AN ANALYSIS ON STUDENTS' PRONUNCIATION FOR SPEAKING PRESENTATION OF TOURISM INDUSTRY AT THE SECOND GRADE IN SMK 1 GOWA
(Descriptive Quantitative Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the Degree of English Education

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2022

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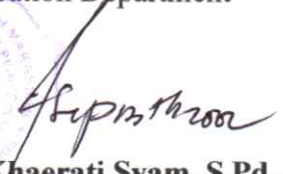Consultant I   Consultant II

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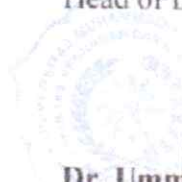## COUNSELLING SHEET

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Day / Date	Chapter	Note	Sign
20 Juli 2022	IV	Buatkan data quantitative untuk Problem Pertama dan Kedua	
4 Agustus 2022	IV	Analisis data yang didapatkan kemudian tentukan mean scorenya. Identifikasi Faktor Penyebab dari masalah kedua	
13 Agustus 2022	IV	Buat tabulasi data dan analisis untuk masalah Pertama dan kedua	
15 Agustus 2022		Acc	

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		→ Revise your scope of the research	
		→ Revise chapter IV - findings	
		→ translate your instrument	
		→ Revise / give more explanation (Abstract)	
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MOTTO

Remember, for every trouble Allah helps you double

DEDICATION:
I dedicate this thesis for my big families.

ABSTRACT

Siti Nurul Azisyah. 2022. *Student pronunciation analysis for English presentations at SMK 1 Gowa*,Universitas Muhammadiyah Makassar, supervised by Sulfasyah and Hijrah.

The purpose of this study was to find out how the pronunciation of students majoring in tourism when making English presentations and what factors influenced their presentations. This research is descriptive quantitative. The subjects of this study were students of class XI UPW 1 SMK 1 Gowa with a total of 29 students. The research instrument used was using questionnaires and interviews. The results showed that students' English pronunciation was still not good enough and it was influenced by internal and external factors experienced by students when they made presentations. There are several internal factors that greatly affect the quality of students' presentation. These include: students' motivation in learning English, students' interesting, students' mood, nervous, unconfident, and memory ability. In addition, external factors that have the potential to be experienced by students during presentations include the students' social environment, the class condition, inadequate media, poor learning methods, incomplete facilities, lack of practice.

Keywords: Speaking, English Presentation, pronunciation, Tourism Industry

ABSTRAK

Siti Nurul Azisyah 2022. *Analisis pengucapan siswa untuk presentasi bahasa inggris di SMK 1 Gowa*, Universitas Muhammadiyah Makassar, dibimbing oleh Sulfasyah dan Hijrah.

Tujuan penelitian ini adalah untuk mengetahui bagaimana pengucapan siswa jurusan pariwisata pada saat melakukan presentasi bahasa inggris dan faktor apa saja yang memengaruhi presentasi mereka. Penelitian ini bersifat deskriftif kuantitatif. Subjek penelitia ini adalah siswa kelas XI UPW 1 SMK 1 Gowa yang berjumlah 29 siswa. instrument penelitian yang digunakan adalah menggunakan kuisioner dan wawancara. Hasil penelitian menunjukkan bahwa pengucapan bahasa inggris siswa masih belum cukup baik dan hal itu dipengaruhi dari internal yaitu meliputi dan eksternal faktor yang dialami siswa saat telah tampil melakukan presentasi. Ada beberapa faktor internal yang sangat mempengaruhi kualitas presentasi mahasiswa. Antara lain: motivasi siswa dalam belajar bahasa Inggris, ketertarikan siswa, mood siswa, gugup, tidak percaya diri, dan kemampuan mengingat. Selain itu, faktor eksternal yang berpotensi dialami siswa saat presentasi antara lain lingkungan sosial siswa, kondisi kelas, media yang kurang memadai, metode pembelajaran yang kurang baik, fasilitas yang tidak lengkap, kurangnya latihan.

Kata Kunci: Berbicara, presentasi bahasa inggris, pengucapan, jurusan pariwisata

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The writer realizes the thesis still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better.

Makassar, 31 Agustus 2022

Siti Nurul Azisyah

CHAPTER I

INTRODUCTION

A. Background

English is needed to establish communication with other people in modern times like this. This also applies to students majoring in tourism where they will meet people from various backgrounds. Therefore, students majoring in tourism must be able to communicate using English which is an international language. In English there are 4 skills that must be known, namely listening, reading, writing and speaking. However, among the four skills, the skills most needed by students majoring in tourism are speaking skills.

Students who choose tourism majors already have passion to build and develop their abilities in the department because they already have the high passion. However, students in this department are required to practice more and speak in public. In speaking during presentation, students will usually find obtacles. These obtacles arise within or from outside the students.

There are some skills in English which can be categorized into reading, listening, writing and speaking. But of the four skills , speaking is the most important skill. It also was stated by Rao (2019) that in learning the second language of the most important skills is speaking skills. Harahap et all also argued that in learning English speaking is the most important element. Speaking plays an important role in expressing one's ideas and thoughts to

others. Tarigan (1981) suggests that speaking skills are the ability to articulate sounds or words to express and convey thoughts, ideas and feelings.

Students majoring in tourism need speaking skills to make it easier for them to make presentations related to their majors, especially when acting as tour guides. The success of a presentation really depends on its preparation and planning. A good tour guide must convey the information it provides clearly. One of them is with the right pronunciation so that it is easily accessible by tourists. However, it is not uncommon for students to experience difficulties in pronunciation because English is not their mother tongue. In addition, there are two factors that usually affect students in making presentations, namely internal and external factors. Sometimes students have made good preparations, but unexpectedly because of these two factors, the presentation results are not in line with expectations.

Therefore, the researcher raised the title An Analysis on Students' Pronunciation for Speaking Presentation of Tourism Industry at the Second Grade In SMK 1 Gowa to find out how students' pronunciation in speaking presentation at the second grade Tourism major of SMK 1 Gowa.

B. Research Questions

Based on the description of the background, the formulation of the problem in this study is as follows:

1. How are students' pronunciation during speaking presentation at the second grade students of SMK 1 Gowa?

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2. What are factors influence the students' pronunciation during speaking presentation at the second grade students of SMK 1 Gowa?

C. Research Objective

Based on the research questions, the objective of this research are:

1. To analyze the students' pronunciation during speaking presentation at the second grade students of SMK 1 Gowa.

2. To analyze the factors influence the students' pronunciation during speaking presentation at the second grade of SMK 1 Gowa.

D. Significant of the Research

The significances of this research is expected to provide some advantages for English teaching and learning process. The significances of this research are:

1. For teachers, the findings of this study can be used as material for evaluation and reflection to improve professional performance, especially in teaching english.

2. For schools, this research can be used as a basis for evaluation to improve school performance for the realization of an ideal school function by evaluating the ability of teachers to teach. The results of this study can then be used as an object of training for the development of teacher teaching skills.

3. For researchers, the results of this study can be used as an additional referenceto examine the focus of similar research or other focuses.

E. Scope of the Research

This study focuses on the factors (internal and external factors) that affect speaking skills, especially the students' pronunciation for speaking presentations in the second grade tourism department of SMK 1 Gowa

CHAPTER II

RELATED REVIEW OF LITERATURE

A. Previous of Related Findings

Some researchers have been conducting studies related to this research, there are as follows:

1. The study entitled Analyzing error of English pronunciation as foreign language by Annas Akis (2019), finding it could be concluded there were some errors found in students speaking English as foreign language influenced by Indonesian, the problems found in students are only specific to the vowel which is compared with the correct pronunciation by Cambridge dictionary, some of these words are the words of the short conversation text that were wrongly mentioned by students.

2. The study entitled The students' difficulties in pronouncing the english vowel at the third year of SMAN 1 Pitumpanua Wajo Regency by St. Rahatia Razak (2010), concluded that the third year students (class XII 1 IPA) of SMAN Pitumpanua Wajo regency in academic year 2009/2010 got some difficult in pronouncing English vowel sound are: /iː/, /uː/, /ə/ and /ʌ/. The factors are: they confused with the sound or to pronounce it and when they study about pronunciation they were unserious.

3. The study entitled Analysis of students' proficiency on english pronunciation using youtube-based video media by Mulyani (2019) The responses from the results of interviews conducted with English teachers

4. using semi-structured interviews about the difficulties faced by students in learning English, especially speaking, whose questions consist of 8 questions, are; students' speaking ability in English is low, and the learning media commonly used in everyday life are textbooks and blackboards, and the use of multimedia in learning English is quite rare.

From previous studies, researchers generally only focus on pronunciation in daily conversation, while in this study researchers focused on students' pronunciation in speaking presentations. As we all know, presentations are needed by students majoring in tourism, especially when meeting foreign tourists. Therefore, the researcher wants to do a research with the title An Analysis On Students' Pronunciation For Speaking Presentation Of Tourism Industry At The Second Grade In SMK 1 Gowa.

B. Some Pertinent Ideas

1. Definition of pronunciation

Pronunciation is critical in verbal communication, and it emphasizes cultural influences, word choice, and grammar. According to the Oxford Dictionary, pronunciation refers to how a language's words and sounds are said. Pronunciation, as previously said, is the manner in which a language or specific word or sounds are uttered. Pronunciation, according to Lynda Yates and Beth Zielinski (2014), is the way of making language sounds, such as vowels and consonants, as well as elements of speech, such as stress, tempo, rhythm, intonation, and phrases in the suprasegmental spectrum, which are afterwards projected. According to Helen Fraser

(2011), pronunciation covers all the features of speech that contribute to a naturally flowing sentence, such as segmental articulation, rhythm, intonation, and phrasing, as well as, to a minor extent, gesture, body language, and eye contact.

Furthermore, according to Datlon and Seidlhofer (1994), "pronunciation is commonly defined as the development of substantial sound in two senses. We may discuss the various sounds in English, French, Thai, and other languages because sound is used as part of a language's coding. This makes sound important. In this context, we can define pronunciation as the creation and reception of speech sounds. Second, sound is important because it conveys meaning in usage situations. Here, the code works in conjunction with other elements to make communication occur. In this sense, speaking acts might be used to discuss pronunciation.

Compared to other areas of second language acquisition (SLA), pronunciation is less studied because it is more challenging to conduct research in this area and because many different factors, including gender, motivation, field dependence and independence etc., can affect how well pronunciation is learned (Asher & Garcia, 1969). Turkish students may struggle to learn how to pronounce English due to the mother tongue (L1) and negative transfer (Corder, 1992; Liu, 2011; Ringbom, 2007; Demirezen, 2010).

2. Aspects of Pronunciation

a. Stress

Many teachers advocate starting with stress as the basic building block of pronunciation. Stress refers to the prominence given to certain syllables within words and to certain syllables or words within utterence.

b. Intonation

Intonation is very important to signaling speaker meaning. Since intonation patterns are language-spesific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language and thus perhaps inadvertenly causing offence.

c. Voice quality

Voice quality has received little attention in second language learning, although actors may be quite familiar with the concept.

d. Vowel

The vowel in phonemic chart are ordered according to where they are made in the mouth. Thus the top row of vowels are made high in the mouth, the iddle row are made in the centre and the bottom row are made low in the mouth.

e. Consonant

Consonant are made by causing a blockage or partial blockage in the mouth and these are usually described in terms of: where the sounds is made in the mouth, or place of articulation, whether or not the vocal

cords vibrate or voicing.

3. Speaking

a. Definition of Speaking

There are many definitions of speaking stated by different experts some of definition we have stated as below:

According to Chastain (1988), speaking is a productive talent that incorporates several other elements in addition to picking words, creating sentences, and producing sounds. According to Harris (1974), speaking skills have five elements or criteria linked to understanding, grammar, vocabulary, pronunciation, and hearing.Understanding For oral communication, in this case someone is needed to initiate, respond to a conversation.

1) Grammar, is needed to arrange a sentence correctly so that it is easily understood by someone.

2) Vocabulary, the vocabulary that is meant here is the choice of words that must be in accordance with the sentence so that communication can run smoothly.

3) Pronunciation, is a combination of articulation, language sounds and intonation to convey a meaning so that it is easy to understand.

4) Fluency is the ability used in speaking, writing, reading, easily, fluently and expressively. In other words, speakers can read, understand, and respond in language clearly and concisely related to meaning and context.

From the statements of the experts above, the writer can conclude that speaking is a productive skill that is useful in oral communication to express ideas, feelings or even share information using certain symbols that are known by the speaker or listener.

b. Aspects of speaking

According to Brown (2001:268-269) there are four aspect of speaking skill, as follow:

1) Pronunciation, is a way of pronouncing spoken words and a common mistake that is often made by someone in learning English.

2) Vocabulary, is a treasury of words in a foreign language that has a meaning that is owned by a person.

3) Fluency, is the ability to speak fluently and accurately so that the listener can understand what the speaker is saying.

4) Accuracy, is a speech issued by someone with a certain target language that emphasizes grammatical and structural factors.

4. Types of Speaking

There are some types of language that we have to know as the teacher of English. According to Brown (2001:250), language teaching is devoted to instruction in mastering English conversation. He divided oral language into two types:

1) Monologue

The meaning of Monologue is spoken language that only involves one person in the process and all spoken words are the result of spontaneous and natural thinking such as in radio broadcasts, news casting, etc.

2) Dialogue

Dialogue is an oral communication between two or more native speakers or more. dialogue is divided into two, namely interpersonal which has a function to establish social relations while transactional dialogue functions to convey natural or factual information.

5. The Importance of Speaking

Speaking about speaking, speaking skill is the most essential thing in communicating using the target language. Speaking skills are considered important because this with speaking skills will make it easier for someone to express their opinions or ideas. This is also stated by Ur (2009) that speaking is important because it can make it easier for someone to communicate using the target language.

6. Presentation

Presentation is an individual's ability to interact with listeners or audiences where the speaker provides information as clearly as possible. This is also in line with the notion of presentation according to the Oxford dictionary which states that presentation is the process of conveying an idea information to someone or the other person.

A good speaker is a speaker who is able to present his thoughts to the audience.The role of the audience in the process of delivering an active presentation will increase the involvement of the speaker concerned. Optimistic mental involvement means an optimal increase in motivation and self-confidence in the speaker. Thus, it can be said that the presentation experience in class gives students the opportunity to try themselves to find answers to a problem and work together with classmates in delivering their speeches.

Each point must be delivered systematically, fluently, and using clear, correct and easy-to-understand sentence contexts for the audience in managing speech,. in providing opportunities for students to be actively involved and varied in giving presentation responses or in this case, there are activities jointly by all students, in groups, or carried out independently. Simply put, a well-done and professional presentation is one that can be made by those who are particularly well-prepared. This preparation can be seen through the results of the educational process, and it can also be seen through the training process.

Students are accustomed to memorizing subject matter memorization aims to reproduce it exactly as he has memorized it. the emphasis is placed not on the recognition and knowledge of facts as in the type of learning but on the storage of descriptive sentences, formulas and facts. It is important to know that the presentation material that will be displayed can be mastered through the learning process. on their own, someone who studies hard can

have the knowledge and skills needed to be more confident and produce good presentations.

a. Motivation in presentation

Motivation is needed so that speakers can be more confident and pronounce good pronunciation during presentations and motivation can be formed due to several things such as:

1) Motivation starts from a change in personal energy. motivation arise from certain changes in the nervous system and human organism.

2) Motivation is characterized by the emergence of feelings. in this case it deals with psychological tension and emotional atmosphere. This emotional atmosphere gives rise to patterned behavior. These changes may or may not be noticed. we can observe it from action.

3) Motivation is characterized by reactions to achieve goals. Motivated speakers conduct responses that are directed toward a goal.

The best effort for students to increase confidence and correct pronunciation during presentations is to apply positive learning and practice attitudes as early as possible, including disciplined habits. because such an attitude is recognized as a factor that also influences the improvement of student presentation results.

Every communication that occurs it is necessary to consider a number of principles such as the principle of clarity, the principle of density and the principle of continuity so that the message convey can arrive well at the speech participants,. Basically, the speech to be

conveyed must be clear, dense and direct in character, so that it can be reasoned well by the speech partner.

Self-regulated learners set challenging targets using appropriate strategies to achieve them. Students will try hard to show the best of themselves. Students who are not confident in their abilities tend to become frustrated and depressed, which makes success in presentations even more difficult.

Academic motivation and self- confidence can be important point that can influence the way students use time duringb presentations. Some of them seem busy looking for reference materials on the internet and are not creative in finding their own editorial words refarding their delivery when presenting something in front of a crowd.

b. Factors in Presentation

There are several internal factors that greatly affect the quality of students' presentation. These include: students' motivatio in learning English, students' interesting, students' mood, nervous, unconfident, and memory ability. In addition, external factors that have the potential to be experienced by students during presentations include the students' social environment, the class condition, inadequate media, poor learning methods, incomplete facilities, lack of practice.

Self confidence and skills are closely related to students' abilities during learning at school. These can include concentration on students

learning, problem solving, responding to a social issu, and participating in class discussions.
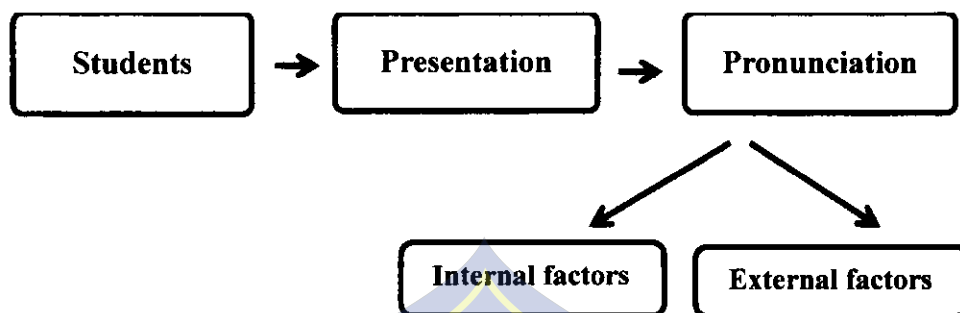
C. Conceptual frameworks

Figure 2.1 Conceptual framework

Based on the description above it can conclude that students have roles and various obligations in the classroom. One of them is to understand and independently relearn the material that has been taught. One way that can be applied to measure students understanding is by presentation. During the presentation process, students will be more active in speaking. One of the important factors in a presentation is students' pronunciation. Pronunciation is one of language elements which combine to process and productive skill can be used to preserve thoughts, ideas, and speech sounds. So, here the researcher wants to analysze how is the students' pronunciation in speaking english and what factors influence their speaking presentation (both internal and external factors).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher applied quantitative research. In this study the researcher got the information about "An Analysis on Students' pronunciation for Speaking Presentation at the Second grade in SMKN 1 Gowa".

According to Creswell (2014), the notion of quantitative as an effort to investigate the problem. This is the problem that underlies the researcher taking data, determining variables and then measuring them with numbers so that analysis can be carried out in accordance with applicable statistical procedures. As for the purpose of conducting quantitative research, none other than helping in drawing conclusions or assisting in generalizing the right predictive theory.

B. Population and sample

The researcher chooses one class that can represent the characteristics of the entire population. In accordance with the objectives of the research that the researcher wants to know is about students' speech in presentation. The researcher takes second grade class as the object of this research because it can represent the characteristics of the entire population. The sample of the research are The students in the recomended class by the researcher as research subject of the research were the students of SMK 1 Gowa, students from the second year of second grade clas

C. Research Instrument

The technique used in this research was direct technique with direct observation of behavior. This technique involves gathering of information by observing directly and examining the video recording. The technique of data collecting in this research was thoroughly observing the presentation , filling the questionnaires and examining the vidoe recorder to help in making some notes of data analyzing.

Tools of data collecting used in this research are questionnaires sheet and video recorder. The questionnaires sheet was used to get the data of the students' performance. To measure the students' speaking skills in terms of accuracy the researcher used speaking assessment in scoring the performance of the students speaking skill in accuracy.

D. Data Collection

The data of the research collect througth interviewed. The prosedure of collect the data in this research descricbe below.

a. The researcher met with the principal to ask permission to conduct research.

b. Researchers met with an English teacher majoring in tourism.

c. The researcher chooses a class and then makes observations in that class.

d. When the English lesson takes place, students are asked to make presentations.

e. The researcher then used a checklist instrument and began to assess the students' speaking skills, especially their pronunciation at the time of presentation.

f. Furthermore, the researcher used the interview instrument to find out the factors that influenced the students' pronunciation in speaking presentations. The target of the interview was the teacher of English subjects in the tourism industry department because the teacher was considered the person who most knew and recognized the abilities of his students.

g. Researchers circulated questionnaires to students to find out their opinion on the most influential factors on their speaking skills, especially pronunciation when making presentations. It aims to obtain valid data.

E. Data Analysis

Researchers analyzed data based on the theory of Miles, Huberman annd Saldana (2014)

1. Data condensation, refers to the process of selecting focusing, simplifyng, abstracting and transforming the data that appear in the full body of written-up field notes, interview transcripts, documents, and other emprical material by considering, we're making data stronger (Miles, Huberman and Saldana, 2014).

2. Data display is an organized of information that allows conclusion drawing and action in this step, the researcher organized and displayed the data of

students' strategies gathered usig questionnaires and in depth interview logically-systematically.

3. Conclusion and verification. Conclusiondrawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand (Miles,Huberman, and Saldana, 2014). Verivication, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses about the findings and discussion. The results of the data acquired from the direct observation and questioner were described in the findings. Discussion explains and contextualises the results. The following description will outline the study's findings.

A. Findings

1. Result of students' pronunciation

Researcher observe students, settings during learning processes, and challenges encountered by students. Observations were made while the learning process was in progress. The researcher observed the students' pronunciation when they presented English in pairs. In this scenario, they acted as recepcionists, tour guides, and waiters in various tourism processions. The Classification of the Students' Score

Table 4.1 Classify the Students' Score

Clasification	Score	Criteria
Excellent	90-100	Pronunciation is only very slighty influenced by the other tongue. A few English sounds and lexical errors but most utterance is corect
Very Good	80-89	Prounciation is still moderately influenced by the mother tongue. No serious phonological errors a few list sounds and lexical errors but only cause confusing

Good	65-79	Pronunciation is influenced by mother tongue only a few serious phonological errors several English sounds and lexical errors. Several , even some of which cause confusing.
Poor	55-64	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in comunication. May basic English sounds and lexical errors
Very poor	0-54	Serious pronunciation errors as well as many English sounds and lexical errors. No evidence of having mastered any of language skilss practiced in the language skills practice in the courese

(Heaton in Alwidin 2005:35)

To percentage of the students' achievement using

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

Where :

P = Rate of percentage

F = Frequency of the correct answer

N = total number of students

Based on the result of data analysis, it was found that the students' pronunciation for speaking presentation as follows:

Table 4.2 Result of the students' pronunciation

Score	Classification	Students' score	frequency	Percentage
91-100 %	Exellent	0	0	0
80-90 %	Very Good	0	0	0
65-79 %	Good	0	0	0
55-64 %	Poor	55	4	14,8 %
		60	6	20,7 %
0-54 %	Very Poor	50	19	64,5 %
	Total		29	100 %

Based on the table above showed that frequency and percentage of the students' pronunciation in speaking presentation for 29 students, there were 4 students (13,7 %) got 50 score, 6 students (20,6 %) got 60 score and 19 students (65,5 %) got 50 score, 10 students in less category and 19 students in poor category

2. Result of questionnaire

The type of questionnaire used is an open questionnaire which consists of 20 questions and has 4 choices. The data has been presented as follows:

Table 4.3 clasification of students' gender

Total students	Gender		Age range
	Male	Female	
29	8	21	15-17

No	Question	Option		Answer	Persentage
1.	Does social environment affect speaking ability?	a)	Very influental	22	75.8 %
		b)	Influental	3	10.3 %
		c)	Does not affect	4	13.7 %
		d)	Not affect	0	0 %

No	Question	Option		Answer	Persentage
2.	Can noisy class conditions affect your presentation?	a)	Very influential	12	41.3%
		b)	Influential	13	44.8%
		c)	Does not really affect	2	6.8 %
		d)	Not affect	2	6.8 %

No	Question	Option		Answer	Persentage
3.	Can a lot of practice during learning English improve your speaking skills?	a)	Greatly improve my English skills	3	10.3 %
		b)	Improve my English skills	10	34.4 %
		c)	Does not improve my English skills	12	4.3 %
		d)	Doesn't really improve my English	4	13. 7 %

		skills		

No	Question	Option	Answer	Persentage
4.	Do you often make presentations in learning English in class?	a) Very often	12	41.3 %
		b) Often	14	48.2 %
		c) Seldom	3	10.3 %
		d) Never	0	0 %

No	Question	Option	Answer	Persentage
5.	Are you nervous during presentation?	a) Very nervous	6	20.6 %
		b) Nervous	22	75.8 %
		c) Not nervous	0	0 %
		d) very not nervous	1	3.4 %

No	Question	Option	Answer	Persentage
6.	Are you not confident when presenting	a) Very confident	1	3.4 %
		b) Confident	18	62 %
		c) Not confident	10	34.4 %
		d) Very unconfident	0	0 %

No	Question	Option	Answer	Persentage

7.	What makes you insecure when presenting in English?	a) Very insecure	15	51.7 %
		b) Insecure	13	44.8 %
		c) Not insecure	1	3.4 %
		d) Very secure	0	0 %

No	Question	Option	Answer	Persentage
8.	Does mood affect your presentation?	a) Very influential	12	41.3 %
		b) Influence	13	44.8 %
		c) Does not affect	3	10.3 %
		d) Very unaffected	1	3.4 %

No	Question	Option	Answer	Persentage
9.	Does your memory ability affect your presentation?	a) Very influential	9	31 %
		b) Influential	13	44. 8 %
		c) Does not affect	3	10.3 %
		d) Very unaffected	4	13.7 %

No	Question	Option	Answer	Persentage
10.	Can the media used by the teacher motivate you in learning English, especially	a) Very motivating	7	24. 1 %
		b) Motivating	21	72.4 %
		c) Not very motivating	1	3.4 %

	speaking?	d) Very unmotivating	0	0 %

No	Question	Option	Answer	Persentage
11.	What learning method do you prefer to improve pronunciation?	a) Group	11	37. 9 %
		b) Couple	10	34. 4 %
		c) Individual	4	13. 7 %
		d) Involving all	4	13. 7 %

No	Question	Option	Answer	Persentage
12.	Are the facilities used in learning English good?	a) Very good	5	17. 2 %
		b) Good	22	75. 8 %
		c) Not good	2	6.8 %
		d) Very not good	0	0 %

No	Question	Option	Answer	Persentage
13.	Does the completeness of the facilities affect your presentation?	a) Greatly affects	3	10. 3 %
		b) Affects	19	65. 5 %
		c) Does not affect	0	0 %
		d) Very unaffected	7	24. 1 %

No	Question	Option	Answer	Persentage
14.	Can practice improve your speaking skills?	a) Greatly improve	7	24. 1 %
		b) Increase	14	48.32 %
		c) Does not really improve	8	27. 5 %
		d) Does not increase	0	0 %

No	Question	Option	Answer	Persentage
15.	What kind of speaking practice do you like?	a) Related to my skill background	4	13. 7 %
		b) Which is suitable for everyday conversation	16	55. 1 %
		c) Who uses slang	3	10. 3 %
		d) Which corresponds to grammatical	6	20. 6 %

No	Question	Option	Answer	Persentage
16.	What makes you feel insecure when presenting in English?	a) Lack of vocabulary	9	31 %
		b) Don't understand	2	6.8 %

		grammar		
		c) Pronunciation	3	10. 3 %
		d) Lack of practice	15	51. 7%

No	Question	Option	Answer	Persentage
17.	Can the use of technology make it easier for you in presentations?	a) Very easy	10	34.4 %
		b) Make it easy	13	44.8 %
		c) easy enough	6	20.6 %
		d) Not easy	0	0 %

Based on the result of the data analysis, the average factors that affect students' pronunciation for speaking presentation are as follows:

A. Internal factors

No	Factors	Percentage
1	Students' motivation	79.3 %
2	Students' interest	65.5 %
3	Nerveous	75.8 %
4	Unconfident	62 %
5	Insecure	51.7 %
6	Mood	44.8 %
7	Memory ability	44.8%

B. External Factors

No	Factors	Persentage
1	The classroom condition	44.8 %
2	The students' environment	75.8 %
3	Inadequate media	72.4 %
4	Learning methods	37.9 %
5	Incomplete facilities	75.8 %
6	Lack of practice	48.32 %

Based on the table above, it can be judged that what factors is more dominant in influencing students' pronunciation at the time of presentation in English is the internal factor.

B. Discussion

The researcher will discuss the research's findings based on its findings. The topic of discussion is students' pronunciation for speaking presentations and the factors affecting students' pronunciation. The researcher had to conduct an analysis of the data because it was still being collected after being described. It fits with the solution to the problem stated. When speaking English, the students in class XI UPW experience challenges. They are students' motivation in learning English, students' interesting, students' mood, nervous, unconfident, memory ability, the students' social environment, the class condition, inadequate media, poor learning methods, incomplete facilities, lack

of practice. The following issues are a few that show the speaking presenting issues:

The students found it challenging when they were learning to speak,. The study discovered that the fourth aspect factor, student interest, and student sociocultural it difficult for the students to speak in front of an audience. The researcher wants to speak about the issue based on Ahmadi's theory (2008: 78). The factors are internal factor and external factor.

1. Internal factor

   a. Students' motivation

   The first internal factor is student motivation, which comes from the students themselves. Some students aren't interested in learning English because they find it difficult, and they eventually become uncomfortable when they can't understand what the teacher is saying since the voice is indistinct and the teaching method is monotonous. It is appropriate with Ahmadi and Suriyono's statement (2008: 82). The difficulty of learning a lesson is increased if the students lack interest in it.

   b. The students' interest

   When a material interests them, students are delighted to learn; nevertheless, some students weren't as happy since they had difficulty pronouncing words, were timid, or found speaking to be difficult. They may feel dizzy if they are unable to understand the information being provided by the teacher because of the teacher's unclear voice, a slow internet connection when they use Google Meet to study English, and the

teachers' tedious teaching strategies. It supports Ahmadi's (2008:78) claim that students will struggle to learn a lesson if they are not engaged in it The current interests of the pupils might be determined by their learning preferences or replies to the lecture.

c. The students' emotional intelligence

The ability to motivate oneself and the capacity to effectively manage emotions in interactions with others are examples of emotional intelligence. Emotional intelligence refers to a variety of abilities and skills that are related to the development of social relations with the environment. Achieving Emotional Literacy (1997) by Claude Steiner and Paul Perry also underlined that just having a high IQ does not automatically make a person clever, which helps to further demonstrate the significance of emotional intelligence. Without the capacity to comprehend and control our own emotions as well as those of others, our chances of leading happy lives become quite limited. A student will find it easier to accept criticism when they are in a state of flow, which is an example of how emotional intelligence is associated to achievement.

d. The students' nervousness

According to Oxford Dictionary, nerveous is anxious about something or afraid of something. Being the focus of attention in public, even for a brief while, may be highly stressful. There is an internal strain that tends to cause anxiety. Typically, only one thing can be envisioned in a situation like this. overcoming anxiety in circumstances that put mental

fortitude to the test. No matter how intelligent a person is, anxiety can cause problems. Many other factors might contribute to anxiety, including lack of support from loved ones, letting go of criticism, unrealistic expectations, feeling unprepared, and feeling inferior. All of those things may contribute to the development of anxiety. An insufficient presentation topic could lead to unnecessary nervousness. Worry can often turn into a depressing fantasy of scenarios that may or may not materialize.

e. The students' self-confidence

Students' lack of confidence in making presentations consists of several things including: fear of making mistakes, shyness, lack of pronunciation, lack of vocabulary and mother tongue.

1) First factor is fear of making a mistake. The students admit that they worry about speaking English incorrectly. Because certain words, in their opinion, sound alike but have distinct meanings, and because it might be difficult for them to remember the proper pronunciation of terminology, they worry that their grammar and pronunciation are inaccurate. Students also struggle with word order when speaking in English because of the unfamiliar vocabulary and concern over making grammatical mistakes. Additionally, if children speak English improperly, they will feel ashamed. Many academics asserted that students' reluctance to speak in class in English is mostly caused by their worry about making a mistake. According to Juhana (2012: 101),

Aftat's (2008) claim that this concern is related to the problem of correction by students' fear of

2) The second factor is shyness and lack of confidence, both are interchangeable because students' reluctance to speak in English is a sign of their lack of confidence. This issue is still influenced by students' fear of making mistakes because embarrassing blunders when speaking English in front of friends. It supports Gebhard's (2000) claim in Juhana (2012: 101) Addressing this problem is essential to assisting the students in making excellent oral presentations in class because shyness is a problem in speaking classes as well.

3) The third factor is lack of motivation, which significantly affects their command of the English language. As a result, individuals find it difficult to speak clearly and to construct coherent phrases. It supports Juhana's (2012) claim that motivation has an impact on how well a speaking performance turns out.

4) The fourth factor is lack of pronunciation, Students' poor pronunciation was a result of their inability to pronounce words correctly; in their opinion, the pronunciation of English words differs when spoken. The pupils concur that one of their difficulties in learning to speak is not knowing how to pronounce English correctly. The claim made by Juhana (2012: 101) that pupils frequently struggle with pronunciation is accurate. Because of the disparity between

pronunciation and spelling in English, they found it challenging to pronounce several terms. Lack of vocabulary is the sixth problem, which is a major problem for students. Because they believe that English is a foreign language that is not frequently used, the majority of students are aware that their knowledge of the English language's vocabulary was lacking.

5) The sixth factor is the use of the mother tongue. Because the students didn't use English in their regular activities, this issue might have developed. Because they are still unsure of how to grammatically construct their sentences and enunciate the appropriate terminology, it can also impede the pupils from thinking when the teacher asks them to speak. It makes sense in light of what Harmer (1991: 112) argues regarding the reasons why students use their native languages in the classroom.

f. Memory ability

Three types of memory exist: short-term memory, long-term memory, and sensory memory. The duration between when a stimulus enters and when it exits determines which of the three types of memory is being used. Short-term memory is defined as the portion of long-term memory that lasts longer than 30 seconds between the introduction of a stimulus and its retrieval as remembering the output (Kuorojaty, 2011). Students' inability to speak during presentations can be caused by their

poor memory skills. When the teacher invites the students to talk in English, they find it difficult to concentrate (they have nothing to say).

1) External factors

The first external element is the class condition. When the teacher speaks in English and the students react in their native language, the pupils find it difficult to communicate because of the classroom setting. The students are unable to speak English fluently as a result. Since the classroom is often noisy, especially in online classes where students' internet connections are unpredictable, the students occasionally find it challenging to absorb the information that the teacher is presenting. The students are anxious as a result of this. If students feel uncomfortable during English lessons, they will not learn to speak fluently. It is acceptable in light of Ahmadi and Suriyono's remark (2008: 82). The setting in the classroom should be comfortable for the students.

The second component is the social environment of the students. The students' surroundings discouraged them from using the language because they lived in a village and all of their friends and neighbors spoke native Javanese. As a result, students find it difficult to learn speaking in class and are unable to practice speaking. It is accurate to say that activities in the social environment have an impact on students' learning, as stated by Ahmadi and Suriyono (2008: 82). As a straightforward illustration, students who belong to particular groups

and have problems managing their time while learning may find it tough to master.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion of this research, the researcher conclude that the students' pronunciation for speaking preentation at the second grade of SMK 1 Gowa was:

1. Students' pronunciation at the time of presentation still really needs to be improved and trained again. This can be seen from direct observations, this is then noted using a checklist for observation in class and the results of the questionnaires that have been filled out by each students as a whole in class XI UPW 1.

2. Internal and external factors experienced by students greatly affect them when presenting English in class. These internal factors include students' motivation in learning English, students' interesting, students' mood, nervous, unconfident, and memory ability, while the external factors the students' social environment, the class condition, inadequate media, poor learning methods, incomplete facilities, lack of practice.

B. Suggestions

Based on the conclusion above the researcher propose the following suggestion:

1. The teacher

In order for students to learn more easily in class and feel less anxious and apprehensive during presentations, teachers should be able

to use learning techniques that are more enjoyable yet still serious, such as playing games, viewing movies in class, or studying while listening to music.

2. The students

In order to pursue a profession in tourism in the future, students must be able to overcome obstacles that may hinder their performance, find the best way to spark their interest in the subject matter, and grow more comfortable showing up and speaking in front of the class.

3. The next researcher

The following researcher used this thesis as a source for more study or for further analysis using a different perspective.

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APPENDICES

Questionnaire for students

1. Do you think English is important for tourism majors?

   (Apakah menurut kalian bahasa inggris penting nuntuk jurusan pariwisata?)

   a. Sangat penting

   b. Penting

   c. Tidak penting

   d. Sangat tidak penting

2. What is your goal in learning English, especially speaking?

   (Apa tujuan kamu mempelajari bahasa inggris khususnya speaking?)

   a. Dapat berkomunikasi dalam bahasa inggris

   b. Untuk kebutuhan di tempat kerja nanti

   c. Melanjutkan pendidikan ke luar negri

   d. Mendapatkan nilai akademij yang bagus

3. How is learning English, especially speaking in class?

   (Bagaimanakah pembelajaran bahasa inggris khususnya speaking di kelas?)

   a. Sangat menarik

   b. Menarik

   c. Tidak menarik

   d. Sangat tidak menarik

4. Does social environment affect your presentation?

   (Apakah lingkungan sosial memengaruhi presentasimu?)

a. Sangat memengaruhi

b. memengaruhi

c. tidak terlalu memengaruhi

d. tidak memengaruhi

5. Can noisy class condition affect your presentation?

(apakah kondisi kelas yang ribut memengaruhi presentasimu)

a. Sangat memengaruhi

b. Memengaruhi

c. Tidak terlalu memengaruhi

d. Tidak memengaruhi

6. Has learning English been able to improve your speaking skills?

(Apakah selama ini pembelaran bahasa inggris dapat meningkatkan kemampuan speaking kamu?)

a. Sangat meningkat kemampuan bahasa inggris saya

b. Meningkatkan kemampuan bahasa inggris saya

c. Tidak meningkatkan kemampuan bahasa inggris saya

d. Sangat tidak kemampuan bahasa inggris saya

7. Do you often make presentations in learning English in class?

(Apakah kamu sering melakukan presentasi dalam pembelajaran bahasa inggris di kelas?)

a. Sangat sering

b. Sering

c. jarang

d. tidak pernah

8. Are you nervous about making a presentation?

   (Apakah kalian gugup ketika akan melakukan presentasi?)

   a. sangat gugup

   b. gugup

   c. tidak gugup

   d. sangat tidak gugup

9. Are you not confident when presenting in English?

   (Apakah kalian tidak percaya diri ketika presentasi dengan meggunakan bahasa inggris?)

   a. Sangat tidak percaya diri

   b. percaya diri

   c. Tidak percaya diri

   d. Sangat tidak percaya diri

10. What makes you feel insecure when presenting in English?

    (Apa yang membuat kamu merasa tidak percaya diri ketika presentasi dalam bahasa inggris?)

    a. Kurangnya vocabulary

    b. Tidak paham grammar

    c. Pronunciation

    d. Kurang latihan

11. Does mood affect your presentation?

    (Apakah kamu terganggu ketika sedang melakukan presentasi dan teman kamu ribut?)

    a. Sangat memengaruhi

    b. Memengaruhi

    c. Tidak terlalu memengaruhi

    d. Sangat tidak terganggu

12. Does your memory ability affect your presentation?

    (Apakah kemampuan mengingat kamu mempengaruhi presentasimu?)

    a. Sangat mempengaruhi

    b. Mempengaruhi.

    c. Tidak Terlalu memmengaruhi

    d. Tidak mempengaruhi

13. Can the media used by the teacher motivate you in learning English, especially speaking?

    (Apakah media yang digunakan guru dapat memotivasi kamu dalam pembelajaran bahasa inggris khususnya speaking?)

    a. Sangat memotivasi

    b. Memotivasi

    c. Tidak terlalumemotivasi

    d. Tidak Memotivasi

14. What learning method do you prefer to improve your pronunciation?

    (Metode pembelajaran apa yang kamu sukai untuk meningkatkan pronunciation kamu?)

    a. Berkelompok

    b. Berpasangan

    c. Individu

    d. Melibatkan semua

15. Have the facilities used in learning English so far been good?

    (Apakah fasilitas yang digunakan dalam pembejaran bahasa inggris selama ini sudah bagus?)

    a. Sangat bagus

    b. Bagus

    c. Tidak bagus

    d. Sangat tidak bagus

16. Does the completeness of the facilities affect your presentation?

    (Apakah kelengkapan fasilitas mempengaruhi presentasimu?)

    a. Sangat mempengaruhi

    b. Memepengaruhi

    c. Tidak mempengaruhi

    d. Sangat tidak mempengaruhi

17. Can practice improve your speaking skills?

    (Apakah practice dapat meningkatkan keterampilan berbicaramu?)

    a. Sangat meningkatkan

b. Meningkatkan

c. cukup meningkatkan

d. Tidak meningkatkan

18. What kind of speaking practice do you like?

(Latihan berbicara seperti apa yang kamu sukai?)

a. Yang berkaitan dengan latar belakang keahlian saya

b. Yang sesuai dengan percakapan sehari-hari

c. Yang menggunakan bahasa slang

d. Yang sesuai dengan grammatical

19. Apa yang membuatmu merasa tidak percaya diri saat melakukan presentasi?

a. Kurang memiki kosakata

b. Tidak mengerti grammar

c. Pengucapan

d. Kurang latihan

20. Can the use of technology make it easier for you in presentations?

(Apakah penggunaan teknologi dapat mempermudah kamu dalam presentasi?)

a. Sangat mempermudah

b. Mempermudah

c. Cukup mempermudah

d. Tidak mempermudah

Observation Checklist

Students	Aspect	Y	N
Student 1	1. Stress		
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality	√	
	5. Vowel		
	6. Consonant		
Student 2	1. Stress	√	
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality	√	
	5. Vowel		
	6. Consonant		
Student 3	1. Stress		
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality	√	
	5. Vowel		
	6. Consonant	√	
Student 4	1. Stress		
	2. Intonation	√	
	3. Features of connected speech	√	

	4. Voice quality		
	5. Vowel		
	6. Consonant		
Student 5	1. Stress		
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality		
	5. Vowel		
	6. Consonant	√	
Student 6	1. Stress	√	
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality		
	5. Vowel		
	6. Consonant		
Student 7	1. Stress	√	
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality		
	5. Vowel		
	6. Consonant	√	
Student 8	1. Stress	√	
	2. Intonation	√	

	3. Features of connected speech	√	
	4. Voice quality		
	5. Vowel		
	6. Consonant	√	
Student 9	1. Stress		
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality		
	5. Vowel		
	6. Consonant		
Student 10	1. Stress	√	
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality		
	5. Vowel		
	6. Consonant		
Student 11	1. Stress		
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality		
	5. Vowel		
	6. Consonant		
Student 12	1. Stress	√	

	2.	Intonation	√	
	3.	Features of connected speech	√	
	4.	Voice quality	√	
	5.	Vowel		
	6.	Consonant		
Student 13	1.	Stress	√	
	2.	Intonation	√	
	3.	Features of connected speech		
	4.	Voice quality		
	5.	Vowel		
	6.	Consonant		
Student 14	1.	Stress		
	2.	Intonation	√	
	3.	Features of connected speech	√	
	4.	Voice quality		
	5.	Vowel	√	
	6.	Consonant		
Student 15	1.	Stress	√	
	2.	Intonation	√	
	3.	Features of connected speech		
	4.	Voice quality	√	
	5.	Vowel		
	6.	Consonant		

Student 16	1. Stress		
	2. Intonation	√	
	3. Features of connected speech	√	
	4. Voice quality	√	
	5. Vowel		
	6. Consonant	√	
Student 17	1. Stress	√	
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality	√	
	5. Vowel		
	6. Consonant	√	
Student 18	1. Stress		
	2. Intonation	√	
	3. Features of connected speech	√	
	4. Voice quality	√	
	5. Vowel		
	6. Consonant		
Student 19	1. Stress	√	
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality	√	
	5. Vowel	√	

	6. Consonant		
Student 20	1. Stress	√	
	2. Intonation		
	3. Features of connected speech		
	4. Voice quality		
	5. Vowel	√	
	6. Consonant	√	
Student 21	1. Stress		
	2. Intonation	√	
	3. Features of connected speech	√	
	4. Voice quality		
	5. Vowel		
	6. Consonant		
Student 22	1. Stress		
	2. Intonation	√	
	3. Features of connected speech	√	
	4. Voice quality		
	5. Vowel		
	6. Consonant		
Student 23	1. Stress	√	
	2. Intonation		
	3. Features of connected speech		
	4. Voice quality	√	

	5. Vowel		
	6. Consonant		
Student 24	1. Stress	√	
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality		
	5. Vowel		
	6. Consonant		
Student 25	1. Stress		
	2. Intonation	√	
	3. Features of connected speech		
	4. Voice quality	√	
	5. Vowel		
	6. Consonant		
Student 26	1. Stress	√	
	2. Intonation		
	3. Features of connected speech		
	4. Voice quality	√	
	5. Vowel		
	6. Consonant		
Student 27	1. Stress		
	2. Intonation	√	
	3. Features of connected speech	√	

	4.	Voice quality		
	5.	Vowel		
	6.	Consonant		
Student 28	1.	Stress	√	
	2.	Intonation		
	3.	Features of connected speech		
	4.	Voice quality	√	
	5.	Vowel	√	
	6.	Consonant		
Student 29	1.	Stress	√	
	2.	Intonation	√	
	3.	Features of connected speech		
	4.	Voice quality	√	
	5.	Vowel		
	6.	Consonant		

Conversation 1

At the Hotel: Asking a Vacant Room

Tourist	: Good morning. Have you any room vacant?
Receptionist	: Yes, Sir. Double or single?
Tourist	: I want one double.
Receptionist	: I have a double room on the second floor
Tourist	: Oh, but I want to have one on the ground floor, or the first floor
Receptionist	: Let me see if I can. I am sorry, Sir. There is no double room vacant at the moment. But I wonder if you could wait till the check-out time. I will have two vacancies then could I book one of the rooms for you in advance, Sir?
Tourist	: Okay, Please order. I will wait.

Conversation 2

At the Hotel Checking-Out

Customer 1	: Good day!
Receptionist	: Good day Sir, Ma'am! What can I do for you?
Customer 2	: We would like to check-out
Receptionist	: Alright, just a moment Ma'am, Sir. (Calling the Room-Clerk).
Customer 1	: We did not take anything from the minibar
Receptionist	: Yes, Ma'am?. Ok I hope that you enjoyed staying here and come here again. Have a wonderful trip.

CURRICULUM VITAE

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Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 19 Ramadhan 1443 H
                 20 April 2022 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

بسم الله الرحمن الرحيم

Nomor : 1741/05/C.4-VIII/V/40/2022	11 Syawal 1443 H
Lamp : 1 (satu) Rangkap Proposal	12 May 2022 M
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"An Analysis On Students' Pronunciation For Speaking Presentation Of tourism Industry At The Second Grade In SMK 1 Gowa"

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Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

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Pekerjaan/Lembaga	:	Mahasiswa (S1)
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" AN ANALYSIS ON STUDENTS' PRONUNCIATION FOR SPEAKING PRESENTATION OF TOURISM INDUSTRY AT THE SECOND GRADE IN SMK 1 GOWA (QUANTITATIVE RESEARCH) "

Yang akan dilaksanakan dari : Tgl. *18 Mei s/d 18 Juli 2022*

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Pangkat : PEMBINA UTAMA MADYA
Nip : 19650606 199003 2 011

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Program Studi	:	Pend. Bahasa Inggris
Pekerjaan / Lembaga	:	Universitas Muhammadiyah Makassar
Alamat	:	Jl. Barombong, Bontopajja

Benar telah melakukan penelitian dalam rangka penyusunan Skirpsi dengan judul

" AN ANALYSIS ON STUDENTS PRONUNCIATION FOR SPEAKING PRESENTATION

OF TOURISM INDUSTRY AT THE SECOND GRADE IN SMK 1 GOWA"

Demikianlah surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya

Kepala UPT SMK Negeri 1 Gowa

Drs. IMANUDDIN DJAYA M.Pd
NIp. 19661109 199402 1 001

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Siti Nurul Azisyah

NIM : 10535104917

Judul Penelitian : An Analysis on Students' Pronunciation for Speaking Presentation of Tourism Industry at the Second Grade in SMK 1 Gowa

Tanggal Ujian Proposal : 24 Maret 2022

Tempat/Lokasi Penelitian : SMK 1 GOWA

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	Selasa / 17 Mei 2022	Permohonan Izin penelitian	Drs. Imanuddin Djaya, M.Pd	
2	Rabu- Jum'at/ 18-20 Mei 2022	Pelaksanaan Penelitian	Asnidar, S.Pd	
3	Selasa-Rabu/ 23-25 Mei 2022	Pelaksanaan Penelitian	Asnidar, S.Pd	
4	Senin- Selasa/ 30-31 Mei 2022	Pelaksanaan Penelitian	Asnidar, S.Pd	
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7	Senin– JJumat/ 11-15 Juli 2022	Pelaksanaan Penelitian	Asnidar, S.Pd	
8	Senin / 18 Juli 2022	Penandatanganan keterangan selesai meneliti	Drs. Imanuddin Djaya, M.Pd	

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NIP. 19661109 199402 1 001

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd, M.Pd
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LETTER OF ACCEPTANCE
0584/BG-FKIP/LOA/B/VIII/1444/2022

Dear SITI NURUL AZISYAH

It is our pleasure to inform you that, after reviewing your paper:

AN ANALYSIS ON STUDENTS' PRONUNCIATION FOR SPEAKING
PRESENTATION OF TOURISM INDUSTRY AT THE SECOND GRADE IN
SMK 1 GOWA
The manuscript ID: 294
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
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The manuscript according to the limitations or description of the journal	√	
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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jlta@bg.unismuhmakassar.ac.id*

Makassar, 20 August 2022 M
23 Muharram 1444 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

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DOCUMENTATION

Picture 1. Researcher made direct observations in the classroom by observing the students' pronunciation when giving presentations.

Picture 2. The researcher gave a questionaire sheet to all students in class XI UPW 1

SITI NURUL AZISYAH is a student of English Department in Universitas Muhammadiyah Makassar. She was born on 17th August 1998 in Sungguminasa. She is the first daughter of Marriage between Bustamin Abubaedah and Junaeda Muhamad Said. She has 1 brother (Arya Muzawwir). She began her formal education for the first time at TK Prima Nusantara and graduated in 2004. She continued her study at SD Negeri Bontopajja in Gowa, graduated in 2010. She continued to Junior High School 2 Barombong and graduated in 2013. She continued to Senior High School at SMAN 2 Gowa and graduated in 2016. She then join in Universitas Muhamadiyah Makassar as a student at English Department of Faculty of Teacher Training and Education in 2017. She could finished her thesis in 2022 entitle *"An Analysis on Students' pronunciation for speaking presentation at the second grade of SMK 1 Gowa"*.