

**INVESTIGATING THE ENGLISH FOREIGN LANGUAGE (EFL)  
STUDENTS' LEARNING STRATEGIES IN PRONOUNCING FRICATIVE  
SOUNDS AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah  
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**ISNAWATI  
10535618414**

**ENGLISH DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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**LEMBAR PENGESAHAN**

Skripsi atas nama ISNAWATI, NIM 10535 6184 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

26 Jumadil Awal 1440 H  
Makassar, 01 Februari 2019 M

**Panitia Ujian :**

- |                    |   |         |
|--------------------|---|---------|
| 1. Pengawas Umum : | Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. | (.....) |
| 2. Ketua           | : Erwin Akib, M.Pd., Ph.D.                  | (.....) |
| 3. Sekretaris      | : Dr. Baharullah, M.Pd.                     | (.....) |
| 4. Dosen Penguji   | : 1. Erwin Akib, M.Pd., Ph.D.               | (.....) |
|                    | 2. Herlina Daddi, S.Pd., M.Pd.              | (.....) |
|                    | 3. Awalia Azis, S.Pd., M.Pd.                | (.....) |
|                    | 4. Dr. H. M. Arief Paturusi, M.Pd.          | (.....) |

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

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



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **The English Foreign Language (EFL) Students' Learning Strategies in Pronouncing Fricative Sounds at Muhammadiyah University of Makassar**

Name : **ISNAWATI**

Reg. Number : 10535 6184 14

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by

Consultant I

Consultant II

Erwin Akib, M.Pd., Ph.D.

Amar Ma'arif, M.Hum., Ph.D.

Dean of EKIP  
 Makassar Muhammadiyah University

Head of English  
 Education Department

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

Unmi Khaerati Svam, S.Pd., M.Pd.  
 NBM : 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Isnawati  
 Stambuk : 10535 6184 14  
 Jurusan : Pendidikan Bahasa Inggris  
 Dengan Judul : Investigating the EFL Students' Learning Strategies in Pronouncing Fricative Sounds at Muhammadiyah University of Makassar  
 Consultant I : Erwin Akib, M.Pd., Ph.D

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Makassar, Desember 2018

Approved by:  
 Head of English Education  
 Department



*Ummi Khaerati Syam*  
 Ummi Khaerati Syam, S.Pd., M.Pd  
 NBM: 97 807







بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Nama : Isnawati  
 Stambuk : 10535 6184 14  
 Jurusan : Pendidikan Bahasa Inggris  
 Dengan Judul : Investigating the EFL Students' Learning Strategies in Pronouncing Fricative Sounds at Muhammadiyah University of Makassar  
 Consultant II : Amar Ma'ruf, M.Hum., Ph.D

Day / Date	Chapter	Note	Sign
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Monday 17-12-2018	All	- Abstract - formats - revise your expl in conceptual fra work.	A
Saturday 22-12-2018	All	- All done you may submit your thesis for exam	A

Makassar, Desember 2018

Approved by:

Head of English Education  
 Department



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





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**Nama : ISNAWATI**  
**Stambuk : 10535 6184 14**  
**Jurusan : Pendidikan Bahasa Inggris**  
**Judul Skripsi : Investigating the English Foreign Language (EFL)  
Students' Learning Strategies in Pronouncing Fricative  
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## ***MOTTO***

*Everything Is Theoretically  
Impossible Until You Make It To  
Be Possible Because as Robert  
Schuller Said*

*“The Only Place Where Your  
Dream Becomes Impossible Is in  
Your Own Thinking”.*

***I dedicated this thesis to:***

***My greates parents, the  
only one my lovely sister,  
and all of my friends.***



## ABSTRACT

**Isnawati, 2018. Investigating the English Foreign Language (EFL) Students' Learning Strategies in Pronouncing Fricative Sounds at Muhammadiyah University of Makassar.** A thesis of English Education Department. Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Erwin Akib and Amar Ma'ruf.

The research was aimed to find out the learning strategies used by EFL in pronouncing fricative sounds and the most frequently learning strategy used EFL students at Muhammadiyah University of Makassar.

The research applied descriptive quantitative design and the population of this research was third semester in academic year 2017/2018. A sample of this research was taken by using random sampling technique, there were 40 students of 228 population as sample. The five-point scale questionnaire consists of 20 items dealing with categories: input/ practice, noticing/feedback, and hypotheses forming. Since the data for the researcher are both in the form of words and numbers, a mix method design has been employed.

Based on the findings, the result of the research showed that the mean score of all strategies used was (M=3.68). the strategies were used by EFL students are input, practice, notice, feedback and hypothesis forming. the strategy that the most frequently used by all EFL students was feedback strategy. Hence, the researcher concluded that the students in Muhammadiyah University of Makassar used pronunciation learning strategies in the third semester in the high level.

**Keywords:** *Pronunciation, learning strategies, fricative sounds, and feedback strategies*

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Makassar, Desember 2018

The Researcher

**Isnawati**

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# CHAPTER I

## INTRODUCTION

### A. Background

It is widely known that English is global language which is used by among people who are from different backgrounds language. English is important to be mastered by people. The global or international status of English influent many aspects in human life such as communication, education, politic, and economic. Nowadays, many countries have used English as a second language. In Indonesia, English is still as a foreign language, the general language that is always used by Indonesian are “Bahasa Indonesia” and local Language. Eventhough, it is still as foreign language, but it has been compulsory subject particularly in secondary school until university level.

Listening, speaking, reading and writing are basic skills in English for effective communication in any environment. The students should be master in all the skills because they are related each other and have their function itself. But we cannot deny that speaking is the base thing in communication. To reach the purpose of speaking itself, the students should have capability in pronouncing all the words so that the listeners can catch the meaning well.

Learning English is quite difficult especially in pronunciation. The students can pronounce the error in English word that causes misunderstanding

in communication. As English students, Indonesia has some problems in pronunciation. The use of Bahasa Indonesia as a mother tongue influences English pronunciation which can cause the error in producing English sound. According to Donal, Andria (2016), One of Indonesian students' difficulties in learning English is pronouncing English sounds correctly. For examples, the /θ/, /ð/ sounds are not a part of phonemic inventory in the Indonesian language, so that Indonesian speakers tend to pronounce the sounds by changing into /s/ and /d/ sounds Ampa (2014).

Dewi, Anggun Kusuma (2009) states that there are some sounds in English which do not exist in Indonesian. The vowels, such as [æ], [i:], [u:] and consonants, such as [ð], [θ], [ʒ], do not exist in Indonesian. It will be difficult for Indonesian students to pronounce them. Chaira, S. (2015) also states in her study, when students are unfamiliar with new words and they attempt to pronounce them without prior knowledge on how to pronounce them correctly, they may produce errors and may even fossilize such errors. In her research shows that mispronounced sounds resulted from the interference are as follows: [ph], [th], [kh], [f] for grapheme “ph”, [v], [θ], [ð], [z] for grapheme “s”, [ʃ], [ks] for grapheme “x”, and [i:], [u:], [æ], and [e].

Pronunciation is the first thing that people notice when during a conversation. Pronunciation is the way of speaker to give information by producing the sounds. It is also the most important and difficult problem that English as Foreign Language (EFL) students have to face when studying English. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication. Compared to English,

Indonesian language generally does not have differences between spelling the letter and pronouncing the sounds.

Learning English sounds cannot be separated with pronunciation and the way to sound it. It has been a crucial issue in education field especially for EFL students who learn English as foreign language. Surely, it such a difficult thing that EFL students face when during the proses of academic program or deliver the idea by using english sounds. However, the students must have their own learning strategies to face this problem in order to pass the subject. Oxford (2003) defined Learning strategies as specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning.

In another hand, Taylor in Sek, Y. W et al (2016) argues that learners' learning styles have a significant effect on the adoption of knowledge management systems for information sharing. Then, Weinstein & Hume in Chevalier et al (2017) both study and learning strategies have also been defined as systematic processes used by a learner to develop a deeper and broader understanding of a concept. Based on theories above, it can be concluded that every students have their own learning strategies and it gives sign for teacher to accommodate instruction through building on learners' strengths.

Nevertheless, aside from the importance of learning strategies above, it is necessary to investigate what learning strategies were employed by students. Some of the previous research has done in investigating the pronunciation problems faced by EFL students but most of them are less in investigating the

strategies of EFL in pronouncing English sounds. Many researchers have investigated on English sounds but very few researchers focused on students' strategies in pronouncing fricative sounds, most of them are interested in phonological errors made by students. Furthermore, It is based on the experience of researcher, being a student in the English Department of Muhammadiyah University of Makassar Theoretically, the students may know the rules of pronouncing English particularly in fricative sounds properly, but they seem to find it difficult to pronounce it orally. Particularly for the sounds that seldom to find in Indonesian language such dental sounds.

Compared to the other similar previous research, this research will be focus in investigating the students' strategies in pronouncing fricative sounds at third semester of Muhammadiyah University of Makassar.

Based on the explanation above, the researcher is interested in carrying out a research entitled "Investigating the English Foreign Language (EFL) Students' Learning Strategies in Pronouncing Fricative Sounds at Muhammadiyah University of Makassar".

## **B. Problem Statement**

Based on the background, the problem statement of this research is formulated as:

1. What are the EFL students' learning strategies in pronouncing fricative sounds at Muhammadiyah University of Makassar?
2. What are the most frequently used strategy by EFL students at Muhammadiyah University of Makassar?

### **C. Objective of the Research**

Based on the problem statement, the objective of this research is to find out:

1. The EFL students' learning strategies in pronouncing fricative sounds at Muhammadiyah University of Makassar.
2. The most frequently used strategy by EFL students at Muhammadiyah University of Makassar.

### **D. Significance of the Research**

The result of this research is expected to be useful information for many people such as:

1. For the Teachers or Educators

Theoretically, teachers or educators may add variety concepts of EFL students' learning strategies in pronouncing fricative sounds in the future teaching activity. Practically, teachers and educators may practice the concepts related to pronunciation learning strategy to help EFL students improve their pronunciation.

2. For the EFL students

Theoretically, students can understand the kinds of learning strategy in pronouncing fricative sounds in order to enhance their pronunciation skill. Practically, students may practice the concepts of pronunciation learning strategies in both in their academic and daily basis.

3. For the Next Research



This research expected to give information or contribution to other similar research which can be used as reference and comparison of EFL students' learning strategies in pronouncing fricative sounds.

#### **E. Scope of the Research**

The scope of this research is limited to students' learning strategies in pronouncing English sounds in terms of fricative sounds at third semester of Muhammadiyah University of Makassar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In order to support my idea, large amount of information and ideas are absolutely need in carrying out this study. That is why, the researcher use many reference textbooks that relate to the subject matter and other resources, such as materials from internet and the reports of previous studies and researches on similar topic. This chapter will present the review.

#### **A. Previous of Related Research Findings**

Several studies already conducted about students' strategies in learning English sounds. In this part of discussion, the researcher will briefly explain several of studies which are related to the previous study.

1. Ting Fang et al (2012), the study investigate the nature of two learning contexts, computer-assisted pronunciation training (CAPT) and classroom-based pronunciation training (CBPT), The results showed pronunciation learning activities are distributed differently in CAPT and CBPT. More learning activities are used in CBPT than in CAPT, and this may be related to teachers' help in the classroom.
2. Rokoszewska, Katarzyna (2012). The study which investigated the influence of pronunciation learning strategies on the perception and production of English pure vowels and diphthongs by first-year students of an English department. The results of the study indicate that students of

English, who on average use pronunciation learning strategies rather occasionally, should receive some strategy-based instruction as there exists a significant relationship between the investigated phenomena, especially between the use of pronunciation learning strategies and the production of English monophthongs and diphthongs.

3. Bui, Thien Sao (2016), his study examined the pronunciation of consonants /ð/ & /θ/ by adult Vietnamese learners of English. The findings indicated that substitution phenomenon was a dominant problem in the students' pronunciation of /θ/ and /ð/. The most outstanding problem in pronouncing the consonant /θ/ was replacing this sound by Vietnamese /t'/. With regards to /ð/ sound, it was most frequently mispronounced as /z/. Besides, there was a new kind of mistake found: it was the tendency to pronounce /dʒ/ instead of /ð/, which has not been reported ever. Apart from that, participants also confirmed some causes of their erroneous pronunciation. The most popular causes of their problems were the lack of English exposure and practice, which implicated that an effective environment for using English was highly necessary.
4. Varasarin, Patchara (2007) in her study about investigation to develop pronunciation training and communicative competence for Thai students studying English in Thailand. This study investigated pronunciation training and language learning strategies, how they influenced the learning behaviour of Thai students studying English and improved their speaking confidence. The purpose of the training was to improve students' pronunciation and spoken intelligibility. The finding shows that:

- a) The learner perception was that the training had improved their pronunciation and increased overall their self-confidence in speaking English.
  - b) The positive attitude of the learner (Affective LLS) reflects the beneficial effects of the pronunciation improvement.
  - c) Most importantly learners were able to experience the learning context, and begin to appreciate the meaning of helping each other. Other valuable insights were gained; they learned the value of planning and evaluating (metacognitive strategies), self motivating (affective LLS), practising and accepting responsibility, working with others (social strategies) and how the strategies support themselves in learning.
5. Muhammad, N.M (2014). His study intended to investigate pronunciation learning strategies used by fourth-year EFL college students. It is found out that the participants use all types of pronunciation strategies but with different weights. No strategy was proved to be weak or unused by them. However, input / practice seemed to be used more than the other strategies as they ranked among the top ten strategies.

Moreover, from the aspect of the similarities between this research and the previous research above, it can be seen above that the experts investigate learning context and also pronunciation learning strategies. However, there is a contrast between the research above and the research that will conduct. In this research, the researcher will investigate the EFL strategies in pronouncing English sounds particularly fricative sounds.

## **B. Some Pertinent Ideas**

### **1. The Concept of Learning Strategies**

It is believed that strategic competence helps learners learn how to learn a language as well as raise their awareness of learning (Oxford in Fang 2012). O'Malley and Chamot in Lee (2016) described learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. While, Oxford in Amir (2018) stated that learning strategies are steps taken by students to enhance their own learning, and they are important for language learners because they are tools for active, self-directed involvement, which is essential for developing communication competency.

Weinstein and Mayer in Gursoy (2010) argue that the goal of a learning strategy might be to affect the way the learner “selects, acquires, organizes, integrates. Ikeda and Takeuchi in Souriyavongsa (2013) also stated that Strategy plays its role as a key factor that influence the English language learning to gain achievement. Amir (2018) Language Learning Strategies assist English language learners to master the materials independently, either individually or with others, where successful language learners make use of different types of learning strategies.

Based on the explanation above, it concludes that learning strategies is the plan or the way that students use in order to complete learning task an enables effective learning.

## 2. Classifications of Language Learning Strategies

Kolb's in Eckstein, G. T. (2007) construct Learning Cycle into four categories (input/practice; noticing/feedback; hypothesis forming and hypothesis testing categories), those are:

Table 2.1 Pronunciation Learning Strategies

Kolb's Learning Cycle Construct	Category	Pronunciation Learning Strategies
Concrete Experience	Input / Practice	<p><b>Input</b></p> <ul style="list-style-type: none"> <li>- Intent listening</li> <li>- Focusing on articulatory gestures of others</li> <li>- Active listening</li> <li>- Eagerly listening to new sounds</li> <li>- Putting self in proximal points for hearing L2 pronunciation: TV, Movies, Radio, etc.</li> <li>- Representing sounds in memory</li> <li>- Focusing on individual syllables of words</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Reading aloud</li> <li>- Practicing new sound</li> <li>- Imitating and/or mimicry of native speakers</li> <li>- Practicing 'mock talk' or imitating L2 prosody using L1 words</li> <li>- Talking aloud/role-play</li> <li>- Memorizing the pronunciation of words</li> <li>- Helping facial muscles become accustomed to accommodating L2 pronunciation</li> <li>- Practicing different sounds, first in isolation and then in the context of words</li> <li>- Repeating after tapes in a language laboratory</li> </ul>



Reflection on Observation	Noticing / Feedback	<p><b>Noticing</b></p> <ul style="list-style-type: none"> <li>- Noticing the intricate differences between L1 and L2 pronunciation</li> <li>- Focusing on supersegmentals of language</li> <li>- Intent listening</li> <li>- Distinguishing errors among other speakers</li> <li>- Focusing on articulatory gestures of others</li> <li>- Listening carefully to errors made by native speakers to infer key sounds or structures</li> <li>- Acquiring a general knowledge of phonetics</li> </ul> <p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>- Self-monitoring</li> <li>- Focusing on supersegmentals of own speech</li> <li>- Using phonetic symbols and transcriptions</li> <li>- Monitoring and eliminating negative interference</li> <li>- Active listening</li> <li>- Asking for help</li> <li>- Cooperating with peers</li> </ul>
Abstract Conceptualization	Hypothesis Forming	<p><b>Hypothesis Forming</b></p> <ul style="list-style-type: none"> <li>- Monitoring and eliminating negative interference</li> <li>- Self-correcting</li> <li>- Acquiring a general knowledge of phonetics</li> <li>- Doing special exercises for sounds not existing in the learner's native language</li> <li>- Finding out about the target language pronunciation</li> </ul>
Action Based on New Conceptualization	Hypothesis Testing	<p><b>Hypothesis Testing</b></p> <ul style="list-style-type: none"> <li>- Repeating new words according to new hypotheses</li> <li>- Skipping difficult words</li> <li>- Rehearsing sounds</li> </ul>

		<ul style="list-style-type: none"> <li>- Using proximal articulations</li> <li>- Increasing or decreasing volume of speech</li> <li>- Using a slower rate of speech</li> <li>- Using clear speech</li> <li>- Lowering anxiety</li> </ul>
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(Eckstein, 2007)

### 3. Definition of pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of language (segments), aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspect), how the voiced is projected (voice quality) and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (yates in Riskiyah, 2013)

How the word is said in general is called pronunciation. Hornby in Jaya (2009) defines pronunciation as the way in which language is spoken. Pronunciation is the way a word or a language is usually spoken, the manner

In which someone utters a word. Kelly in Handayani (2017) stated that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language.

#### a. Aspects of pronunciation

Pennington and Richards in Gilakjani (2016) expressed that pronunciation is a complex interaction of perceptual, articulatory, and

interactional factors in terms of three kinds of qualities: segmental features, voice-setting features, and prosodic features.

1. **Segmental Features** Segmental features are minimal units of sound determined in phonetic terms. The basic elements of pronunciation are phonemes; therefore, learning of the target language phonological system is the understanding of the phonemic differences and of the phonetic forms of phonemes that are in particular environments within syllables and words. It is the particular features of individual sound segments (Pennington & Richards in Gilakjani, 2016).
2. **Voice-setting Features** Voice-setting features are the general articulatory features of stretches of speech. The tendency of speakers of a specific language to pursue some habitual positions of articulation in connected speech are demonstrated in terms of voice-setting features (Pennington & Richards in Gilakjani, 2016).
3. **Prosodic Features** The last aspects of pronunciation are stress and intonation. Prosodic features are the relative levels of stress and pitch within syllables, words, phrases, and longer stretches of speech (Pennington & Richards in Gilakjani, 2016).

#### **4. Classification of English Sounds**

According to Sahulata in Dewi (2009) classifies English sounds into three categories. They are consonants, vowels, and diphthong.

a. Classification of English consonants

Crystal in habibi (2016) defines consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible friction in produce. Phonologically, consonants are those units which function at margins of syllables, either singly or in clusters.

Consonants may be voiced and unvoiced (voiceless). As Dale and Poms in Sasmi (2016) stated that a consonant is a sound produced when the vocal cords are vibrating. A voiceless is a sound made with no vibration of the vocal cords. There are 24 consonants [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].

Ampa (2014) stated that Referring to the English consonants, there are three important categories that should be known, those are:

1. Voiced and voiceless sounds

Voiced and voiceless sounds are respectively phonemes because they can differentiate the meanings of words. Voiced sounds, when the two lips are apart, the breath goes out with a slight explosion. The vocal cords are brought together, so that the air forces them apart for a moment, and closed again. So the process is closing and opening of the vocal cords and make them vibration. While voiceless sounds, when the vocal cords are drawn apart, so that the air goes out freely and makes no vibration of the vocal cords.

## 2. Place of articulation

In English, there are eight places of articulation. Those are bilabial, labio-dental, dental, alveolar, palato alveolar, palatal, velar and glottal.

### 1) **Bilabial:**

These sounds are formed by both the upper and lower lips when they come together. They are the initial sounds of “pie, buy, my” represented by the symbols /p/ , /b/ and /m/. The /w/ sound that is found in the beginning of “way” is also bilabial.

### 2) **Labiodental:**

These sounds are formed by the lower lip and the upper teeth; they are found in words like “friend, vie” when the lower lip rises until it nearly touches the upper teeth. These sounds are represented by the symbols /f/ and /v/.

### 3) **Dental:**

Dental sounds are formed with the tongue tip behind the upper front teeth. These sounds are available in words like “there, thin” and they are represented by the symbols /d/ and /θ/.

### 4) **Alveolar:**

These sounds are formed as a result of having the front part of the tongue touching or pointing up to the alveolar ridge. They are the initial sounds in “top, dip, sit, zoo, nut”. They are represented by the symbols /t/ /d/ /s/ /z/ /n/. Other alveolar sounds are

/l/ sound in the beginning of words like “lap” and /r/ sound at the beginning of “rip, right”.

5) **palato alveolar:**

To produce these sounds the tongue touches the roof of the mouth behind the alveolar ridge near the hard palate. Examples involving such sounds are: “ship, child, measure, jeep”. These are represented by the symbols /ʃ/ tʃ/, /ʒ/ and /dʒ/ respectively.

6) **Velar:**

Velars are the sounds produced using the back of the tongue and the soft palate .They are the sounds /k/, /g/ and /ŋ/. These occur at the end of “hack, hag, hang”.

7) **Palatal:**

The sound produced with the front of the tongue and the hard palate .We have only one English palatal sound which occurs at the beginning of the word “you”. This sound is presented by the symbol /j/.

8) **Glottal:**

One sound is produced when the glottis is open, but there is no manipulation of the air passing out through the mouth. The sound produced is presented by /h/, which is the first sound in “who” and “whose”.



### 3. Manners of articulation

How the flow of the air is stopped or impeded when the consonant is articulated. The manners of articulation describe how the tongue, lips, and other speech organs are involved in making the sounds.

Table 2.2 *Manner of articulation*

Place	Bilabial	Labiodental	Dental	Alveolar	Palato-alveolar	palatal	Velar	Glottal
Manner								
Plosive	p b			t d			k ɡ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate						tʃ dʒ		
Nasal	M			n			ŋ	
Approximant	W				R	j		

(Ampa, 2014)

#### b. Classification of English vowels

If the air is allowed to pass freely out of the glottis, the sound produced is a vowel. According to Jackson in Ampa (2014) there are three parameters that we should know in order to describe the English vowels.

The first is related to the height of the tongue or openness of the mouth. The categories are close, half close, and open. The second is related to the position of the tongue or the general area of the mouth in which the vowels are made. It is related to front, central and back. The

third is related to the shape of lips. It is categorized as rounded and spread. Rounded means that the lips are rounded when the sound are produced. Spread means that the lips are relaxed, and this can involve some measure of lip spreading. The vowels classification, based on the part of the tongue are (John in Habibi 2009):

1. Front vowels

The vowel produced by raising the front part of the tongue to the hard palate.

2. Central vowel

The vowels produced by raising the central part of the tongue. The central part is between the position of the front and back parts of the tongue.

3. Back vowels

The vowels produced by raising the back part of the tongue to the soft palate.

## **5. Problem of pronunciation**

Many students have problems in learning English particularly in spoken English language. There are many problems faced by students to study pronunciation, according to Harmer in Sasmi (2016) those are:

- a. What students can hear

Some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of difficult first languages have problem with different sounds.

b. What students can say

Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e it is actually physically difficult to make the sound using particular parts of the mouth, uvula or fricative sounds)

c. The intonation problem

Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones.

## 6. English Fricatives

Fricatives are consonants with the characteristic that when they are produced, air escapes through a small passage and makes hissing sound Roach in Ilham (2014). According to Ampa (2014) fricative are consonants that are formed by impeding the flow of air somewhere in the vocal tract, so that a friction sound is produced.

In consonant distribution there are three positions they are initial, medial and final. Initial is the position of the letter in the word, where the letter position in the beginning of the word. Medial is the position of letter in the word, where the letter position in the middle of the word. Final is the position of letter in the word, where the letter position in the last of the word

In English there are nine fricative consonants, as shown in the following table:

Table 2.3 *English fricative sounds*

<b>Glottal State</b>	<b>Place of Articulation</b>	<b>Transcription</b>
<b>Labiodental</b>		
Voiceless	Fat	[f]
Voiced	Vat	[v]
<b>Dental</b>		
Voiceless	Thin	[θ]
Voiced	Those	[ð]
<b>Alveolar</b>		
Voiceless	Sing	[s]
Voiced	Zip	[z]
<b>Palate-alveolar</b>		
Voiceless	Ship	[ʃ]
Voiced	Azure	[ʒ]
<b>Glottal</b>		
Voiceless	Hat	[h]

(Ampa, 2014)

### C. Conceptual Framework

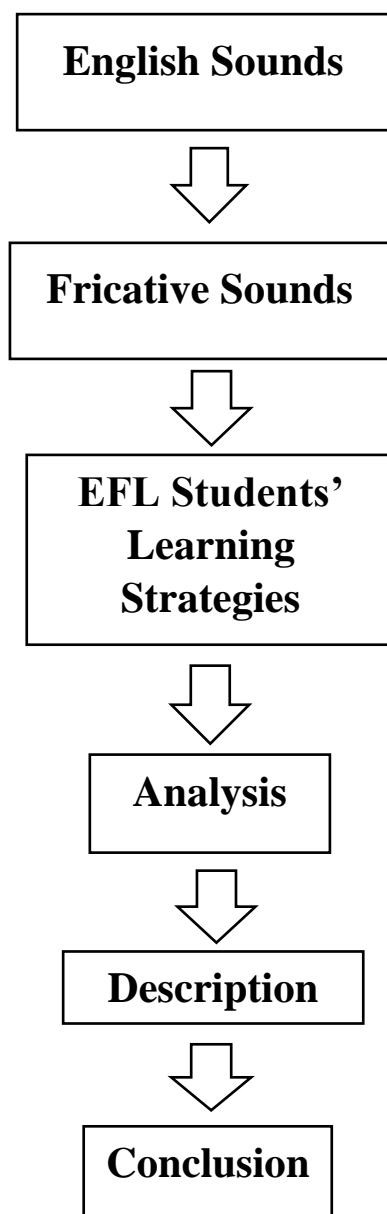


Figure 2.1 *conceptual framework*

Based on the conceptual framework in figure 2.1, English sounds refers to pronunciation. In this research, the researcher focused on manner of articulation particularly in fricative sounds. The researcher gave questionnaire to the students to know the strategies that are used by English as Foreign Language (EFL) students

in pronouncing fricative sounds. After giving the questionnaire, the researcher analyzed the questionnaire by giving score of each item using likert scale. The next step, the researcher described the findings about EFL students' learning strategies in pronouncing fricative sounds. The last step, the researcher concluded the findings that were explained before chapter IV.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of research design, population and sample, research instrument, procedures of data collection, and technique of data analysis.

#### **A. Research Design**

In this research, the researcher used descriptive quantitative. Hamjah in Mutmainna (2018) define that quantitative research is research procedure which produces descriptive data such as written or pictures from the population and attitude which analyze. In line with that, Sudijono in Mutmainna (2018) state that quantitative research is a research that describe and analyze phenomena, event, sosial acitivity, attitude, belief, perception and people thinking either in individual or in group represent with a number. The researcher used this method to describe the EFL students' learning strategies in pronouncing Fricative sounds at third semester of Muhammadiyah University of Makassar.

## B. Population and Sample

### 1. Population

The population of this research was the third semester students of English Department, Muhammadiyah University of Makassar, which consist of 228 students in academic year 2018/2019 that spread into seven classes. Obviously, described in the following table.

Table 3.1 Number of population

No	Class	Number of students
1	A	33
2	B	33
3	C	33
4	D	33
5	E	32
6	F	32
7	G	32
<b>Total</b>		<b>228</b>

(Source: SIMAK of English Department 2018)

### 2. Sample

A random sampling technique was applied to select the samples. Sugiono (2017) in his study state that, In this type of sampling each and every element of the population has an equal chance of being selected in the sample. If the total number of the population is less than 100 subjects, it is better to take all the subjects. If the population is more than 100 subjects, it



is enough to take 10-15% or 20-25% of the population or more to become the sample (Margono, 2007). Based on explanation above, the research took 20% sample of the population. The total of 20% means 40 students. The sample was taken randomly of the population. The researcher used the lottery method to choose the samples. According to Arikunto (2014:180) lottery method is the researcher makes small papers then down the subject number, one number for each paper. Then the paper was rolled up. After that the paper that has been rolled and then select some paper as a sample

### **C. Research Instrument**

In this research, researcher used one instrument that was questionnaire. The questionnaire was given to find out students' learning strategies. The questionnaire was given to the students for identifying the students' learning strategies in pronouncing fricative sounds.

### **D. Procedures of Data Collection**

In collecting the data, the researcher applied the following technique:

1. The researcher asked to get permission from phonetics and phonology subject lecturer to come to the classes as the sample of the research.
2. The researcher explained the objective of the research to the students.
3. The researcher distributed the questionnaire to the students.
4. The researcher explained how to fill the questionnaire.
5. The researcher collected the questionnaire that have filled by the students.

6. The last step the researcher analysed students' score by using Gay's formula.

### E. Technique of Data Analysis

According to Gay et al. In Jumran (2016) data analysis is an attempt by the researcher to summarize collected data in a dependable and accurate manner. Data analysis method that was used by the researcher is a quantitative data analysis.

#### 1. Scoring data

The researcher used Likert Scale as scoring the data. Likert scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement (Sugiono, 2017:93). The answer of the EFL students were scored by using the following numbers for the chosen items:

Table 3.2 Statement Score

No.	statement	Score
1.	Always	5
2.	Usually	4
3.	Sometimes	3
4.	Seldom	2
5.	Never	1

(Sugiono, 2017:93)

## 2. Mean score

To find the mean score, the researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  : The mean score

$\sum X$  : The number of all scores

N : The number of sample

Gay in Ismail (2018)

After collecting the data, in classifying the students' learning strategies there were five classifications which is used as the following.

Table 3.3 SILL profile of result by Oxford (2003)

<b>Level of strategy used</b>	<b>Description of frequency</b>	<b>Mean score of strategy used</b>
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consists of two sections namely finding and discussion. It presents the results or findings of the research and describes more about the findings. The findings of the research deal with the answer of the research question about the the EFL students' learning strategies in pronouncing fricative sounds and the discussion section further information was given also by the research question.

#### **A. Findings**

The findings of the research presented the EFL students' learning strategies and the discussion section concerned with describing and explanation of the finding. To find the learning strategies applied by the third semester students studying at Muhammadiyah University of Makassar. The researcher analyzed the data based on the keywords which defined by the learning strategies related on the theories of learning strategies in the chapter two.

The subject of this research was students at Muhammadiyah University of Makassar of third semester in academic year 2017. The researcher took 15-20% sample of 228 population.

### 1. Pronunciation learning strategies used by all EFL students

Based on the analyzed data, the present study found that all five pronunciation learning strategies has been used by the EFL students at different rate. This finding is illustrated in the table below.

**Table 4.1** The five learning strategies used by all learners

No.	Name	Pronunciation Learning Strategies					Average
		Input	Practice	Noticing	Feedback	Hyphothesis Forming	
1	NA	3	3.86	3.5	5	3.2	3.71
2	CDF	3.33	3	3.5	3	1.4	2.85
3	RYP	4.33	4.29	4	4	3.6	4.04
4	DMA	4.67	4.29	4	4	3.4	4.07
5	AP	4	4.29	3.75	2.33	3	3.47
6	K	3	3.89	3.5	5	3.2	3.72
7	N	2.33	3.57	3.75	5	3	3.53
8	NH	4.3	3.28	3.5	3.6	3.6	3.66
9	NI	3.67	3.87	3.5	4.33	4	3.87
10	AK	3.67	3.57	3.5	3.67	3.2	3.52
11	NAA	2.67	3.71	3.5	4.33	3.2	3.48
12	AMM	4	3.57	4	4	3.6	3.83
13	AR	2.67	4	4.25	4	4	3.78
14	ES	4.33	3.57	2.25	4.67	4	3.76

15	SDF	3.67	3.88	3.5	5	3.2	3.85
16	DCS	4	4.14	3.75	5	2.8	3.93
17	S	4.67	4.14	3.75	5	3.8	4.27
18	AA	4.33	4	3.75	4.33	3	3.88
19	KA	4.33	4	3.75	5	3.6	4.13
20	ANB	3.67	3.28	3.5	5	3.4	3.77
21	AZ	3.33	3.14	3	4	2.8	3.25
22	RA	2.67	3.43	3	3.67	2.6	3.12
23	NS	2	3.43	2.75	3.67	3.8	3.13
24	PYA	3	3.14	3	3.67	3.2	3.20
25	AR	3	3.14	2.75	4	3.2	3.21
26	NA	3.33	3	3	2.3	3	2.92
27	NHZ	4	3.43	4	5	3.4	3.95
28	HD	3.33	3.57	2.75	4.33	3.6	3.91
29	AC	4.33	4.86	4.25	4.67	3.8	4.38
30	I	4	3.14	3	4	4.4	3.70
31	NJ	4.33	3.44	2.5	4.67	3.4	3.67
32	NU	3.67	3.71	3.5	4	2.8	3.54
33	B	4	3	4.25	4.33	3.6	3.84
34	N	4	3.86	3.75	5	3.6	4.04
35	WNS	3.67	3.86	4	4.33	3.4	3.85
36	RMR	4.33	3.86	4.25	3.33	4.2	3.99
37	AAR	3.33	3.14	3.75	4	3	3.44

38	AN	3.67	3.29	3	4.33	3.6	3.58
39	PI	3	4.29	4	3.2	3.2	3.69
40	SNA	3.67	3.71	4.5	5	3.4	4.06
<b>MEAN SCORE</b>		<b>3.63</b>	<b>3.67</b>	<b>3.54</b>	<b>4.21</b>	<b>3.36</b>	<b>3.68</b>

According to the result of table 4.1 the students showed that they were usually used pronunciation learning strategies (M=3.68) of all the strategies. Based on the standard classification of the level strategies use, it was classified as high level that usually used by the students where the mean score of all strategies (M=3.68) between 3.5 to 4.4 score. It can be proved that the EFL students of Muhammadiyah University of Makassar had “high level” in the use of all pronunciation learning strategies.

**Table 4.2** Level of strategy used

No.	Strategy	Mean Score	Level
1	Input	3.63	Usually Used
2	Practice	3.67	Usually Used
3	Noticing	3.54	Usually Used
4	Feedback	4.21	Usually Used
5	Hyphothesis Forming	3.36	Sometimes Used

According to table 4.2 the level of strategy used by EFL students proved that four strategies were high level. The four strategies are Input (M=3.63), Practice (M=3.67), Noticing (M=3.54), and Feedback

(M=4.21). They can be categorized as high level based on standard classifications of strategy used by Oxford (2003) that the mean score of high level is 3.5 to 4.4 (usually used). while Hypothesis Forming (M=3.36) categorized as medium level. Based on standard classifications of strategy used by Oxford (2003) that medium level is 2.5 to 3.4 (sometimes used).

## **2. The most frequently strategy used by EFL students**

Based on the result of table 4.1 there were some distinct findings of strategy used among the EFL students. The most highly used strategy employed by EFL students is “feedback” with the mean score (M=4.21). It showed that the EFL students prefer to learn with someone who can give feedback or correction while learning is taking place. It was supported by Eckstein (2007) in his term of “feedback” is a function of an interlocutor’s ability to understand and cognitively process the pronunciation of a speaker.

## **B. Discussions**

This section presents the discussion of the result of data analysis. It aims at describing what strategies that EFL students used in pronouncing fricative sounds and the most frequently strategy used by the EFL students. The researcher presents some interpretation of findings in order to explain them in details as follow.



## 1. Pronunciation learning strategies used by all EFL students

### a. Input

According to Eckstein (2007), input means any stimulus whereby learners encounter language. In this research, the researcher gave some questionnaires which include in input strategy, those are:

**Item 1** *“I use English media such as youtube to enhance my pronunciation in fricative sounds”*. This item was included in pronunciation learning strategies, as *“putting self in proximal point for hearing L2 language pronunciation: TV, Movies, Radio, etc”*. Doing this strategy, the students get a chance to improve their pronunciation perception because such media is the way to gain which simulate the actual world of native speakers.

**Item 4** *“When I am listening fricative sounds that are produced by someone in speaking English, I repeat their words silently”*. Based on the item above, its strategy was included as *“active listening and representing sounds in memory”*. This strategy gives facilitate feedback an integral part of the pronunciation learning process. Indirectly, the students who always do this strategy will get input and practice in a time. input is for the words that students hear the word and representing sound means that students keep what words heard in their memory. Doing this strategy can make the students be familiar with what the word they heard.

**Item 12** *“When I am seeing someone who speaks English, I concentrate on their mouth movements in producing fricative*

*sounds*". Its strategy was included in input as "*focusing on articulatory gestures of others*" It shows that the students are visual learner because they notice the mouth movements of speaker and they easy to understand if they are seeing and hearing the speaker in a time. it relates with what Oxford 2003 stated that sensory preferences refer to the physical, perceptual learning channels which make the student is the most comfortable. Visual students like to read and obtain a great deal from visual stimulation.

#### **b. Practice**

Practicing means the act of producing sounds either in isolation or in communicative contexts (Eckstein, 2007). In this research, the researcher gave some questionnaires which include in practice strategy, those are:

**Item 4** "*When I am listening fricative sounds that are produced by someone in speaking English, I repeat their words silently*". Based on the item above, its strategy was included in practice as "*imitating and/or mimicry of native speakers*". This strategy gives facilitate feedback an integral part of the pronunciation learning process. The words of " I repeat their words silently" means the students imitate what the sounds they heard. Indirectly, the students who always do this strategy will get input and practice in a time. input is for the words that they hear and for the practicing the students repeat the words. Doing this strategy can make the students outcomes be better because

the more practice the students the more familiarity the students with the words.

**Item 6** *“I memorise the pronunciation of fricative sounds by writing its phonetic transcription in Indonesia”*. This strategy was included in practice strategy as *“memorising the pronunciation of words”*. This means the students use another ways to memorize pronunciation fricative sounds. However, English is as foreign language for students in Indonesia. Students write transcription of word into Indonesian language. Therefore, students are able to memorize the fricative sounds easily.

**Item 7** *“I remember the keyword method of fricative sounds that can be easier for me to guess the sounds”*. This item was included in practice strategy as *“memorising the pronunciation of words”*. This means the students have their own technique to tackle down a difficult sound. In some words of fricative sounds, the students can notice the sounds by seeing the keyword. For example the word “she” can be notice the keyword “**she**” and think can be notice the keyword “**think**”. By remembering the keyword, students know that there is a way to guess the pronunciation of fricative sounds.

**Item 10** *“I memorise fricative sounds that are difficult for me to produce”*. This strategy was included in practice strategy as *“memorising the pronunciation of words”*. In general, students who always memorise the difficult sounds so that, indirectly they repeat the sounds well. This case make the students be familiar with the words.

Thus, it makes the sounds easier to produce because the more they practice the sounds, the easiest they produce the sounds.

**Item 13** *“To improve my pronunciation in fricative sounds, I repeat the word of fricative sounds of audio loudly until I felt similar enough with the words”*. This strategy was included in practice strategy as *“repeating after tapes in a language laboratory and imitating and/or mimicry of native speaker”*. Based on findings, a number of students did auditory representation of a word by sound the word until they easy to pronounce it and be familiar with.

**Item 14** *“When I am working on my English, I try to speak like an English speaker by applying the rule of fricative sounds”*. This strategy was included in practice strategy as *“imitating and/or mimicry of native speakers”* it means the students try to apply the rules or the theory what they learned by producing the sounds like an English speaker in communication.

**Item 17** *“when I am working on my English, I adjust the muscles in my face for fricative sounds, like opening my mouth wide in front of mirror”*. This strategy was include in practice strategy as *“helping facial muscles become accustomed to accomodating L2 pronunciation”*. This strategy also can be said as concrete experience. Concrete experience means the students do an activity such produce the sounds by seeing them selves in the mirror.

### c. Noticing

Noticing means to take note both intentionally and unintentionally of the rules and patterns of language (Eckstein, 2007). Taking note in intentionally and unintentionally means the students use their five sense to sign what the students get directly and indirectly. Noticing also can be said as reflective observation. Reflective observation mean reflecting on performance in the activity, considering successes and failures. In this research, the researcher gave some questionnaires which include in noticing strategy, those are:

**Item 3** *“When I am listening someone who speaks English, I can notice when they make mistakes on fricative sounds”*. This strategy was included in noticing strategy as *“listening carefully to errors made by native speakers to infer key sounds or structures”*. In this strategy the students use one sense such as ear in listening the sounds to notice the mistake which is made by the speaker. Usually, the students who use this strategy is auditory learners because they listen and notice the speaker directly, so they can indicate few mistakes of speaker.

**Item 5** *“I am difficult in pronouncing fricative sounds that does not exist in Indonesia”*. This strategy was included in noticing strategy as *“noticing the intricate differences between L1 and L2 pronunciation”*. There were fricative sounds that not exist in Indonesia that can make the EFL students difficult in pronouncing the sounds. such as the sound [ð] is English consonantal sound that does not exist in Indonesian phonetic system. It can make the the students error in

pronouncing it. As Tiono (2008) in his research, he stated that there were some students replace of [ð] with [d] sound.

**Item 8** *“To Improve my English pronunciation in fricative sounds, I compare the similar sounds that can produce the different meaning”*. Its strategy was included in noticing as *“acquiring a general knowledge of phonetic”*. It means the students identify the sounds and compare that every single word can produce the different meaning.

**Item 12** *“When I am seeing someone who speaks English, I concentrate on their mouth movements in producing fricative sounds”*. Its strategy was included in noticing as *“focusing on articulatory gestures of others”* It shows that the students are visual learner because they notice the mouth movements of speaker and they easy to understand if they are seeing and hearing the speaker in a time. it relates with what Oxford 2003 stated that sensory preferences refer to the physical, perceptual learning channels which make the student is the most comfortable. Visual students like to read and obtain a great deal from visual stimulation.

#### **d. Feedback**

According to Eckstein (2007), feedback means a function of an interlocutor's ability to understand and cognitively process the pronunciation of a speaker. In this research, the researcher gave some questionnaires which include in feedback strategy, those are:

**Item 9** “*When I do not know how to pronounce fricative sounds, I ask for help*”. Its strategy was included in feedback as “*asking for help*”. The students prefer to ask anyone that can give more information about what they need in pronouncing fricative sounds.

**Item 15** “*When I am practicing pronunciation of fricative sounds, I ask my friends to correct my pronunciation*”. Its strategy was included in feedback as “*cooperating with peers*”. It means the students need to make sure their pronunciation of fricative sounds by asking their friends.

**Item 20** “*When I do not know how to pronounce fricative sounds, I look up the word of phonetic transcription in a dictionary*” Its strategy was included in feedback as “*using phonetic symbols and transcriptions*”. It means the students attempt to use another target language reference such as dictionary and they do not only hope the teacher to give more information.

#### e. **Hyphothesis Forming**

According to Ecksteain (2007), hyphotesis forming is The mental process that attempts to bridge the gap between actual pronunciation and target pronunciation based on feedback from others or learner-noticed discrepancies. In this research, the researcher gave some questionnaires which include in hyphotesis forming strategy, those are:

**Item 2** “*When I find fricative sounds that I do not know how to pronounce it in English, I am going to guess the pronunciation*”. Its strategy was included in hypothesis forming as “*finding out about the target language pronunciation*”. Guessing the pronunciation of words may lead the students to mistakenly pronounce words because they do not rely on a right basis in pronouncing these words.

**Item 11** “*when I found myself of making error in fricative sounds, I correct the sound directly*”. Its strategy was included in hypothesis forming as “*self correcting*”. Self correcting means when learner correct themselves instead of a teacher doing it.

**Item 16** “*to improve my pronunciation in fricative sounds, I try to find as many different ways of practicing my pronunciation as I can*”. Its strategy was included in hypothesis forming as “*finding out the target language pronunciation*”. It proved that the students have effort to find as many ways to make the pronunciation be better by looking for another sources.

**Item 18** “*I am looking for the way how the fricative sounds are produced*”. Its strategy was included in hypothesis forming as “*finding out the target language pronunciation*”. The words “*how the fricative sounds are produced*” is related to manner of articulation. Manner of articulation describe how the tongue, lips and other speech organs are involved in making the sounds (Ampa, 2014). It means the students try to find what articulatory gestures used in producing the fricative sounds.



**Item 19** *“To improve my pronunciation in fricative sound, I read the theory in the book or other reference materials about how to pronounce fricative sounds”*. Its strategy was included in hypothesis forming as *“finding out the target language pronunciation”*. This strategy also include as abstract conceptualization. Abstract conceptualization mean apply the theory to the experience of doing the activity (Eckstein, 2007). One way to apply theory is by reading a book that relate with what the students need. It shows that some of students attempt to find another target language references which can enhance their information about fricative sounds.

## **2. The Most Frequently Strategy Used by EFL Students**

Relating to the findings above, the data analysis indicated that feedback (M=4.21) strategy was the first rank in all strategies used by EFL students. According to Eckstein (2007), Feedback means a function of an interlocutor’s ability to understand and cognitively process the pronunciation of a speaker. Interlocutor’s ability means friends or teacher who can give more understanding to the students while learning pronunciation is taking place.

Feedback also indicate as reflection on observation. It means reviewing and reflecting on the experience of the students. Reflection on observation is processing information of students look for meaning or understanding of the information presented. Provide opportunities to the students to reflect process the material in colaboration, discussion or

conversation activities. In feedback strategy, the reseacher put three items, those are:

**Table 4.3** Feedback strategy

<b>No. Item</b>	<b>Description of Item</b>	<b>Pronunciation Learning Strategies</b>
9	When I don't know how to pronounce fricative sounds, I ask for help.	asking for help
15	When I am practicing pronunciation of fricative sounds, I ask my friends to correct my pronunciation.	Cooperating with peers
20	When I don't know how to pronounce fricative sounds, I look up the word of phonetic trancription in a dictionary.	using phonetic symbols and transcriptions

Those three items are the most strategy used by EFL learners. It can be seen on the table of “result of all items” (see on appendices) that from the three items, item 20 (*When I do not know how to pronounce fricative sounds, I look up the word of phonetic trancription in a dictionary*) is the most frequently chose by the all students with the mean score 4.5. while item 9 (*When I don't know how to pronounce fricative sounds, I ask for help*) is the second rank with the mean score 4.22. the third is item 15 (*When I am practicing pronunciation of fricative sounds, I ask my friends to correct my pronunciation*) with the mean score 4.

It proved that students at Muhammadiyah university of Makassar have “high level” in using pronunciation learning strategy particularly feedback strategy.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first deal with the conclusion of the research findings, and the second part deals with the suggestion.

#### **A. Conclusion**

Based on the finding and discusion in the previous chapter, this research is showed the pronunciation learning strategies used by EFL students at Muhammadiyah University of Makassar. This research also proved what the most strategy used by EFL students in pronouncing fricative sounds.

##### **1. Pronunciation Learning Strategies used by EFL students**

The finding in this research showed that in pronunciation learning strategies of the EFL students as the subject usually used or in high level with the mean score 3.68. The strategies used by EFL students are input strategy ( $M=3.63$ ). Input strategy means the students only receive the information such as listening and watching. The second is practice strategy ( $M=3.67$ ). practice mean the students do an activity reading aloud, practice sounds loudly or silently and memorizing the word. The third is notice strategy ( $M=3.54$ ). Notice mean the students sign performance of speaker,

notice the the strategy of pronunciation of speaker, and distinguish the error of speaker. The fourth is feedback strategy ( $M=4.21$ ). feedback strategy means the students involve their friends or teacher to make the students more understand in pronouncing fricative sounds. the last is hypothesis forming strategy ( $M=3.36$ ). Hypothesis forming means the students apply the theory to the experience of students in doing the activity.

## 2. The most frequently strategy used by EFL students

Based on the findings in the previous chapter, it can be proved that the most frequently strategy used by EFL students is feedback strategy ( $M=4.21$ ). It showed that the students involved another people in their learning such us discussion activity or asking the others to get more knowledge about fricative sounds.

## **B. Suggestion**

The researcher divided suggestion in three parts which are addressed for the educators especially English education teachers and lectures, for the students especially EFL (English Foreign Language) students and for the next similar researchers.

### 1. For the Educators

Educators, specifically the teachers and lecturers of English education should facilitate, guide and help students in learning pronunciation particularly in fricative sounds. As the finding that most of the students choose feedback strategy. It means the need others involved in their learning activities.

2. For the Students

Students, specifically the EFL (English Foreign Language) students might explore new strategies on pronunciation learning and try to apply another strategies in case they are using different strategies to know what kind of strategies fit them best.

3. For the Next Researcher

For the next similar research this research is expected to be useful as information source.

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**A  
P  
P  
E  
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**SCORE OF ALL ITEMS**

NO.	NAME	QUESTIONNAIRE ITEMS																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	NA	3	5	3	3	3	4	5	5	5	4	2	3	4	4	5	4	3	3	2	5
2	CDF	1	1	4	4	1	5	4	4	1	3	1	5	1	3	3	1	1	1	3	5
3	RYP	3	3	3	5	3	3	4	5	4	3	3	5	5	5	3	4	5	4	4	5
4	DMA	4	2	3	5	3	3	4	5	4	3	3	5	5	5	3	4	5	4	4	5
5	AP	4	4	3	3	3	5	5	4	2	5	2	5	5	4	2	3	3	2	4	3
6	K	3	5	3	3	3	4	5	5	5	4	2	3	4	4	5	4	3	3	2	5
7	N	3	3	3	1	4	4	5	5	5	4	2	3	4	4	5	4	3	3	2	5
8	NH	5	5	3	3	3	3	4	3	3	4	1	5	5	3	3	4	1	3	5	5
9	NI	4	4	3	3	3	4	3	4	5	5	3	4	5	4	3	3	3	5	5	5
10	AK	3	3	3	4	4	4	3	3	4	3	3	4	4	4	3	3	4	4	3	4
11	NAA	1	3	3	5	4	3	5	3	5	3	2	4	5	3	4	3	2	5	3	4
12	AMM	3	4	5	4	4	2	3	2	3	2	3	5	5	5	4	4	4	3	4	5
13	AR	1	3	3	3	5	5	5	5	4	3	3	4	4	4	4	5	4	4	5	4
14	ES	3	3	1	5	1	2	5	2	4	1	2	5	4	5	5	5	3	5	5	5
15	SDF	3	4	3	5	3	4	3	5	5	4	2	3	4	4	5	4	3	3	3	5
16	DCS	5	3	3	4	4	3	4	5	5	4	1	3	4	5	5	4	5	3	3	5
17	S	5	3	3	5	4	3	4	4	5	3	2	4	4	5	5	5	5	4	5	5
18	AA	4	3	1	5	3	3	5	5	5	5	1	4	3	5	3	4	2	2	5	5
19	KA	3	4	2	5	5	5	3	3	5	5	2	5	4	3	5	5	3	4	3	5
20	ANB	4	3	3	2	3	5	4	3	5	3	2	5	4	2	5	3	3	4	5	5
21	AZ	4	3	2	3	5	3	3	2	5	4	1	3	3	3	5	3	3	3	4	2

22	RA	4	3	3	3	4	4	4	4	4	3	2	1	3	4	3	4	3	2	2	4
23	NS	2	4	3	2	3	3	5	3	5	4	3	2	4	3	3	4	3	3	5	3
24	PYA	4	4	2	2	3	4	3	4	4	2	2	3	4	5	2	2	2	4	4	5
25	AR	3	3	2	3	2	4	4	4	3	3	2	3	3	2	4	4	3	3	4	5
26	NA	3	4	2	3	3	2	4	3	2	3	2	4	2	5	2	3	2	3	3	3
27	NHZ	3	4	4	4	3	3	4	4	5	4	3	5	5	1	5	3	3	3	4	5
28	HD	4	3	3	4	3	4	5	3	5	4	3	2	3	3	4	5	2	3	4	4
29	AC	4	3	3	4	5	5	5	4	5	5	1	5	5	5	4	5	5	5	5	5
30	I	4	5	1	5	4	3	3	4	3	2	5	3	3	3	5	3	3	4	5	4
31	NJ	4	5	1	5	1	4	5	4	4	3	1	4	3	1	5	3	3	3	5	5
32	NU	3	3	2	3	3	4	2	4	5	3	4	5	5	4	4	3	5	2	2	3
33	B	3	4	5	3	3	4	2	4	5	3	4	5	3	4	3	3	2	3	4	5
34	N	4	2	2	3	5	5	5	3	5	4	1	5	3	4	5	5	3	5	5	5
35	WNS	2	3	4	5	5	4	4	3	4	4	3	4	3	4	5	4	3	3	4	4
36	RMR	3	5	2	5	5	4	4	5	2	3	2	5	3	4	3	4	4	5	5	5
37	AAR	4	3	4	3	4	2	2	4	5	3	1	3	5	5	5	4	2	3	4	5
38	AN	3	4	5	5	1	3	3	3	5	4	5	3	3	4	5	3	1	2	4	3
39	PI	3	4	4	4	5	5	5	5	4	3	1	2	4	4	3	2	5	5	4	5
40	SNA	3	3	4	3	4	5	4	5	5	3	4	5	3	5	5	3	3	4	3	5
<b>mean score</b>		3.3	3.5	2.9	3.72	3.42	3.72	3.97	3.87	4.22	3.45	2.3	3.9	3.82	3.85	4	3.65	3.12	3.42	3.87	4.5
<b>Rank Item</b>		17	16	18	10	14	11	4	6	2	13	19	5	9	8	3	12	20	15	7	1

## EFL STUDENTS' LEARNING STRATEGIES

1	A	B	C	D	E
Nursyahreni A.	3	3	3	5	5
	3	4	3	5	2
	3	5	5	5	4
		4	3		3
		4			2
		4			
		3			
<b>Mean score</b>	<b>3</b>	<b>3.86</b>	<b>3.5</b>	<b>5</b>	<b>3.2</b>
	<b>3.71</b>				

2	A	B	C	D	E
Citra Dian F.	1	4	4	1	1
	4	5	1	3	1
	5	4	4	5	1
		3	5		1
		1			3
		3			
		1			
<b>Mean Score</b>	<b>3.33</b>	<b>3</b>	<b>3.5</b>	<b>3</b>	<b>1.4</b>
	<b>2.85</b>				

3	A	B	C	D	E
Reski Yuni F.	3	5	3	4	3
	5	3	3	3	3
	5	4	5	5	4
		3	5		4
		5			4
		5			
		5			
<b>Mean Score</b>	<b>4.33</b>	<b>4.29</b>	<b>4</b>	<b>4</b>	<b>3.6</b>
	<b>4.04</b>				

4	A	B	C	D	E
Desi Marianda A.	4	5	3	4	2
	5	3	3	3	3
	5	4	5	5	4
		3	5		4
		5			4
		5			
		5			
<b>Mean Score</b>	<b>4.67</b>	<b>4.29</b>	<b>4</b>	<b>4</b>	<b>3.4</b>
	<b>4.07</b>				

5	A	B	C	D	E
Ayu Purnamasari	4	3	3	2	4
	3	5	3	2	2
	5	5	4	3	3
		5	5		2
		5			4
		4			
		3			
<b>Mean Score</b>	<b>4</b>	<b>4.29</b>	<b>3.75</b>	<b>2.33</b>	<b>3</b>
	<b>3.47</b>				

6	A	B	C	D	E
Kurniati	3	3	3	5	5
	3	4	3	5	2
	3	5	5	5	4
		4	3		3
		4			2
		4			
		3			
<b>Mean Score</b>	<b>3</b>	<b>3.89</b>	<b>3.5</b>	<b>5</b>	<b>3.2</b>
	<b>3.72</b>				

7	A	B	C	D	E
Nurhidayah	3	1	3	5	3
	1	4	4	5	2
	3	5	5	5	4
		4	3		3
		4			2
		4			
		3			
<b>Mean Score</b>	<b>2.33</b>	<b>3.57</b>	<b>3.75</b>	<b>5</b>	<b>3</b>
	<b>3.53</b>				

8	A	B	C	D	E
Nurul Hidayati	5	3	3	3	5
	3	3	3	3	1
	5	4	3	5	4
		4	5		3
		5			5
		3			
		1			
<b>Mean Score</b>	<b>4.3</b>	<b>3.28</b>	<b>3.5</b>	<b>3.6</b>	<b>3.6</b>
	<b>3.66</b>				

9	A	B	C	D	E
Nurhikmah Ismail	4	3	3	5	4
	3	4	3	3	3
	4	3	4	5	3
		5	4		5
		5			5
		4			
		3			
<b>Mean Score</b>	<b>3.67</b>	<b>3.87</b>	<b>3.5</b>	<b>4.33</b>	<b>4</b>
	<b>3.87</b>				

10	A	B	C	D	E
A. Khaerunnisa	3	4	3	4	3
	4	4	4	3	3
	4	3	3	4	3
		3	4		4
		4			3
		4			
		4			
<b>Mean Score</b>	<b>3.67</b>	<b>3.57</b>	<b>3.5</b>	<b>3.67</b>	<b>3.2</b>
	<b>3.52</b>				

11	A	B	C	D	E
Nur Aini Anisa	1	5	3	5	3
	3	3	4	4	2
	4	5	3	4	3
		3	4		5
		5			3
		3			
		2			
<b>Mean Score</b>	<b>2.67</b>	<b>3.71</b>	<b>3.5</b>	<b>4.33</b>	<b>3.2</b>
	<b>3.48</b>				

12	A	B	C	D	E
Atwhun M. M.	3	4	5	3	4
	4	2	4	4	3
	5	3	2	5	4
		2	5		3
		5			4
		5			
		4			
<b>Mean Score4</b>	<b>4</b>	<b>3.57</b>	<b>4</b>	<b>4</b>	<b>3.6</b>
	<b>3.83</b>				

13	A	B	C	D	E
Abdul Rahman	1	3	3	4	3
	3	5	5	4	3
	4	5	5	4	5
		3	4		4
		4			5
		4			
		4			
<b>Mean Score</b>	<b>2.67</b>	<b>4</b>	<b>4.25</b>	<b>4</b>	<b>4</b>
	<b>3.78</b>				

14	A	B	C	D	E
Ega Safira	3	5	1	4	3
	5	2	1	5	2
	5	5	2	5	5
		1	5		5
		4			5
		5			
		3			
<b>Mean Score</b>	<b>4.33</b>	<b>3.57</b>	<b>2.25</b>	<b>4.67</b>	<b>4</b>
	<b>3.76</b>				

15	A	B	C	D	E
Sri Dewi F.	3	5	3	5	4
	5	4	3	5	2
	3	3	5	5	4
		4	3		3
		4			3
		4			
		3			
<b>Mean Score</b>	<b>3.67</b>	<b>3.88</b>	<b>3.5</b>	<b>5</b>	<b>3.2</b>
	<b>3.85</b>				

16	A	B	C	D	E
Dwi Cylia S.	5	4	3	5	3
	4	3	4	5	1
	3	4	5	5	4
		4	3		3
		4			3
		5			
		5			
<b>mean Score</b>	<b>4</b>	<b>4.14</b>	<b>3.75</b>	<b>5</b>	<b>2.8</b>
	<b>3.93</b>				

17	A	B	C	D	E
Suriani	5	5	3	5	3
	5	3	4	5	2
	4	4	4	5	5
		3	4		4
		4			5
		5			
		5			
<b>Mean Score</b>	<b>4.67</b>	<b>4.14</b>	<b>3.75</b>	<b>5</b>	<b>3.8</b>
	<b>4.27</b>				

18	A	B	C	D	E
Aslin A.	4	5	1	5	3
	5	3	3	3	1
	4	5	5	5	4
		5	4		2
		3			5
		5			
		2			
<b>Mean Score</b>	<b>4.33</b>	<b>4</b>	<b>3.75</b>	<b>4.33</b>	<b>3</b>
	<b>3.88</b>				

19	A	B	C	D	E
Kiki Andriani	3	5	2	5	4
	5	5	5	5	2
	5	3	3	5	5
		5	5		4
		4			3
		3			
		3			
<b>Mean Score</b>	<b>4.33</b>	<b>4</b>	<b>3.75</b>	<b>5</b>	<b>3.6</b>
	<b>4.13</b>				

20	A	B	C	D	E
Andi Nirwana B.	4	2	3	5	3
	2	5	3	5	2
	5	4	3	5	3
		3	5		4
		4			5
		2			
		3			
<b>Mean Score</b>	<b>3.67</b>	<b>3.28</b>	<b>3.5</b>	<b>5</b>	<b>3.4</b>
	<b>3.77</b>				

21	A	B	C	D	E
Aulia Zamzani	4	3	2	5	3
	3	3	5	5	1
	3	3	2	2	3
		4	3		3
		3			4
		3			
		3			
<b>Mean Score</b>	<b>3.33</b>	<b>3.14</b>	<b>3</b>	<b>4</b>	<b>2.8</b>
	<b>3.25</b>				

22	A	B	C	D	E
Ranti Audia	4	3	3	4	3
	3	4	4	3	2
	1	4	4	4	4
		3	1		2
		3			2
		4			
		3			
<b>Mean Score</b>	<b>2.67</b>	<b>3.43</b>	<b>3</b>	<b>3.67</b>	<b>2.6</b>
	<b>3.12</b>				

23	A	B	C	D	E
Nur Shafika	2	2	3	5	4
	2	3	3	3	3
	2	5	3	3	4
		4	2		3
		4			5
		3			
		3			
<b>Mean Score</b>	<b>2</b>	<b>3.43</b>	<b>2.75</b>	<b>3.67</b>	<b>3.8</b>
	<b>3.13</b>				

24	A	B	C	D	E
Putri Yulia A.	4	2	2	4	4
	2	4	3	2	2
	3	3	4	5	2
		2	3		4
		4			4
		5			
		2			
<b>Mean Score</b>	<b>3</b>	<b>3.14</b>	<b>3</b>	<b>3.67</b>	<b>3.2</b>
	<b>3.20</b>				

25	A	B	C	D	E
Aisyah Rifanti	3	3	2	3	3
	3	4	2	4	2
	3	4	4	5	4
		3	3		3
		3			4
		2			
		3			
<b>Mean Score</b>	<b>3</b>	<b>3.14</b>	<b>2.75</b>	<b>4</b>	<b>3.2</b>
	<b>3.21</b>				

26	A	B	C	D	E
Nurul Annisa	3	3	2	2	4
	3	2	3	2	2
	4	4	3	3	3
		3	4		3
		5			3
		2			
		2			
<b>Mean Score</b>	<b>3.33</b>	<b>3</b>	<b>3</b>	<b>2.3</b>	<b>3</b>
	<b>2.92</b>				

27	A	B	C	D	E
Nur Hikma Z.	3	4	4	5	4
	4	3	3	5	3
	5	4	4	5	3
		4	5		3
		5			4
		1			
		3			
<b>Mean Score</b>	<b>4</b>	<b>3.43</b>	<b>4</b>	<b>5</b>	<b>3.4</b>
	<b>3.95</b>				

28	A	B	C	D	E
Hasrawati Dewi	4	4	3	5	3
	4	4	3	4	3
	2	5	3	4	5
		4	2		3
		3			4
		3			
		2			
<b>Mean Score</b>	<b>3.33</b>	<b>3.57</b>	<b>2.75</b>	<b>4.33</b>	<b>3.6</b>
	<b>2.91</b>				

29	A	B	C	D	E
Ayu Candrayani	4	4	3	5	3
	4	5	5	4	1
	5	5	4	5	5
		5	5		5
		5			5
		5			
		5			
<b>Mean Score</b>	<b>4.33</b>	<b>4.86</b>	<b>4.25</b>	<b>4.67</b>	<b>3.8</b>
	<b>4.38</b>				

30	A	B	C	D	E
Istikhama	4	5	1	3	5
	5	3	4	5	5
	3	3	4	4	3
		2	3		4
		3			5
		3			
		3			
<b>Mean Score</b>	<b>4</b>	<b>3.14</b>	<b>3</b>	<b>4</b>	<b>4.4</b>
	<b>3.70</b>				

31	A	B	C	D	E
Nur Jannah	4	5	1	4	5
	5	4	1	5	1
	4	5	4	5	3
		3	4		3
		3			5
		1			
		3			
<b>Mean Score</b>	<b>4.33</b>	<b>3.44</b>	<b>2.5</b>	<b>4.67</b>	<b>3.4</b>
	<b>3.67</b>				

32	A	B	C	D	E
Nurul Ulfah	3	3	2	5	3
	3	4	3	4	4
	5	2	4	3	3
		3	5		2
		5			2
		4			
		5			
<b>Mean Score</b>	<b>3.67</b>	<b>3.71</b>	<b>3.5</b>	<b>4</b>	<b>2.8</b>
	<b>3.54</b>				

33	A	B	C	D	E
Bungsuwati	3	3	5	5	4
	4	4	3	3	4
	5	2	4	5	3
		3	5		3
		3			4
		4			
		2			
<b>Mean Score</b>	<b>4</b>	<b>3</b>	<b>4.25</b>	<b>4.33</b>	<b>3.6</b>
	<b>3.84</b>				

34	A	B	C	D	E
Nurdayanti	4	3	2	5	2
	3	5	5	5	1
	5	5	3	5	5
		4	5		5
		3			5
		4			
		3			
<b>Mean Score</b>	<b>4</b>	<b>3.86</b>	<b>3.75</b>	<b>5</b>	<b>3.6</b>
	<b>4.04</b>				

35	A	B	C	D	E
Widya Nirmala S.	2	5	4	4	3
	5	4	5	5	3
	4	4	3	4	4
		4	4		3
		3			4
		4			
		3			
<b>Mean Score</b>	<b>3.67</b>	<b>3.86</b>	<b>4</b>	<b>4.33</b>	<b>3.4</b>
	<b>3.85</b>				

36	A	B	C	D	E
Rifda Mufida R.	3	5	2	2	5
	5	4	5	3	2
	5	4	5	5	4
		3	5		5
		3			5
		4			
		4			
<b>Mean Score</b>	<b>4.33</b>	<b>3.86</b>	<b>4.25</b>	<b>3.33</b>	<b>4.2</b>
	<b>3.99</b>				

37	A	B	C	D	E
Alya Amanda R.	4	3	4	2	3
	3	2	4	5	1
	3	2	4	5	4
		3	3		3
		5			4
		5			
		2			
<b>Mean Score</b>	<b>3.33</b>	<b>3.14</b>	<b>3.75</b>	<b>4</b>	<b>3</b>
	<b>3.44</b>				

38	A	B	C	D	E
Anisma Nensi	3	5	5	5	4
	5	3	1	5	5
	3	3	3	3	3
		4	3		2
		3			4
		4			
		1			
<b>Mean Score</b>	<b>3.67</b>	<b>3.29</b>	<b>3</b>	<b>4.33</b>	<b>3.6</b>
	<b>3.58</b>				

39	A	B	C	D	E
Putri Indiyani	3	4	4	4	4
	4	5	5	3	1
	2	5	5	5	2
		3	2		5
		4			4
		4			
		5			
<b>Mean Score</b>	<b>3</b>	<b>4.29</b>	<b>4</b>	<b>4</b>	<b>3.2</b>
	<b>3.69</b>				

40	A	B	C	D	E
Shilsila N. A.	3	3	4	5	3
	3	5	4	5	4
	5	4	5	5	3
		3	5		4
		3			3
		5			
		3			
<b>Mean Score</b>	<b>3.67</b>	<b>3.71</b>	<b>4.5</b>	<b>5</b>	<b>3.4</b>
	<b>4.06</b>				



Name/NIM :

Class :

**Directions:**

1. Read the following questionnaires carefully
2. Please fill in the following questionnaires on the basis of the facts of your strategies in learning fricative sounds by giving sign (✓) for each item.

**Note:** Fricative are consonants that are formed by impeding the flow of air somewhere in the vocal tract, so that a friction sound is produced. **The examples of fricative sounds [f] Fat, [v] Vat [θ] Thin [ð] Those [s] Sing [z] Zip [ʃ] Ship [ʒ] Azure [h] Hat**

**Students' Pronunciation Learning Strategies Questionnaire**

Items	Always	Usually	Sometimes	Rarely	Never
1. I use English media such as youtube to enhance my pronunciation in fricative sounds.					
2. When I find fricative sounds that I don't know how to pronounce it in English, I am going to guess the pronunciation.					
3. When I am seeing someone who speaks English, I can notice when they make mistakes on fricative sounds.					
4. When I am listening fricative sounds that are					

produced by someone in speaking English, I repeat their words silently.					
5. I am difficult in pronouncing fricative sounds that does not exist in Indonesia.					
6. I memorise the pronunciation of fricative sounds by writing its phonetic transcription in Indonesia.					
7. I remember the keyword method of fricative sounds that can be easier for me to guess the sounds.					
8. To Improve my English pronunciation in fricative sounds, I compare the similar sounds that can produce the different meaning.					
9. When I don't know how to pronounce fricative sounds, I ask for help					
10. I memorise fricative sounds that are difficult for to produce.					
11. When I found myself of making error in fricative					

sound, I correct the sound directly.					
12. When I am seeing someone who speaks English, I concentrate on their mouth movements in producing fricative sounds.					
13. To improve my pronunciation in fricative sounds, I repeat the word of fricative sounds of audio loudly until I felt similar enough with the words. .					
14. When I am working on my English, I try to speak like an English speaker by applying the rule of fricative sounds.					
15. When I am practicing pronunciation of fricative sounds, I ask my friends to correct my pronunciation.					
16. To improve my English pronunciation in fricative sounds, I try to find as many different ways of practicing my pronunciation as I can.					
17. When I am working on my English, I adjust the					

<p>muscles in my face for fricative sounds like opening my mouth wide in front of mirror.</p>					
<p>18. I am looking for the way how the fricative sounds are produced.</p>					
<p>19. To improve my pronunciation in fricative sounds, I read the theory in the book or other reference materials about how to pronounce fricative sounds.</p>					
<p>20. When I don't know how to pronounce fricative sounds, I look up the word of phonetic trascription in a dictionary.</p>					

### Items of Pronunciation Learning Strategies

No.	Items	Category
1.	I use English media such as youtube to enhance my pronunciation in fricative sounds.	Input
2.	When I find fricative sounds that I do not know how to pronounce it in English, I am going to guess the pronunciation.	Hypothesis Forming
3.	When I am listening someone who speaks English, I can notice when they make mistakes on fricative sounds	Noticing
4.	When I am listening fricative sounds that are produced by someone in speaking English, I repeat their words silently.	Input and practice
5.	I am difficult in pronouncing fricative sounds that does not exist in Indonesia.	Noticing
6.	I memorise the pronunciation of fricative sounds by writing its phonetic transcription in Indonesia.	Practice
7.	I remember the keyword method of fricative sounds that can be easier for me to pronounce the sounds.	Practice
8.	To improve my English pronunciation in fricative sounds, I compare the similar words that can produce the different meaning.	Noticing
9.	When I don't know how to pronounce fricative sounds, I ask for help	Feedback
10.	I memorise fricative sounds that are difficult for me to produce.	Practice
11.	When I found myself of making error in fricative sounds, I correct the sound directly.	Hypothesis Forming

12.	When I am seeing to someone who speaks English, I concentrate on their mouth movements in producing fricative sounds.	Input and Noticing
13.	To improve my English pronunciation in fricative sounds, I repeat the word of fricative sounds of audio loudly until I fell similar enough with the words.	practice
14.	When I am working in my English, I try to speak like an English speaker by applying the rule of fricative sounds.	Practice
15.	When I am practicing pronunciation of fricative I ask my friends to correct my pronunciation.	Feedback
16.	To improve my pronunciation in fricative sounds, I try to find as many different ways of practicing my pronunciation as I can.	Hypothesis forming
17.	When I am working on my English , I adjust the muscles in my face for new sounds, like opening my mouth wide in front of mirror	Practice
18.	I am looking for the way how the fricative sounds are produced	Hypothesis forming
19.	To improve my pronunciation in fricative sounds, I read the theory in the book or other reference materials about how to pronounce the fricative sounds.	Hypothesis Forming
20.	When I don't know how to pronounce fricative sounds, I look up the word of phonetic transcription in a dictionary.	Feedback

## DOCUMENTATION

The researcher ask the lecturer to get permission



The EFL students were filling the questionnaire



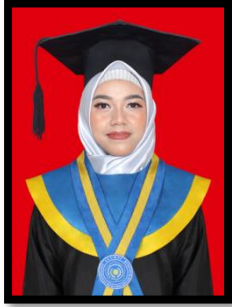
The researcher distributed the questionnaire



The researcher was explaining the object of the research.



## CURRICULUM VITAE



The researcher, **Isnawati** was born on October 15<sup>th</sup>, 1996 in ternate, North Ma luku. She is the first child of two daughter from the marriage of Muhajir and Siti Rukiah. She began her study at SD Inpres Unit XI and graduated in 2008. Then, she continued her education at SMP Negeri Waelo and graduated in 2011. Afterwards, she continued her study at SMK Negeri 1 Namlea and graduated in 2014. All her education finished in Buru island, Ambon Maluku province. In the same year (2014) she was registered as a student of English Education Department of Teacher Training and Education at Muhammadiyah University of Makassar. During her study at university, she joined organization namely Excellent Islamic Generation (EXIT). Moreover, she is also active in many social activities outside the university such as volunteering in social care or teaching in children environment. At the end of her study, she could finish her thesis by the tittle *Investigating the EFL Students' Learning Strategies in Pronouncing Fricative Sounds at Muhammadiyah University of Makassar*.

Email: isnawati.fkipunismuh@gmail.com