude let learner have positive orientation towards learning English. On the other hand, the recognition of the importance of English as a foreign language in Turkish society may not, interestingly, lead students to have active steps in learning process. The reasons behind this result may be because students do not have positive attitude towards English language and they do not need English language in their daily life yet until when they realize that they have to learn English for educational and professional needs. Another result shows that students have mildly positive attitude towards English language, but they do not tolerant with the Turkish speaking English with another Turkish. Here, this is where the role of the teacher is urgently needed to support the learning of English in Turkey, especially to open their minds on the importance of learning English in this globalization era.

Both studies demonstrate that Indonesian and Turkish students tend to have positive attitude toward English, but they do not realize it in their daily life. This present study is different from the previous studies above. First, the respondents of this study include both Indonesian and Turkish students studying at English

Department (English Education) of Universitas Negeri Semarang . Second, this study examines the language attitude and pronunciation skill. Third, in this study, the students are not only asked to answer some questions of the questionnaire, they also have to do a short pronunciation test.

## 2.2 Review of Theoretical Study

This sub-chapter consists of some theories concerning pronunciation and language attitude.

### 2.2.1  Pronunciation

Pronunciation is "the production of sounds that involve segmental and suprasegmental aspects such as intonation, phrasing, stress, timing, rhytm, and a certain sound. Pronunciation is also about how we can express something through the movements of speech organs when we speak a language" (Yates, 2002).

There is another idea from Underhill in Yates (2002). He claims that "pronunciation can be understood with neurophysiology meaning, knowing which muscles are moving where in your body and what they are doing actually. Pronunciation cannot be learnt by repetition but by practice only".

From the above ideas, it can be concluded that pronunciation is the production from our speech sounds that convey meaning.

#### 2.2.1.1 English Pronunciation

Learning English language, especially pronunciation, needs an extra effort. In English language, learners should pay attention to some pronunciation rules which

makes non-native speakers tend to find many difficulties because the unpredictable English spelling and its pronunciation.

Mittal (2014) said that talking about the skill level in pronunciation, English pronunciation has 3 levels:

1. People don't understand what the speaker is saying,

2. People understand but with concentration, and

3. People understand as pronunciation is clear and pleasant.

Mittal (2014) suggest that American and British accent are two widely perceivable accents and those are used by people all over the world. It was observed that some regional or native accent become dominant in pronunciation because of the blended effect. Blended effect happens because there are some non-native English speakers that did not tolerant with the American and British accents, and the use of blended effect may lose the beauty of the language. Actually, speaking English with Indian, Chinesse, or German accents may lose its beauty because the use of the blended effect in pronunciation.

It can be seen from the above explanation that English pronunciation is difficult to learn by non-native English, like Indonesians and Turkish, because of the different sounds and different accents. Sometimes when non-natives learn English pronunciation, they tried to copy what the native said, but then they realized that their accent did not match with their pronunciation. Therefore, their pronunciation sounds weird and un-English.

In another opinion, Khalilzadeh (2014) once said that the difficulties in learning English are not only because of its pronunciation, but also because of its ortographic

system. He claims that English spelling and ortography that are related to each other will influence its pronunciation because the spelling that is relatively easy and has a consistent correspondence (named shallow orthography) will make the students easy to learn the language. In fact, English orthography has an inconsistent correspondence between the spelling and pronunciation (named deep orthography).

Furthermore, the relationship between spelling and pronunciation of the language is divided into two, phonetic and non-phonetic languages. Phonetic language such as Indonesian, Turkish, and German has consistent correspondence to the spelling and pronunciation, so the learners can automatically guess how to pronounce a word. On the other hand, non-phonetic language has inconsistent spelling and its pronunciation. Non-phonetic language tend to have the same spelling, but it is pronounced in a different way.

English spelling played an important role in the students' mispronunciation. Students oftenly find difficulties when they try to guess the correct pronunciation because of the irregularities of the English word spelling. The success on pronunciation may vary due to some various factors such as the needs of the students or the teaching method being used by the teacher (Bekleyen in Khalilzadeh, 2014).

Students in Turkey generally learn English as a foreign language, where it is primarily based on reading. That means most words are learnt by reading instead of listening. According to Bayraktaroğlu in Khalilzadeh (2014), "Turkish orthography is to a large extent phonemic, employing a one-to-one letter-sound correspondence. Therefore, Turkish students that are used to a system like this feel confused when they try to read English words because in English, a total of 36 phonemes [sic] are

represented by 26 letters whereas the 29 phonemes of Turkey are represented by 29 letters".

Khalilzadeh (2014) explains that English owes to the assimilation of words from many other languages throughout the history, so modern English contains a very large vocabulary, with complex and irregular spelling, particularly of vowels. Furthermore, modern English has not only assimilated words from other European languages but also from all over the world, including words of Hindi and African origin. The modern English alphabet is a Latin alphabet consisting of 26 letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

a) English Phonemes

The phonology (sound system) of English differs between dialects. The descriptions below are most closely applicable to the standard varieties known as Received Pronunciation (RP) and General American.

b) Consonants

The followings are consonant phonemes that function in most major varieties of English. The symbols are from the International Phonetic Alphabet (IPA). /p, b, m, w, f, v, θ, ð, r, l, n, s, z, t, d, ʃ, ʒ, ʧ, ʤ , t , d , j(y), k, g , ŋ, h/

Most of the symbols represent the same sounds as they normally do when used as letters but /j/ represents the initial sound of *yacht.* The symbol /ʃ/ represents the sh sound, / ʒ / the middle sound of vision, / ʧ / the ch in chat sound, / ʤ / the sound of j

in jump, /θ/ and /ð/ the th sounds in thing and this respectively, and /ŋ/ the ng sound in sing.

c) Vowels

The system of vowel phonemes and their pronunciation has been molded into a technique that significantly between dialects. Here is a vowels found in the received pronunciation (RP). Vowels is represented with a symbol of the international phonetic alphabet. English vowel are divided into three types: monophthongs, diphthongs and triphthongs.

There are 12 monophthongs in English: /iː, ɪ, e, æ, ɒ, ə, ʌ, uː, ʊ, ɔː, ɑː, ɜː(əː)/ . A diphthong is a speech sound which starts from the point of articulation of one vowel and moves towards the point of articulation of another vowel or a semi-vowel. There are eight diphthongs classified into three groups in Standard British English :

1. Those which glide towards the back vowel /ʊ/ including: /əʊ/ and /aʊ/ as in the words so and cow, respectively.

2. Those which glide towards the front vowel /ɪ/ including: /eɪ/ and /aɪ/ and /ɔɪ/ as in the words say, sigh and soil, respectively.

3. Those which glide towards the central vowel /ə/ including: /ɪə/ and /eə/ and /ʊə/ as in the words hear, hair and poor, respectively.

A Triphthong is the launch of the one vocal to another for up to one-third, and all of the vocal production will be manufactured quickly and without interruption (Roach in Khalilzadeh, 2014). Triphthongs are mainly used in British English and are due to the omission of r in this variety. They are very difficult for a foreign

learners of English to pronounce or even recognize. In other words, it is a combination of a diphthong and a schwa.

There are 5 triphthongs in English (RP), each consisting of a diphthong and a schwa /ə/:

1./eɪ/+/ə/=/eɪə/ as in layer, player

2./aɪ/+/ə/=/aɪə/ as in lire, fire

3./ɔɪ/+/ə/=/ɔɪə/ as in loyal, royal

4./əʊ/+/ə/=/əuə/ as in lower, mower

5./aʊ/ + /ə/ = /auə/ as in power, hour.

A brief explanation above was based on the RP of British English pronunciation because British English is an original language and many students of English Department found difficulties in learning British English pronunciation than the American English pronunciation

### 2.2.1.2 *English Pronunciation System*

Yates (2002) explains that pronunciation has two aspects; they are suprasegmental and segemental. Suprasegmental aspects consists of stress, intonation, features of connected speech, and voice quality. Meanwhile, segmental aspects consists of consonants, vowels and gestures.

### 2.2.1.2.1 Suprasegmentals

a) Stress

Yates (2002) wrote that stress is the most basic lesson in learning pronunciation. Stress signalled by volume, force, pitch change, and sylable length, and is often the

place where we notice hand movements and other gestures. The absence of stress in the pronunciation of which is required to use stress is difficult for learners who come from the the non-native English countries and many of them fail to say the word correctly, so their pronunciation will be difficult to understand. Unlike other languages, English tends to maintain a rhythm from stressed syllable to stressed syllable by unstressing and therefore reducing the syllables in between. This rhythm gives English its characteristic pattern.

Although the rhythm of English cannot be called strictly stress-timed, it nevertheless presents real problems for learners, particularly if they speak an L1 which is syllable-timed – that is, where each syllable has stress, or where the stress patterns of words are predictable. Work on stress and unstress at each of the three levels is therefore essential for many learners, and the stress pattern should be taught along with every new multisyllabic word.

b)  Intonation

Intonation, or change of pitch, is very important in signaling speaker meaning, particularly interpersonal attitudes. As can be seen in the previous section, pitch-changes are crucially linked with stress. Since intonation patterns are language-specific, learners should pay attention to English intonation in order to avoid inappropriate transfer from their first language to English. There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between

intonation and attitude, and the discourse approach (which emphasizes speakers and their intentions in longer stretches of discourse).

Clennell in Yates (2002) identifies some major functions that are important for learners:

1. information marking (prominent stress)

2. discourse marking (given/new)

3. conversational management(turn-taking/collaborating)

4. attitudinal or affect marking (mood/feeling)

5. grammatical/syntactic marking (clause boundaries/word classes)

6. pragmatic marking (illocutionary force/intention of the speaker).

The way in which intonation works is highly complex, and teachers will not have the time to explore the theory in depth with learners. However, there are some simple patterns that can be identified and practised even for beginner learners.

The major changes of pitch take place on stressed syllables, particularly on the tonic syllable. Five major patterns of tones can be identified: fall, rise, fall-rise, rise-fall and level (Yates, 2002):

(1) A **falling pattern** usually indicates that the speaker has finished, at least temporarily.

(2) A **rising intonation** signals a question or continuation. This difference can signal meaning even in short exchanges. Thus, if someone calls me and I answer 'Yes' with a rising tone, I signal that I am opening interaction with them, but if I say 'Yes' with a falling tone, this may indicate that I do not wish to speak to them, and may even be interpreted as rude. Thus questions to which the speaker

knows the answer will be said with a falling tone, while questions in which new information is sought are usually said with a rising tone.

(3) A **fall-rise** tone signals definiteness combined with some qualification; what calls a 'No, but…' interpretation. Thus, if someone asks if I am busy, and I am suspicious that this is a prelude to asking me to do a job, I may answer 'No' but with a fall-rise tone to indicate my mixed feelings.

(4) A **rise-fall** is usually used to signal strong feelings of surprise or approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest.

(5) A **level tone** signals boredom, routine or triviality, and thus is the tone that teachers use for routines. Yet, this is the tone that many learners may use if they do not pay attention to their intonation. It is therefore particularly important to help learners to overcome any tendency they may have to use this tone inadvertently.

Also, the important factor in intonation is the notion of 'key' or the relative pitch chosen by a speaker. Contrasts in intonation are usually perceived in relation to the key. Thus, the first stressed syllable of new information may be said at a higher pitch, criticism may be offered at a lower pitch and so on. Indeed, one relatively simple way of approaching intonation in the classroom is through the identification and practice of stressed syllables and their relative pitch.

c) Feature of connected speech

In English we link and blend sounds between words in a way which is quite distinctive from that of other languages, and these features help us to manage the

patterns of stress, unstress and pitch change discussed above. Crucially, learners in whose first language final consonant sounds are rare or not fully pronounced (e.g. many Asian languages) may find it very difficult to say word-final consonants and therefore to link words in the way that is characteristic of English. These linking devices are not trivial, as they help learners to avoid the breathy, choppy delivery that can impede communication. This is true not only for speakers of Asian languages, but also for speakers of languages where some vowels cannot be linked in this way – for example, Arabic speakers. The example below illustrates these features:

It's_important_to_analyse_your_own_English

1        2   3      4     5    6

There is an example of a consonant-vowel link atno 1 and no 6, a consonant-consonant link at no 2,the intrusion of a 'w' glide at no 3 and an 'r' glide at no 5, and either a consonant-vowel link or a sound change from /z/ to /ʒ/ between the two words at no 4.

d)  Voice Quality

Voice quality has received little attention in L2 learning. The term refers to the more general, longer-term articulatory settings shared by many sounds within a language, and these affect accent and the quality of voice in a global way. Pennington in Yates (2002) notes that voice quality is the aspect of prosody that 'spans the longest stretches of speech and underlies all other aspects', and argues that all other aspects of pronunciation (suprasegmental and segemental) are 'produced

within the limits of the voice quality set by the articulators and the breath stream coming up from the lungs'.

Basically, the argument is that areas of the mouth may be held ready in particular long-term settings which affect the overall quality of the accent. Since different languages have different long-term settings, getting learners to focus on the settings relevant to English may help the learner with individual sounds as well as their overall voice quality, particularly for L1 speakers with settings that differ considerably from English. Thus, for example, Vietnamese and Cantonese are pronounced primarily in the back of the mouth, whereas English is pronounced primarily in the front of the mouth, so that activities to train the learner to be more aware of bringing sounds forward may impact on a number of different sounds.

### 2.2.1.2.2 Segmentals

The sound system of English is made up of phonemes, or individual sounds which carry the potential to make meaning, and these may be vowels, diphthongs (combinations of two vowel sounds), triphthongs (combinations of three vowel sounds) or consonants. These sounds are produced using our tongue in different parts of the mouth. Underhill in Yates (2002) gives a teacher-friendly description of the sounds of English, and provides a phonemic chart arranged according to how they are made in the mouth. These sounds are represented using a phonemic script, like that used in the front of dictionaries. It is very useful for teachers to become familiar with this script, and more details and examples of how it is used can be found in reference works such as Underhill and Roach in Yates (2002). Consonants are made

by causing a blockage or partial blockage in the mouth, and these are usually described in terms of:

1. where the sound is made in the mouth, or *place of articulation,*

2. how the sound is made, or the *manner of articulation, and*

3. whether or not the vocal cords vibrate, or *voicing.*

a) Consonants

It is important for teachers to know where and how a sound is made, and many learners also find this knowledge helpful, although they will only come to say sounds intelligibly through careful listening and practice. The distinction between voiced and unvoiced sounds is often more clearly heard in the amount of aspiration or force heard (greater for unvoiced sounds) and the length of the vowel *before* the sound (longer before voiced sounds) rather than in the presence or absence of voicing. Consonant sounds may occur together in English to form clusters, which can pose particular difficulties for learners.

b) Vowels

Vowels are usually described in terms of:

1. length, although remember that length depends on stress, and that even short vowels in English may seem rather long when stressed;

2. the position in the mouth in which they are made (in terms of their position from high to low and front to back); and

3. the degree to which the lips are rounded, spread or neutral.

(Vowels are also often described as either lax or tense, but this information is not always helpful for learners.)

c) Gestures

There has been quite a lot of interest in how the movements that our body makes as we are speaking may be closely related to how we speak, and some approaches to the teaching of pronunciation heavily emphasise training in gestures associated with speaking habits in English. As we speak, we synchronise many of our movements with the rhythm of what we are saying, so that focusing on the movements may help learners develop an awareness of stress and rhythm.

### 2.2.1.3 Turkish and Pronunciation

The main source of this section were taken from Khalilzadeh (2014). He explains that the standard dialect of the Turkish language is Istanbul dialect. The distinctive characteristics of Turkish are vowel harmony and extensive agglutination. The basic word order of Turkish is subject–object–verb (SOV). Turkish has no grammatical gender and the basic (iron) rules of Turkish pronunciation are:

1. Every letter is pronounced, i.e., unlike English, (e.g. k and b are silent in the English words *know* and *comb*), there are no silent letters in Turkish. The only exception to this rule is the letter Ğ (ğ) which is not pronounced but lengthens the preceding vowel slightly.

2. Every letter only has one sound, i.e. there is a one-to-one correspondence between a letter and its sound, e.g. the vowel /u/ is always pronounced having

the features: [+high, +back, + round]. Unlike English, its features do not change in different phonetic environments.

3. Consonants do not combine to form other sounds in Turkish while there are such combinations in English, e.g. th or sh in the words three and shoe.

Turkish alphabet is a version of Latin alphabet used for writing the Turkish language, consisting of 29 letters. This alphabet represents Modern Turkish pronunciation with a high degree of accuracy and specificity. The letters of the Turkish alphabet are:

/a b c ç d e f g ğ h ı i j k l m n o ö p r s ş t u ü v y z/

a) Turkish Phonemes

The phonology of the Turkish language describes the set of sounds and their relationships with one another in spoken Turkish. One characteristic feature of Turkish language is a system of vowel harmony that distinguishes between front and back vowels. The majority of words in Turkish adhere to a system of only having one of the two groups. Consonants are also affected, with palatal stops being present with front vowels and velar stops existing with back ones. The English phonemes /æ/, /θ/, /ð/, /ŋ/ and /w/ do not exist in Turkish.

b) Consonants

The followings are consonant phonemes in Modern Standard Turkish. The symbols are from the International Phonetic Alphabet (IPA).

/p, b, m, t, d, f, v, l, n, j(y), ʧ, ʤ, s, ʃ, z, ʒ, k, g, r, h, γ/

The phoneme which is usually referred to as soft g (represented as γ above), and written as ğ in Turkish orthography, never occurs at the beginning of a word or a syllable, but always follows a vowel. When word-final or preceding another consonant, it lengthens the preceding vowel. When a vowel is added to many nouns ending with postvocalic k, the k becomes ğ by consonant alternation. A similar alternation applies to certain loan-words ending in p and t, which become b and d, respectively, with the addition of a vowel. This is because the final /k/, /t/, and /p/ get voiced when followed by a vowel. In other words, it happens when these consonants occur between two vowels, the phenomenon is known as intervocalic voicing.

c) Vowels

The vowels of the Turkish language are: /a/, /e/, /ı/, /i/, /o/, /ö/, /u/, /ü/. The Turkish vowel system can be considered as being three-dimensional, where vowels are characterized by three features: [high, back, round].

As mentioned above, there are no diphthongs in Turkish; when two vowels come together (which is observed in loanwords), each vowel retains its individual sound. However, a slight diphthong can occur when two vowels surround a soft g. For example, the word soğuk (cold) can be pronounced [soʊk] (resembling the English soak) by some speakers.

*2.2.1.4 Indonesian and Pronunciation*

Pallawa (2013) studied the different pronunciation system between English and Indonesian phonological systems. Pallawa found that his findings can be show clearly that the phonological system of Indonesian and English language have some similarities and differences in terms of phonemic oppositions and phonetic features. The differences between Indonesian and English language make learners find much difficulties since every language has its own sound systems. There are some group of English sound systems that should be paid much attention carefully when learning and teaching English pronunciation. The first one is the grup of sounds that do not exist in Bahasa Indonesia, for examples ; / æ, ʌ, ɜ, v, θ, ð /.  The second group is the sounds that exist in both of Indonesian and English language but have different phonetic features such as ;

1) Phonetic features: / b. d, g, z, s, ʧ, ʤ / do not exist in the final positions of the word of Bahasa Indonesia,

2) Phonemic features: / p, t, k / are never aspirated in Indonesian words wherever they occur,

3) Phonemic feature: / r / is never pronounced clearly in English but in Bahasa Indonesia this / r / is always articulated clearly wherever it occurs in the words.

The last group is that the spelling of English words. For examples: / s / is sometimes pronounced as / z/ in English, and / a / is also sometimes pronounced as / æ, ə, e /. As a result, the English learners fail to produce English words fluently and accurately.

**2.2.2 Language Attitude**

This section discusses the definition of language attitude, three-component model of attitude, measuring language attitude, factors influencing language attitude, attitude in language learning, and language attitude towards English.

*2.2.2.1 Definition of Language Attitude*

Language attitude is the feelings people have about their own language or the language of others (Crystal in Khoir, 2014). Jendra (2010) suggested that language attitudes refer to linguistic positions, perceptions, and actions of some people towards the languages and varieties, as well as towards the people using them Kansikas (2002) argued that language attitudeis a concept, also attitudes which people have towards persons, who speak the same language as they themselves but have different social or regional dialects, are considered language attitudes.

Language attitude is one of the most important things in learning language because it determines students' seriousness towards the language learning. There are positive and negative attitudes of students which indicate their seriousness. Positive attitudes will bring a good ability for them, and the negative one will bring not really good ability for them. Language attitude is a set of our mind (mindset), what we feel, and how we act. What someone feel is what they thought too and it influences their act; for example if someone does not like the language because it is difficult to learn, they will not be able to learn it easily, because the effort they did, is not as big as anything else they like, even though they have a strong desire to be able to learn it.

The above example occurs in almost all students. Students often want to have a good mark but they do not have a strong effort to change their mindset of what they do not like. Attitude is how we act about something. We need some more effort and strong willingness to achieve it. Learning a new language is not an easy thing, we need to know, to learn step by step, to practice all the times if we want to master it.

### 2.2.2.2 Three-Component Model of Attitude

Baker in Kansikas (2002) suggested that the attitude of people towards a particular subject may vary depending on how they behave. Her study of language attitude were focused on a very specific kind of attitude, that attitude were built by the three component model of attitude such as : cognition, affect and readiness for action as seen in the Figure 2.1 below.
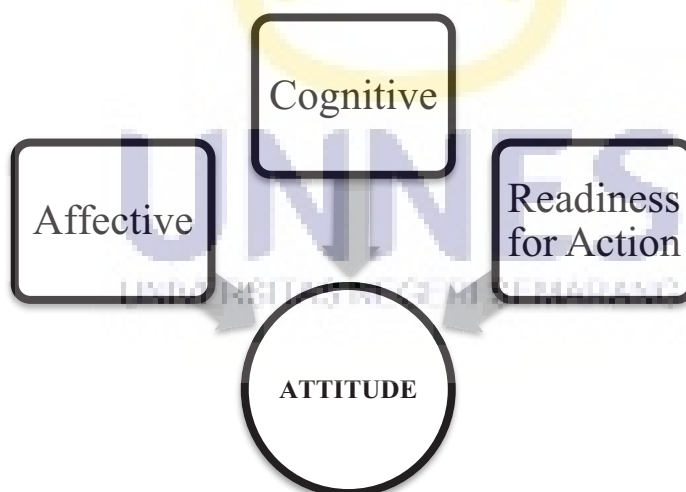
Figure 2.1 Three component model of attitude

According to Figure 2.1, the cognitive component concerns thought and beliefs. For instance, someone learns English because he believes that English is an important

language. The affective component refers to feelings towards the attitude object (e.g. English). The feeling may be love or hate to the language. The last component of attitude is readiness for action or conative. It is a behavioural intention. A person who has good conative in English, for instance, will use English frequently in speaking (Khoir, 2014)

2.2.2.3 Measuring Language Attitudes

A language attitude can be positive or negative. In reality, some people may also hold a neutral attitude. To measure someone's attitude towards a language, there are three methods to be applied, namely direct, indirect, and commitment measure methods (Jendra:2010).

(1) Direct Method

A direct method is a method used in measuring language attitudes by asking questions in an interview or by giving a questionnaire to fill in by some respondents. In this method, an interviewer asks questions to which the responses will directly state the interviewee's language attitude. The questions asked can be an interrogative-structure or an open-ended questions. In using questionnaire, a respondent has to rate a statement to show an agreement or disagreement on the issue presented. The choices given are usually presented in a scale named Language Attitude Scales (LAS). The choice can be also in adjectives such as unclear, clear, fluent, not fluent, educated, uneducated depending on the given question

(2) Indirect Method

An indirect method is a method to measure someone's language attitude. This method is applied in the way that the participants are not aware that their attitudes are being measured. The most popular type is named matched-guise. Researchers that used this method did an experiment to get their informants judge speakers' personalities based on a recorded speech they hear.

(3) Commitment measure method

There was another technique to measure language attitude proposed namely the commitment measure method. Applying this method is intended to show if the attitudes that have been expressed by respondents in interviews or questionnaires match their actions. If the result of both interviews and questionnaires match their actions in the test, the data of the language attitude is more likely to be valid.

2.2.2.4 Factors Influencing Language Attitudes

Several factors may influence a language attitude. According to Jendra (2010), in most studies, there following are most commonly factors influencing language attitudes :

(1) The prestige and power of the language

In many countries around the world, an enthusiasm in learning English is not uncommon. Some people even assume that learning a foreign language (English, for example) will correlate with declining the national loyalty of the learners. However, to learn a foreign language is not always correlated with a negative attitude towards the national and cultural feeling of the learners.

(2) Historical background of nations

Some countries may not want to study English because they learn from their history that Western people were colonialists (Middle East, for example). The view is possibly strengthened with some complicated contemporary disputes between the Western and Arabic (Muslim) cultures. Another example might be found among some Indonesians when they think it wrong to learn Dutch or Japanesse since their history in the past are associated with the colonialism upon both of the countries.

(3) The social and traditional factors

In a society where a diglossic situation is found the higher variety of the language is normally considered as a better form than the lower one. In a society with a traditional polyglossia, a negative attitude may be demonstrated towards the use of language associated with a higher class, especially if it is perceived as instrumental for controlling or downgrading the other people. However, if such a traditional diglossic or polyglossic situation is fading, positive reaction towards the system may come up. Thus, in order to maintain the tradition the society believe it to be necessary to learn and use the higher as well as the lower variety of the language.

(4) The language internal system

People often show positive attitude towards language learning because the grammar, pronunciation, and vocabulary are relatively easy. Some people may choose English instead of French and German since both language, French and German use gender-based nominal system. A negative attitude also might be

found towards learning Chinesse with its complex tonal pronunciation and orthographic system.

2.2.2.5 Attitudes in Language Learning

The research of the learners' attitude towards the language learning has been done many times by language teachers and psychologists. Most of them agreed that positive attitude towards the target language will affect more positive result in the language learning. In contrast, the negative one will affect negative result of the study. Both negative and positive attitude are based on the condition of different factors; which is rather complex in nature. Jendra (2010) mentioned that some researches in the context of language learning have a consensus that there are two types of language attitude :

(a) Integrative language attitude

An integrative language attitude is an attitude which is characterized with some desire and behaviours of the learners to integrate themselves with the language being learned. This attitude will show learners' knowledge or comprehension towards language being learned since they will not only learn a language to have proficiency, but also wish to know, imitate, and adapt themselves to the culture related to the speakers native language. It has been claimed by the researchers that this attitude are more likely to succeed in mastering the target language.

(b) Instrumental language attitude

An instrumental attitude is identified when learners who study a language in order to fulfill only material needs, but they did not need of being part of the

culture related to the language. This attitude usually never have interest with anything about language being learned and it usually follow with no desire to interact with the native speakers. With this attitude, the learners tend to be less succcessful in reaching the goal of the learning (Jendra, 2010).

### 2.2.2.6 Language Attitude towards English

There are so many research about language attitude, one of them is from Indonesia by Khoir (2014). In his study at UIN Sunan Kalijaga involving all students majoring in English, he found that based on the components that affect the attitude, the students tend to have a positive attitude towards English. Those three components are cognitive, affective, and conative or readiness for action. Cognitively, most of the respondents agree that English is an important language in this globalization era. In affective aspects, most of them state that they are proud of learning the language; and conatively, they have good intention to speak English grammatically. Their positive attitude is also shown firmly through a semi culture interview.

Although the results of their attitude is good, Khoir also stated his result that, on the contrary, when the respondents are investigated about their behavior or how they practice English in their daily life, the result shows that the respondents tend to have negative behavior. When they show the positive attitude but in reality, they do the negative behavior, it calls cognitive dissasonance.

Karahan (2007) examines the relationship between language attitudes towards the English language and its use in Turkey. It is found out that although these students are exposed to English in a school environment more frequently than other

students at public school, they have only mildly positive attitudes; especially female students have higher rates. They recognize the importance of the English language but interestingly do not reveal high level orientation towards learning the language. On the oher hand, they have mildly positive attitudes towards English based culture but they are not tolerant to Turkish people speaking English among themselves.

The above examples of language attitude towards English from Indonesia and Turkey are for giving an illustration about the condition of English as a foreign language there. Most of the results show that they have a good attitude to learn English as a foreign language, but in Indonesia and Turkey, their behavior is negative, they tend not to have a self confidence to practice English because in Indonesia and Turkey, English is a foreign language and it is not a daily language conversation. Turks tend to speak English with their own accent, so it will be difficult for them to learn English pronunciation since their pronunciation aspect and accent are really different from English pronunciation aspect and accent.

## 2.3 Theoretical Framework

This present study aims to find out at the language attitude of English Department students of Universitas Negeri Semarang forward English pronunciation. The analyses of students' language attitude were based on the 3 component models of attitude, such as cognitive, affective, and conative or readiness for action. The students' language attitude were measured through questionnaire. After that, the analyses of English pronunciation were based on suprasegmental and segmental aspects. The suprasegmental aspects were stress pattern, intonation pattern, and

feature of connected speech; meanwhile the segmental aspects were consonants and vowels. The pronunciation skill questionnaire and pronunciation test were instruments to measure the English pronunciation. The framework of this present study is described in the following Figure.
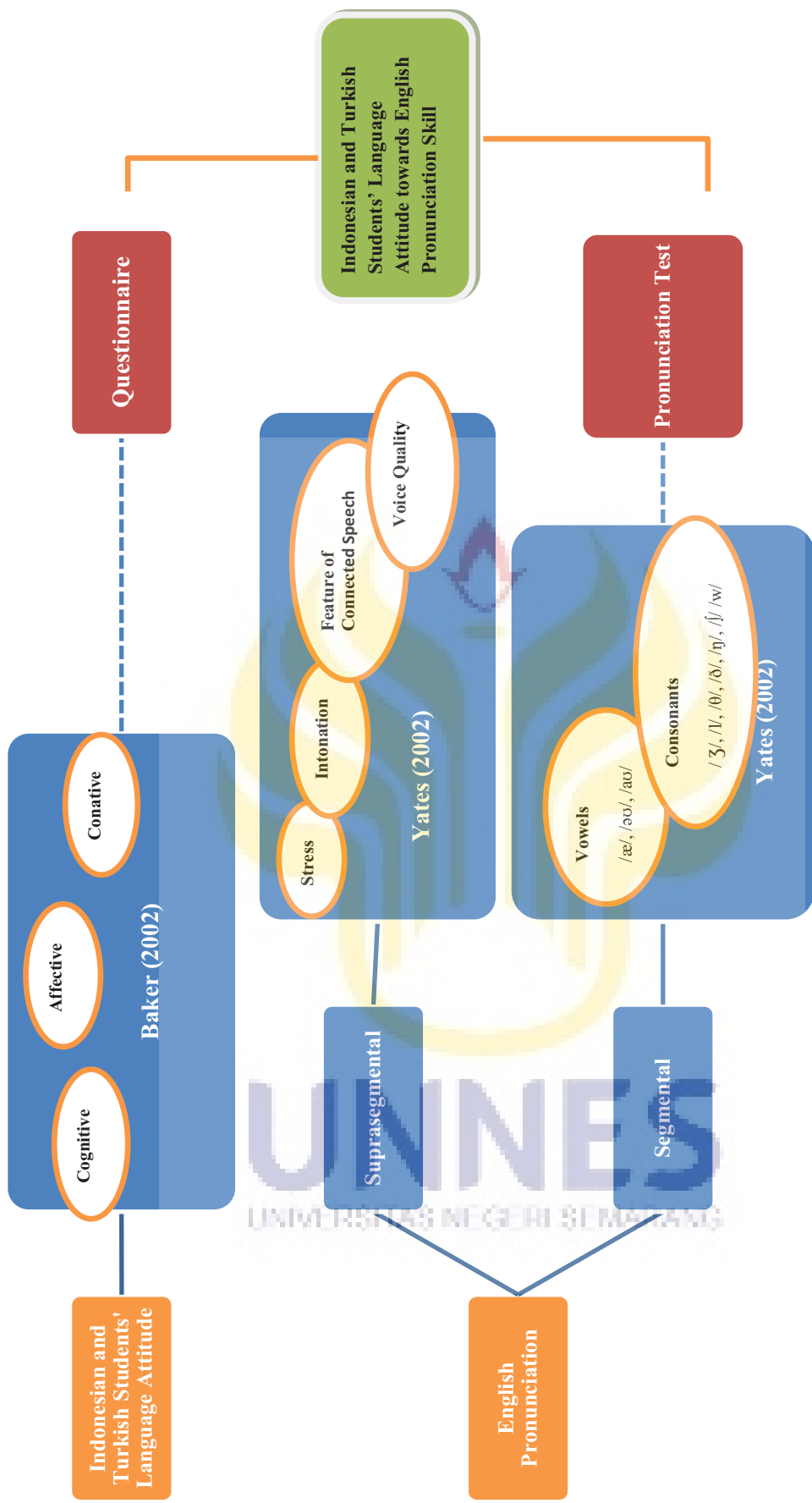
*Figure 2.2 Theoretical Framework*

# CHAPTER V

# CONCLUSION AND SUGGESTION

Based on the results of the analyses and calculations of the findings, the conclusions and suggestions are offered. They are elaborated as follows.

## 5.1 Conclusions

The result of language attitude of sixth semester students of English Department in Universitas Negeri Semarang were great because most of the students have a mildly-integrative language attitude (16 students) and the rest have integrative language attitude (14 students) which means all of them have a positive attitude. Fortunately, none of them have an instrumental language attitude which may lead them to the negative atitude.

The students' comprehension on pronunciation is great since most of them got a good score in the pronunciation skill questionnaire and the pronunciation test results. In the pronunciation skill questionnaire, most of them have a confidence level, only 4 students which have the very confidence level, and the rest of them which consist of 11 students tend to have the lack of confidence level. This fact was regrettable since their confidence level as the sixth semester students were still lacking, this condition may affect their learning achievements. On the other hand, the result of the test shows that most of the students have mastered the pronunciation skill and have a good confidence level in the test, it means they were more confident when they do the test.

According to the findings of the research, there is a significant correlation between students' language attitude and their pronunciation skill. From the result of Pearson

product-moment formula, the correlation coefficient between students' language attitude and their pronunciation skill was high because its value was 1, whereas the critical values of the *r* Product Moment with 95% confidence level and 30 number of subject was 0.463. This correlation was high because $r_{xy}<r_{table}$ (1.00 > 0.463) by the range .80 – 1.00 which was 1.00 > 0.80.

There is a slight difference between Indonesian and Turkish students' language attitude based on the result of questionnaires. Indonesian students are better in pronouncing English than Turkish students. Indonesian students show better attitude than Turkish students towards their English pronunciation skill. The result of the test which was originally recorded and counted based on the fifth criteria (pronunciation, self-confidence, fluency, accuracy, and comprehension) make Indonesian students' score better than Turkey students'. Actually, the difficulties of the test were based on both of the countries' difficulty factors in pronunciation. In conclusions based on the questionnaire and test result, Indonesian students are better in pronouncing English than Turkey students.

## 5.2 Suggestion

First, hopefully, the results of this study give valuable experience in doing research about language attitude towards pronunciation skill especially in English Department of Universitas Negeri Semarang and the other researchers can keep taking the result as important information for their research.

Second, the students should realize and show a positive attitude towards anything they like especially English because in this research, the readers of this final project are English Department students. In this research, language attitude need to be developed in studying English especially pronunciation which is very important aspects to learn how

to speaking English fluently and accurately. Language attitude is one of the most important things in learning language because it determined students' seriousness towards the language learning. There are positive and negative attitude of students which indicate their seriousness. Positive attitudes will bring a good ability for them, and the negative one will bring not really good ability for them. Language attitude is a set of our mind, what we feel, and how we act. What someone feel is what they thought too and it influence their act, for example if someone doesn't like the language because it is difficult to learn, they will not be able to learn it easily, because the effort they did, is not as big as anything else they like, even though they have a strong desire to be able to learn it.

Third, for the researchers all over the world, hopefully this research can be used as a reference to enrich the researchers' knowledge about education and language learning. For the further researches, hopefully they can use the matched-guise technique to find out the attitude of the respondents in more depth, because this study used a detailed questionnaire and tests and then self-interpreted by comparing results between Turkish students and Indonesian students only. Make a research on language attitude more broadly or may be more detail. Then, in order to further research can get detailed results, try to categorize the attitude of respondents with several detailed categories in order to make it easier to assess from one another. Look for more references regarding the assessment of language attitude, because the material of language attitude in Indonesia itself was still rare.

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