ANALYZING STUDENTS' NEEDS AND STUDENTS' STRATEGIES TO IMPROVE THEIR PRONUNCIATION.

(A Descriptive study at the second Semester of English Department Muhammadiyah University of Makassar)

A THESIS

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

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2019**

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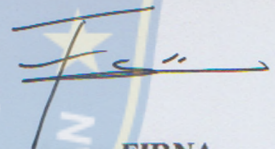
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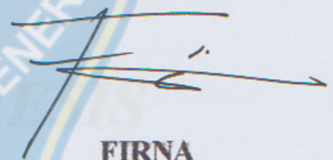
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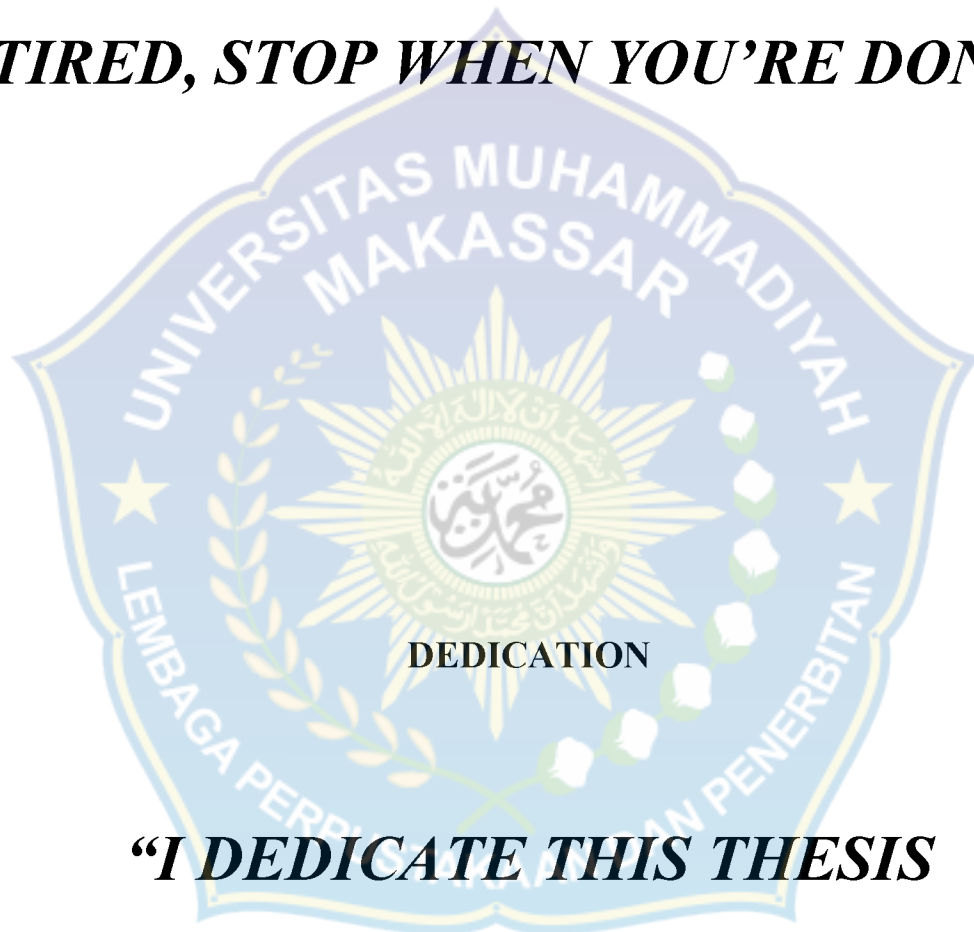Demikian perjanjian ini saya buat dengan penuh kesadaran.

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MOTTO

"DON'T STOP WHEN YOU'RE

TIRED, STOP WHEN YOU'RE DONE"

DEDICATION

"I DEDICATE THIS THESIS

FOR MY BELOVED PARENTS"

ABSTRACT

FIRNA, 2019.ANALYZING STUDENTS' NEEDS AND STUDENTS' STRATEGIES TO IMPROVE THEIR PRONUNCIATION. *(A Descriptive Study at the Second Semester of English Department Muhammadiyah University of Makassar)*. A thesis of English Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervised by **Nunung Anugrawati** and **Farisha Andi Baso.**

This study aimed to: (1) analyze the students' needs to improve their pronunciation, (2) analyze the students'strategies to improve their pronunciation at the Second Semester Students, English Department Muhammadiyah University of Makassar.

This study used Qualitative Descriptive in data collection and the instruments used to collect data were by distributing questionnaires and interviews. Data were collected from the second semester who had studied in thefirst semester at English Education Department. Questionnaires consisted of several parts, first the students' needs to improve their pronunciation and secondly the students' strategies to improve their pronunciation. Interface interview was conducted with 15 students at the second semester English Department Muhammadiyah University of Makassar, where the points in the interview questions in the form of semi-structured interviewed.

Based on the findings shown the results of this study indicated that the students' needs to improve their pronunciation weredigital pronunciation or application, memorizing vocabulary, reading book and listening western song. Then, in terms of students' strategies to improve their pronunciation were practice,listening western song recording, and also watching TV. This finding could be concluded, that students of have several needs to improve their pronunciation and also the students have several strategies that are usedto improve their pronunciation.

Keywords: Pronunciation, Students' Needs, Students' Strategies.

ABSTRAK

FIRNA, 2019.ANALISIS KEBUTUHAN MAHASISWA DAN STRATEGI MAHASISWA DALAM MENINGKATKAN PELAFALAN MEREKA. *(Sebuah Deskriptif Pembelajaran Pada Semester Dua Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassat).* Skripsi Jurusan Pendidikan Bahasa Inggri Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassars. Dibimbing Oleh**Nunung Anugrawati** and **Farisha Andi Baso.**

Penelitian ini bertujuan untuk: (1) Menganalisis kebutuhan mahasiswa untuk meningkatkan pelafalan mereka, (2) Menganalisis strategi mahasiswa untuk meningkatkan pelafalan mereka pada Mahasiswa Semester dua jurusan pendidikan bahasa Inggris, Universitas Muhammadiyah Makassar.

Penelitian ini menggunakan deskriptif kualitatif dalam pengumpulan data dan instrumen yang digunakan untuk mengumpulkan data adalah dengan menyebarkan kuesioner dan wawancara. Data dikumpulkan dari semester dua yang telah dipelajari di semester pertama di Jurusan Pendidikan Bahasa Inggris. Kuisioner terdiri dari beberapa bagian, pertama kebutuhan mahasiswa untuk meningkatkan pelafalan mereka dan kedua strategi mahasiswa untuk meningkatkan pelafalan mereka. Wawancara antarmuka dilakukan dengan 15 mahasiswa di semester dua Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar, di mana poin-poin dalam pertanyaan wawancara dalam bentuk wawancara yang semi struktur.

Berdasarkan temuan, hasil penelitian ini menunjukkan bahwa kebutuhan mahasiswa untuk meningkatkan pelafalan mereka adalah pelafalan digital atau aplikasi, menghafal kosa kata, membaca buku dan juga mahasiswa perlu mendengarkan lagu barat. Kemudian, dalam hal strategi mahasiswa untuk meningkatkan latihan pelafalan mereka, latihan, mendengarkan lagu barat, merekam dan nonton TV. Temuan ini dapat disimpulkan, bahwa mahasiswa memiliki beberapa kebutuhan untuk meningkatkan pelafalan mereka dan juga mereka memiliki beberapa strategi yang digunakan untuk meningkatkan pelafalan mereka.

Kata kunci: Pelafalan, Kebutuhan Mahasiswa, Strategi Mahasiswa.

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Makassar, Agustus 2019

FIRNA

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CHAPTER I

INTRODUCTION

This chapter covered the background, problem statement, the objective of theresearch, the significant of the researh, and the scope of the research.

A. Background

Language is the important tool to communicate with others in human life. By language human beings can take an interaction to each other, they can understand what they said. Language is purely human and non - instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily symbols. Language is use by people to express their thoughts, feelings, ideas, and experiences toward others.

According to Sapir (as cited in Mahmood 2015) "Language is a purely human and non-instinctirve method of communicating ideas, emotions and desires by means of voluntarily produced symbols". Language also plays an important role to convey our ideas towards the subject matter in expressing anything in interaction. In expressing our ideas, there were two ways to express it; those are speaking and written communication. But, in this research the writer focuses attention on the speaking to understand about pronunciation strategis and needs.

According Ur (1996) states that speaking is one of the most important skills.Speaking is the most important lesson that the students should be mastered, but in fact speaking becomes the most difficult lesson to understand by the

students, so that the speaking always becomes passive class in every meeting. There has a problem that happens in doing communication, to convey our ideas in English but, we have not familiar with it. It is not easy, sometimes we can understand what other people said but also we cannot understand. Speaking is an activity where people communicated with other people, at least there have two persons who have involved in this activity as a speaker and as a listener. Speaking ability has describ as the ability to express one self in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently. Speaking is an activity where people can communicated with other people, at least there have two persons who have involved in this activity as a speaker and as a listener.

In speaking we have to understand about word by word what people said, the way to knew word by word named pronunciation.English language in Indonesia as a foreign language, as the foreign language, there have some problems to know about the language. This problem has still encountered by most students who were learn English as a foreign language. In Indonesia, we learn English language from elementary school, junior high school, senior high school until university. Nevertheless, most of the students faced difficulties to express their ideas in English. Such problem has faced not only by the students of elementary, junior high school and senior high school, but also in university.

Pronunciation is an integral part of foreign language learning since it directlied effect learners' communicative competence as well as performanced. Pronunciation, as one of the core components of a language, plays key roles in

language learning and language used. Many students didn't know about what their needs in pronunciation and also not understand what their strategies in pronunciation. English pronunciation has one of the most difficult skills to acquired and learners should spend lots of time to improvetheir pronunciation (Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important featuresof language instruction.

Pronunciation is very important to help the students in speaking. Pronunciation has most important and difficult problem also that non-notive English speakers when have to pace study in English. Pronunciation can lead to negative impression, misunderstanding and inefctive communication. Pronunciation is the way we made soundsof the language how and where we place the stress, and howwe use pitch and intonation to show how we are feeling andwhat we mean(Harmer, 2007).

EFL or English foreign language in comunication learners of pronunciation is the area to shows students' needs and students' strategies with descriptive method. This method used to know about students' needs and students' strategies in English foreign Llnguage. In matter of pronunciation, the researcherhave paid very little attention to foreign language students' own perceptions of their needs and their strategies or what they believe to be the best ways of overcoming communication problems that they attributed to their own production.

In this case, the researcher focused on high education at the Second Semester of English Department Students, Muhammadiyah University of Makassar. The researcher focusedon high education because we know that in elementary school, junior high school and senior high school the students have learned about English as a foreign language and also learnt about English in speaking but not so focused on pronunciation. In muhammadiyah University the students have learnt pronunciation in the first semester, but there were still not understand the importance of pronunciation. The researcher focused on the second semester because the students have their experience in pronunciation subject. In the first semester, the students have learnt about pronunciation, but they not only focused to students' needs and students' strategies on pronuncition.

The students could be focused on pronunciation when gave them a list of questionnaireand some questions in an interview about what are students' needs to improve their pronunciation and what are students' strategies to improve their pronuncition. Based on the previous background, the researcher interested in conducted this research under the titled"*Analyzing Students' Needs and Students' Strategies to Improve Their Pronunciation*".At the Second Semester of English Department Students, Muhammadiyah University of Makassar.

B. Problem statement

Based on the background above, the researcher question formulates as follows:

1. What are the students' needs to improve their pronunciation at the Second Semester of English Department Students, Muhammadiyah University of Makassar?

2. What are the students' strategies to improve their pronunciation at the Second Semester ofEnglish Department Students, Muhammadiyah University of Makassar?

C. The Objective of the Research

Based on the problem statement above, the researcher formulates the objective of the research,those are:

1. To analyze the students' needs to improve their pronunciation at the Second Semester of English Department Students, Muhammadiyah University of Makassar.

2. To analyze the students' strategies to improve their pronunciation at the Second Semester ofEnglish Department Students, Muhammadiyah University of Makassar.

D. The Significance of the Research

The result of the research is expected to be useful for the students, lectures and readers.

1. Students, who are learning English as English Foreign Language to improve their English pronunciation, especially to the Second Semester English Department Students of Muhammadiyah University of Makassar.

2. Lecture, it can give useful contributions to English teachers of English Pronunciation subject to improve students' skill especially in teaching English pronunciation.

3. Readers, who are learning the students' needsand students' strategies to improvig the pronunciation.

E. The Scope of the Research

The scope of EFL in this research was students of English Departmentat Muhammadiyah university of Makassar and the scope of this research was focused on the students' needs and students' strategies to improve their pronunciation at the Second Semester in English Department Students, Muhammadiyah University of Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter begins with some previous related research findings, some partinent ideas, and conceptual framework.

A. Previous Related Findings

Some researchers already conducted their studies on pronunciation technique. Their findings are, firstly, Aufa (2017) Thesis *"Using Movie to Increase Students' Pronunciation"* found that teaching pronunciation through movie can be one of an effective ways toincrease students' pronunciation ability to the second semester of EnglishDepartment. The score of pre-test was 60, while the post-test was 80.

Zuhriany (2018) Thesis *"Students Performance in English Pronunciation"*found that the students' performance in pronuncing English sound correctly was higher rather than incirrectly. It is proven by the perccentage of students. Scores in pronuncing English sounds correctly in the range of 71.6%-85.2%. oreover, for the percentage of students' score in pronuncing English sounds incorrectly was the range of 14.8%-39.4%.Besides, most of them made errors dominantly in pronuncing voiced fricative consonants.

Handayani (2019) Thesis *"Improving Students' Pronunciation Through Communicative Drilling Technique"* found that use communicative drilling technique was effective to improve the students' pronunciation at the second grade of SMP Darul Fallah Unismuh, Makassar. It was proved by the students

mean score improves from pre-test was 55 after applying treatment, the test was higher than mean score of pre-test was 77.11. So, it can concluded that communicative drilling technique can improve students' pronunciation.

There were relation between the previous research and this research. Most of the previous research discussed about pronunciation error that made by students in learning pronunciation. So, based on the previous related findings above, the researcher concluded that pronunciation refers to the way in which we made the sound of words. Some students have problems to know how to pronunce each word in English. English is a foreign language in Indonesia, some students will follow their accent when using English.

B. Some Pertinent Ideas

This part present about some related theories or definition which can support this research, as follows:

1. The Definition of Students' Needs

Crystal (as citied in Supeno 2018)states that focusing on the pronunciation, students will understand how to distinguish via sounds in minimal pairs, both vowels and consonants. (Kellaris as citied in Supeno 2018) states that Music connects the functions of the right and left hemispheres of the brain so that they can work together and makes learning quicker and easier. According to Shodiqin (2014) states that to improving students' pronunciation, the students need reading a book or a text, the text was the transcription of the story based on audio. From the explanation theories above, it can be concluded that to improve

students' pronunciation, the students' need listening music to help their ficusing on pronunciation and also students' need to read a book or a text to improve their pronunciation.

2. The Definition of Students' Strategies

Brown (as citied in Hastuti 2014) defined strategies as specific methods of approaching problems or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.According to Rubin (as citied in Szyszka 2015), a good language students uses a set of effective learning strategies. For example, he practises word pronunciation, tries to seek opportunities to communicate with native speakers, monitors his speech, pays attention to how his speech is received and how good it is according to standards, attempts to maximise intelligibility of speech, and places accurate intonation patterns over individual sounds.Brown (as citied in Szyszka 2015) claims that good pronunciation learners are aware of their aptitude for acquiring pronunciation via sound imitation.

From the explanation theories above, it can be concluded that students' strategies to improve their pronunciation werepractice and listening on Via audio can help the students to improve their pronunciation.

3. The Definition of EFL (English Foreign Language)

Gebhard (2006) EFL can be defined as the study of English by people who lived in places in which English is not used as a means of first language communication. Camenson (2007) who indicates that EFL students may live in a

country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studied, for travelling activities to English-speaking country, or for busines purposes.Harmer (2007) who difines EFL as the teaching of Eglish where the students are studying English in their own country or are engage in short course conduct in English speaking countries such as the United States, Britain, Australia, Canada, Ireland, or New Zealand.

From those theories above, the researcher can be concluded that EFL was the language that used to communicate with each other. English is not used as a first language. Some students learnt about English as their academic study.

4.   The Definition of Pronunciation

Rajadurai (2001) states that teachers can introduced pronunciation into their classes to strengthen the concepts that have been already taught in pronunciation classes, emphasize the concept of pronunciation as an important part of teaching English as a second/foreign language, provide opportunities for students to practice, and give high motivation to students to utilize it outside the classroom.

Haycraft (1970) states that by teaching pronunciation, the teacher gives method of pronunciation and later ask the students to judge every word they say of two differend kinds but almost the same in pronunciation namely, the minimal pairs. The students' task is to judge which one of the teaching of pronunciation through this way enables the students to get the different among several sounds.According to Richard and Schmidt (2002) pronunciation is the way a

certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer.

Harmer (2007) states that Pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean". It can be concluded that pronunciation is the way of speaking of a certain word by considering the symbol use representing difference sound. While teaching English pronunciation is essential for students that it leads them to have good understanding of native speakers and improve their ability to communicate English well.Fraser (2000), teachers should be provided with courses and materials that help them improve their pronunciation instruction. She continue that second language education research should not be concern with the significance of English pronunciation instruction but with the methodology of pronunciation instruction.

From the explanation theories above, it can be concluded that pronunciation was the way ofspeaking of a certain word by considering the symbol used representing difference sound. English pronunciation was essential for students that it leads them to have good understanding of native speakers and improve ability to communicate English well.

5. The Importance of Pronunciation

According to Laide (2018) pronunciation subject of the second semester, English Department Students, Faculty of teacher training and Education, Muhammadiyah University of Makassar, the students learn about vowels, stress, intonation and diphtong. Some students said that they not so focused to learn

about pronunciation because they just want to communicate with each other in English. They think that they can communicate with their family, teacher, friend and the other because they can speak English. Therefore, some of them underestimate it. In fact, pronunciation is very important. For example in English some words have the same sound, if someone pronunce the word "Begin"-"Begin"with relatively no differences in some cases can lead to a misunderstanding. This was an issue that cannot be overlook.

The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm. Unfortunately, pronunciation instruction is sometimes ignored in English language teaching (Gilakjani, 2011)

The way they speak immediately conveys something about themselves to the people in social environment. Students with good pronunciation in English are more likely to be understood and pleasant to listen whereas students whose pronunciation is difficult to understand will not be understood. A survey of student consistently shows that our learners feel the need for pronunciation in class (Willing as citied in Gilakjani 2011).

In addition, good pronunciation will help students to improve their listening skill. As the matter of fact, improving students' pronunciation is one way

to improve their listening. They can understand what people say when they communicate with other.

Based on preview above, it was so obvious why pronunciation was very important to know. Have a good pronunciation made the students have a good value, they could be understand every word when they communicated with other more than they knew.

6. The Indicators of Pronunciation

In pronunciation, have some indicators of pronunciation. According to Djiwandono (as cited in Mantali 2013) there are four indicators on pronunciation

a. Intelligilibity is pronunce of the whole text and its parts are hear clearly or not cousing misunderstanding.

b. Fluency is as a whole of text can be pronunce fluently.

c. Accuracy is words or parts of text are pronunce accurately.

d. Native-like is pronunce of the whole text and its parts are pronunce like native speaker.

From the explenation above, the researcher can be concluded that in pronunce we have to pay attention about indicators of pronunciation.

7. Problems of Pronunciation

English in Indonesia as a foreign language, many students have some problems to learn English specially about English pronunciation. There aree many problems face by students to study pronunciation according to Harmer (2007). They are as follows:

a. What students can hear

Some students have great difficulty hearing pronunciation features whichwe want them to reproduce. Frequently, speakers of different first languages haveproblems 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 nasal cavity).

c. The intonation problem

Some of us or students found it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones.

From the explanation about problem of pronunciation above, the researcher can be concluded that to know about problem of pronunciation, the students have to know about problems to learn English expeciaally in English pronunciation.

8. The Difficulties of Pronunciation

Many students or learners have learn about English from secondary school but they still not understand English well. We cannot developing speaking skill unless we developing listening skill, to have successful conversation students must understand what is said to them such as things conveyed through radio, television, cassette etc. either from the native speakers voice or non native ones. The ability to understand spoken English may become very important. From the explenation above, the researcher can conclution that to have a good ability in

pronunciation the important thing that should be know in pronunciation is English sounds.

The students spoken English or any other spoken language is faced with difficulties. According to Herman (2016) there are five difficulties in pronunciation:

a. It is matter of "ear-training". We must learn to recognize readily and with certainty the various speech sound occurring in the language when we hear them pronunciation. We must, moreover, learn to remember the acoustic qualities of the sound.

b. It concerns with certain characteristics of sound and syllables. We must learn the proper usage and know the necessary details in regard to length, stress and pitch.

c. It is matter gymnastic of the vocal organs. We must learn to make the foreign sounds with our own organs of speech.

d. It is a matter of memorizing. We must learn to use those sounds in their proper places in connected speech. In learning to memorize can be facilitated by the use of Phonetic Transcription.

e. It is a matter of the student's ability to distinguish and to pronounce isolated sounds, and to know the sequence of sounds to use in a given word or sentence, and to know length, stress and pitch.

From explanation above, the researcher can beconcluded that we cannot developing speaking skill expecially in pronunciation unless we developing listening skill. To have successful conversation the students have to understand

what peaple said. Pronunciation was very important to help in communication with each other.

9. The Elements of Pronunciation

Many students could used English or speak with English, but they not understand ebout the elements of pronunciation. Perhaps, they listen and they applied it. Pronunciation refers to the phonology of the language – or the meaningful perception andproduction of the sounds of that language and how they impact on the listener.

According to Herman (2016) there are some elements of Pronunciation.

1. Supra-Segmental Aspects of Pronunciation.

Kelly (2000) states that supra-segmental features, as the name implies, are features of speech which generally apply to groups of segments or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.

a) Linking

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

b) Intonation

The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express

our own thoughts and it enables us to understand those of other. Intonation involves the rising and falling of the voice to various pitch levels during the articulation of utterances.

c) Stress

Stress is actually determined by the amplitude of the vocal cords during the production of speech sounds. When the vocal cords are opened wider the speech sounds will be heard more prominent or louder.

2. Segmental Aspects of Pronunciation.

a) Vowels

Kelly (2000) states that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth.

b) Diphthongs

There are two types of English diphthongs; they are the rising and the centering diphthongs. The rising diphthongs are those ending in high vowels such as / ɪ / and / ʊ /.The English rising diphthongs are / eɪ /, / aɪ /, / ɔɪ /, / aʊ /, and / oʊ /; and the centring diphthongs are those ending in / ə / such as / eə /, / ɪə /, and / ʊə /. The diphthong occurs in initial, medial, and final position.

c) Triphthongs

Triphthong is a typical speech sound produced by a successive combination of three different vowel sounds within a syllable uttered in the same tone unit. The English triphthongs are formed by the addition of

schwa / ə / to the rising diphthongs. Triphthongs consist of five. They are / eɪə / for player [ˈpleɪə r], / aɪə / for iron [aɪən], / ɔɪə / for loyal [ˈlɔɪəl], / aʊə / for hour [aʊə r], and / əʊə / for lower [ˈləʊə r].

d) Consonants

Kelly (2000) states that consonant is formed by interrupting, restricting or diverting the airflow in a variety of ways. Consonants are consists of 24 kinds; [p], [b], [t], [d], [k], [g], [tʃ], [dʒ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [m], [n], [ŋ], [l], [r], [j], [w].

Based on axplanation above the researcher can beconcluded that the elements of pronunciation was very important, if the students to know about the elements of pronunciation, they could be understand how to usedlinking, intonation, stressing in each word.

10. Introduction to Speech Organs

English speech sounds were all produced by air, which comes from thelungs into the throat and then passes through the mouth or the nose. The other organs of speech modify the stream of air in some way in order to produce the sounds. We should study the description of the movement of the speech organs because it may defferentiate one sound from other (Ampa, 2014). In this case, the vibration and the characteristics of the sounds waves were determined by the human vocal organs.

1) Tongue

Tongue is a very important articulator because it can be move into many different shapes, so that it can produce many kinds of sounds in English. Therefore, is is usual to know the different parts of the tongue, even though, it can not be seperated.

2) Lips

The lips is very important in speech. Lower and upper lips are articulators that can produce the sounds. If the two lips are pressed together the sound that may produce are [p], [b]. The initial sounds of the words are produced by the lower and upper lips if lower lip contact with upper front teeth the sound that may produce are [f] and [v].

3) Hard Palate.

The hard palate is a thin horizontal bony plate of thee skull, located in the roof of the mouth. It spans the arch formed by the upper teeth. It is form by the platine process of the macilla and horizontal plate of palatine bone. It forms a partition between the nasal passages and the mouth. The sound that may produce [r].

4) Soft Palate

The soft palate (velum) is the soft tissue constituting the back of the roof of the mouth. The soft pallate is distingueshed from the hard palate at the front of the mouth. The soft pallate retracts and elevates during speech to seperates the oral cavity or mouth from the nasal cavity in order to produce the oral speech sounds. The sound that may produce [ŋ]

5) Vocal Tract

Vocal tract is a tube through which air passed. If this tube is simply ope, the airflow creates a sound. But if we alter the shape of that tube, the airflow will move differently and make a different sound. The souns can may produce are [d], [g].

6) Pharynx

The pharynx is the speech organ that passed the air from the lung. It is the part of the neck and throat situated immediantely posterior behind the mouth and nasal cavity. It is the upper part of the windpipe. It protects the vocal cords. The speech sounds are produced mainly based on articulators and points of articulation. The articulators are movable and points of articulation are stationary. The articulators are lower lip, tip of the tongue, and blade of the tongue, front of the tongue and back of the tongue. The points of articulation are upper lip, teeth, teeth ridge, hard palate and soft palate.

7) Teeth

As we know that all people have upper and lower teeth, but the lower front teeth are not important in speech. To produce the sounds in English to some extent the upper front teeth are very important, because there are many sounds that can be articulated by the upper front teeth. For example, [θ], [ð] (Ampa, 2014).

Based on axplanation above the researcher can be concluded that it was very important to know about introduction to speech organs. In introduction to speech organs explained characteristicts of the sounds.

11. Classifications of English Sounds

Ramelan(citied in Laide 2018), consonant are calmly classified in the basic of following three variables:

1. The place where the optimum contraction takes place which is called the place or articulation or point of articulation.

2. The way in which the air is obstructed by the articulation this variable is called the manner of articulation or type or articulation.

3. The activity of the vocal cords. That is whether the obstruction of the air above the larynx is accompanied by the vibration of the cords or not.

a) English Consonat

According to Ampa (2014) there are three important categories that should be know in English Consonant, those are:

1) Voiced and Voiceless Sounds

When the vocal cords vibrate, they cause voicing. Any sounds produced with the vocal cords vibrating is called a voiced sounds. When the vocal cords do not vibrate, the sounds is called a voiceless sounds. Most of the consonant sound have voiced and voiceless sounds. If the vocal cords are apart the air stream is not obstructed at the glottis and it passes freely into the parts of the vocal tract above the glottis. The sounds produced in this way are called voiceless sounds. The sounds are [s], [z], for example 'sink' /siŋk/ and 'zink' /ziŋk/ have different meanings because of the difference for initial sounds of the words. In the first

word, it is a voiceless sound and in the second one in voiced sound (Ampa, 2014).

<div align="center">Consonants</div>

Voiced	Voiceless
/b/ big	/p/ pig
/d/ day	/t/ ten
/g/ go	/k/ cat
/v/ van	/f/ fan
/z/ soo	/tʃ/ child
/ð/ the	/h/ hat

2) Places of Articulation

Consonants could be classified according to places of articulation. In English, there were eight places of articulation. Those are 'bilabial, labiodental, dental, alveolar, palato-alveolar velar and glottal (Jakson, as citied in Ampa, 2014). The place of articulation refers to the place in the mouth where the sounds is made or where the closure occurs. From the standpoint of the place of articulation, the consonants are easier to describe than the vowel since it is possible to feel where the obstruction is taking place in the mouth.

a) Bilabial

Bilabial is the first place of articulation, and it is called bilabial because it involves lower and upper lips in producing the sounds. There are four sounds on bilabial sounds include [p], [b], [w] and [m].

b) Labiodental

The lower lip is the active articulator and the upper teeth are the passive articulator. English labio-dental sounds include [f] and [v].

c) Dental

In linguistics, dental consonant is a consonant that is articulation with the tongue against the upper teeth, such as [θ] and [ð].

d) Alveoler

The point of articulation of alveolar consonants is situated near the alveolar ridge, which is the area lying between the upper front teeth and the palate, English alveolar sounds include [t], [d], [n], [s], [z], [l].

e) Palato-Alveolar

In this place, the sounds are make wiith the tongue blade and the back of the alveolar ridge. There are at least two such sounds in palato-alveolar: [ʃ], present in a word like sheep, and [ʒ], found in a word like occasion.

f) Palatal

The sound are make with the front tongue and the hard palate. [j] "young, your, year"

g) Velar

In velar, the consonants are articulation with the back part of the tongue against the soft palate. velars sounds are [k] "cave, cat, cup" and [ŋ] "singing, ankle, hungry" as both the first and last consonant sounds, respectively.

h) Glottal

Glottal is one of the places of articulation in which the open vocal cords are function in producing the sound. The sound of glottal is [h] "hill, head".

3) Manner of Articulation

The manner of articulation refers the way in which a sound is made, that is, how the air stream is modified by the vocal tract to produce the sound. The manner of articulation of a sound depends on the degree of closure of the articulation how close together and how far a part they are. With manner of articulation we make a broad distinction between sound that are produced without any obstruction in the mouth and those that are made with obstruction. The former we call vowels and the latter consonants. In English, there are six manners of articulation, those are:

a) Plosive

There are quite a few plosives in English.Basically, these are consonants where air is blocked at the place of articulation to accumulate pressure and it is then released in one instant. One of characteristis of plosive is to produce the sounds with the complete closure of two articulation.

b) Nasal

The distinctive feature of nasal consonants is that you let air out of your nose as you pronounce them. In nasal sounds the velum (soft palate) is lowered blocking off the oral cavity. Air can only escape through the nose. English nasals are /m/, /n/ and /ŋ/ as in sing, which are all voiced.

c) Fricative

Fricatives are created when air forces its way through a narrow gap between two articulators at a steady pace. They can be divided into two categories: slit fricatives and groove fricatives. In slit fricatives the tongue is rather flat (as in /f/, /θ/ as in thing (voiceless), /v/, /ð/ as in this (voiced)) while in groove fricatives the front of the tongue forms the eponymous groove (/s/ as in seal, /ʃ/ as in shock (voiceless), /z/ as in zero, /ʒ/ as in measure (voiced).

d) Affricate

Affricates can be divided into two parts: a plosive followed by a fricative (as there is closure and friction in the same place). But note that affricates are always analyzed as only one phoneme. English affricates are /tʃ/ (voiceless) as in cheese and /dʒ/ (voiced) as in jungle.

e) Lateral

The tip of the tongue is pressed onto the alveolar ridge. The rims of the tongue are lowered so that the air escapes over the lowered tongue rims. The only English lateral sound is /l/ (voiced).

f) Approxiant

The name approximants refers to the fact that the articulators involve approach each another without actually touching. There are three approximants in the English language: /j/ as in you, /w/ as in we and /r/ as in rise (all voiced). Approximants are often referred to as semi-vowels (or glides) as they represent the "twilight zone" between consonants and vowels.

b. English Vowels

   1) Simple Vowel

   According to Ampa (2014) simple vowels may bbe classified either rounded or unrounded vowels and as either long or short. long and short vowels are phonemic in English. Vowel length is presumably a matter of duration. That is, how long the vowel sound is sustained in articulation. Vowels perhaps classified according to the tongue is from the roof of the mouth during articulation and how back in the oral cavity the vowel is rticulated.

a) Front Vowels

   According to Ampa (2014) there are four vowels in the front are. Two of them are in the close area, one is the close front spread vowel and the other is called lowered and centalized close front spread vowel. The symbols are /i/ *(teen)*and /I/*(tin)*. The other vowel in the fron are is betwen half-close and half-open and it is called mid front spread vowel. The symbol is /e/*(End)*. In front area, there is also one vowel in thee open area and it is symbol /æ/*(and)*.

b) Central Vowel

   In central area, there are threee vowels. Two of them are in the mid way between half-close and half open areas. Those are described as mid central spread vowels and symbolized by /3:/ *(bird, burn)* and /ə/ *(another)*, while the other is in the open area and symbolized by /ʌ/ *(cut)*.

c) Back Vowel

   There are five vowels in the back area. Two of the are in the close area, symbolized bt /u:/ *(cool)* and /U/ *(look)*. There is one vowel between half-close

and half-open symbolized by /ɔ:/ *(cord)*. The other are in the open areas and symbolized by /ɒ/ *(on)* and /ɑ:/ *(arm)*.

2) Diphtongs

According to Roach (as citied in Ampa 2014) classified English diphtong into eigh and it is difided into three groups.

a) The first group is diphtong moving towards a lowered and centralized close front spread vowel /I/. One of dipthongs in this group begins with a half-close front spread vowel moving towards and symbol is /eI/ *(late)*. The other diphtong begins with open front spread vowel /ɑI/ *(white)*. And the last half open back rounded vowel /ɒI/ *(noise)*.

b) The second group is diphtong moving toward a lowered and centralized close back rounded vowel /ʊ/. On of the diphtongs in this group begins with unstressed mid central vowel and it is symbolized by (əʊ). The other diphtong in this group begin with an open central spread vowel which iis symbolized by /ɑʊ/ *(now)*.

c) The third group is diphtong that tends towards the mid central vowel /ə/. There are three diphtongs in this group. The first begin with the lowered and centralized close front spread vowel and is symbolized by /ɪə/ *(hear)* the second half-open front spread vowel and symbolized by /eə/ *(hair)*. The third diphtong begins with a lowered and centralized close back rounded vowel /ʊə/ *(poor)*.

Based on axplanation above the researcher can be concluded that there were several types of classifications of English sounds and it was very important to know about that.

C. Conceptual Framework

The conceptual framework of this research was presented in this Following diagram:
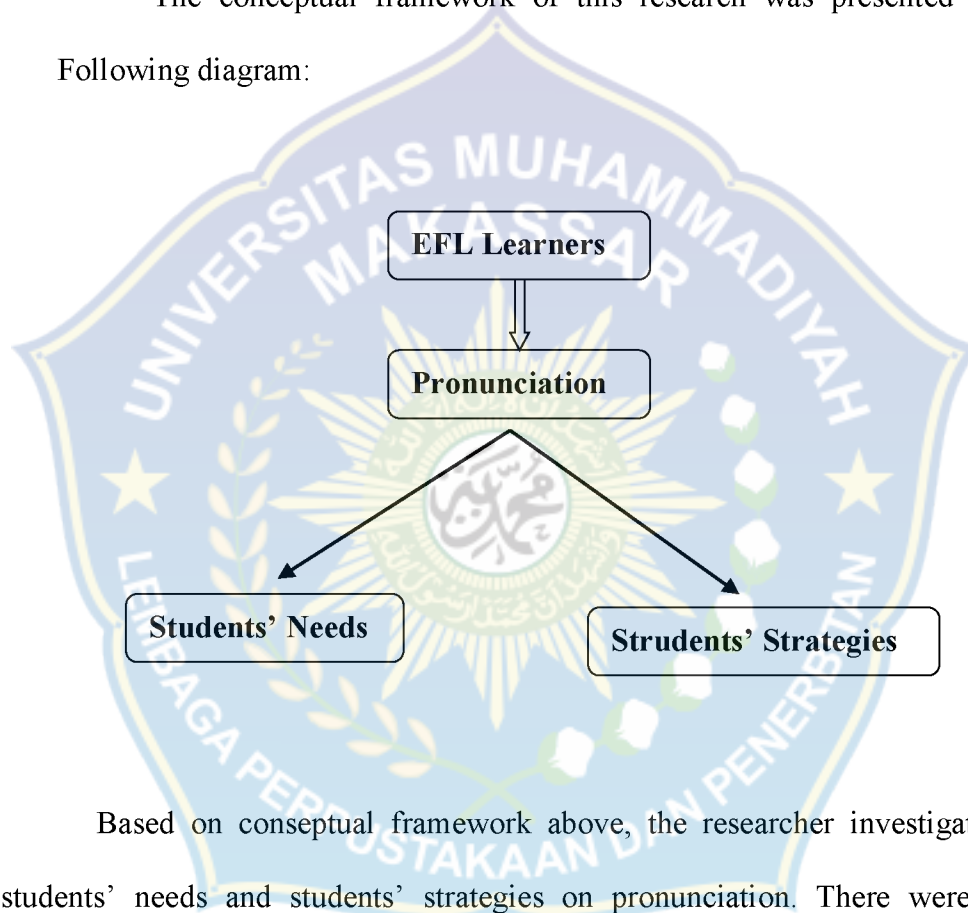
Based on conceptual framework above, the researcher investigated the students' needs and students' strategies on pronunciation. There were many factors that can be developed the students' needs and students' strategies in English pronunciation, the concept above shown the process of the research to analyze the students' needs and students' strategies to improve their pronunciation. The purpose of the research was to know what is the students' needs and students' strategies to imrove their pronunciation as a EFL.

CHAPTER III

RESEARCH METHOD

This chapter described the method of the research, focus of the research, participants, instrument of the research, procedure of data collection and technique of data analysis.

A. Method of the Research

The researcher used QualitativeDescriptiveMethod in this research, the aimed in this research was toanalyze the students' need and students' strategies to improve their pronunciation at the Second Semester of English Department Students, Muhammadiyah University of Makassar.

B. Focus of the Research

In this research, the researcher focused on the second semester, English Department Students, Muhammadiyah University of Makassar. To know what was the students' need and students' strategies to improve their pronunciation. Pronunciationisvery important in English, English with good pronunciationhelp to communicate with others in human life. In Indonesia, as we knew English as the foreign language, the students learn English from Elementary school until university. In University the students learn English pronunciation in the first semester, specially in English Department but the researcher focused in second semesters. Some of students didn't pay attention about pronunciation in English.

Therefore, in this case the researcher focused on the students' need and students' strategies on pronunciation.

C. Participants

In order to collect the data, the participants consist of fifteen (n = 15) English Department Students, Muhammadiyah University of Makassar. They were the students of second semester. Six of them were male and nine female. The students ranged in age from 18-20. This research used to find out what were the students' need and the students' strategies to improve their pronunciation.

The researcher chose the participants by using quotasampling. According to Basri (2016) quota sampling was used by researcher to determine a number of population, either accidental or purposive sampling tehnique. From the explanation above, the researcher could be concluded that quota sampling was taking sample or participants based on the number desired by researcher.

D. Instrument of the Research

To collected the data, the research used three types of instruments, which were questionairre, interview and recorder.

a.   Questionnaire

According to Sugiyono (2012), questionnaire is data collection techniques done by giving a set of questions or statements to the respondents to answer. Arikunto (2006) said that questionnaire is a sum of written questions which is used to get information from respondents.

In this research, the researcher conducted a questionnaire sheet as the firstinstrument aimed to find out students' need and students' strategies to improve their pronunciation.The researcher conductedquestionnaire for two meeting.

b.   Interview

Sugiyono (2012) states that interview used as the technique of data collection if the researcher wanted to conduct preliminary study to know the problem that should be investigated and also if the researcher wants to know others information in detail and there were a few of respondents. The researcher focused on second semester English Department Students, Muhammadiyah University of Makassar. The researcher gave some semi-structure questions to participants. The researher conductedthe interview for two meetings. The purposed of this interview technique was to determinestudents' needs and students' strategies to improve their pronunciation.

c.   Recorder

According to Achmad (2012) rocorder is the most importants aspect in the interview, recording can be made using a tape recorder (audio), camera (visual) or print. The purpose of record was useful for real data or news. The researcher recorded all the interview sessions with sound recorder and transcripts made after that,the researcher also used by data analysis with regard to the research question and made a codingthe purposes ofcoding is a process to define what the data to analysis. According to Richard (as citied in Elliot 2018) Coding is also process which goes remarkably undocumented with some

honourable expectations. From the explenation experts above, it can be concluded that coding is a process to analysis the data before putting the meaningfull of the data.

E. **Procedure of Data Collection**

The following procedures to collected the data:

1) First, the researcher took fifteen students to give questionnaire sheets.

2) second, the researcher explained about the questionnaire sheets to students, how to answer it. The researcher startedto attend the class. The researcher focused on the second semester, English Department Students at Muhammadiyah University of Makassar.

3) Third, the researcher conducted an interview with thestudents who have determined by the researcher and recorded the entired conversation used voice recorder.

4) Forth, the resercher gave some questions to students and the researcher recorded their answers.

5) Fifth, the researcher made a transcript of the voice record.

6) The last step of the data analysis to find out students' needs and students' strategies to improve their pronunciation.

F. **Technique of Data Analysis**

After collecting the data, the researcher analysis the data. There were several steps to analyze the data which were:

1) **Data Analysis Questionnaire**

    a. To analysis the data, in this research the researcher used qualitative (questionnaire). The data was giving the score of each students' ofpositive questionnaire and negative questionnaire. The score of questionnaire could be showed below;

To calculated the questionnaire, the formula was:

Table 3.1 Questionnaire Score of Likert Scale

Statements	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
Positive	5	4	3	2	1
Negative	1	2	3	4	5

(Sugiyono, 2012)

    To analyze rated percentage of students' needs and students' strategies to improve their pronunciation, it was used to know the students' respons. Based on Sudjana (2000), the formula used is:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P   : Persentage

F   : Frequency

N   : Number of Sample

100% : Constant of Value

b. Transcribe the data of questionnaire.

c. Transcribe the conclution of questionnaire.

2) Data Analysis of Interview Result

a. Transcribe the answer of interview.

b. The data catagorized by using data analysis with regard to the research question and made a coding.

Table 3.2Description of Coding of Interview

The Description of Code.	
Students' Need	SN
Students' Strategies	SS

SN	Code	SS	Code
Digital Pronunciation	DgP	Recording	RCD
Vocabulary	VCB	Listening Western Song	LWS
Read Book	RdB	Practice	PRC
Listening western song	LWS	Watching TV	WTV

c. Classification the data of interview

      Any information collected from interviews or throwing questions together with the answers collect was correctly. When the data is collected, the researcher began to classify the result of the data interview

d. Display the data interview.

      The researcher showed of finding at the time. The result of the interview showed in the form of an interview.
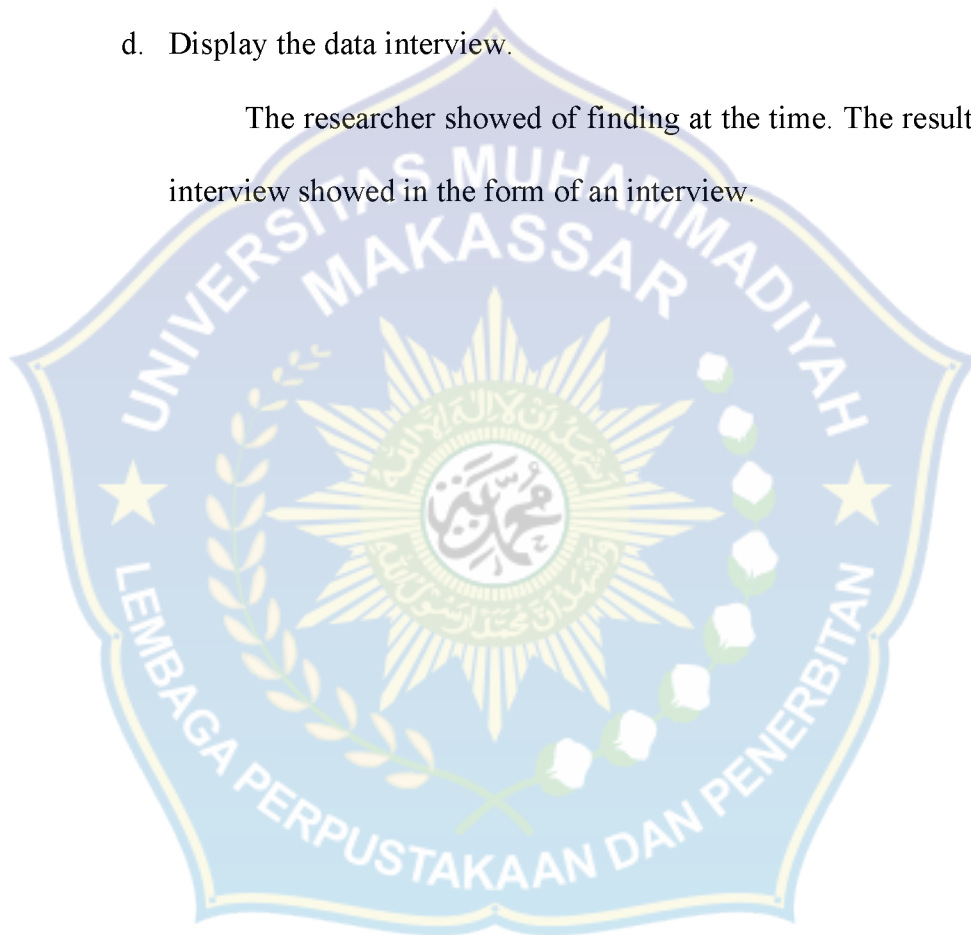
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented the findings and discussions of the research. The findings consisted of the data obtained through questionnaire sheets that given to students to answer to see the students' respons about what the students' needs and what the students' strategies to improve their pronunciation after learn pronunciation.

A. Findings

In order to real the data of students of this study related to classification of students questionnaire assessment and interview section by using voice recorder. The aimed of this study was to dermine the analyzed students' needs and students' strategies to improve their pronunciation at the second semester, English Department Students, Muhammadiyah University of Makassar. The data from the questionnaire used the characteristic of students' needs and students' strategies to improve their pronunciation. The researcher found the students' needs and students' strategies to improve their pronunciation from the questionnaire sheet and also in interview section by using voice recorder.

1. Data Analysis of Questionnaire Sheets

In order to get the real data of the students'needs and students' strategies to improve their pronunciation, the researcher distributed the questionnaires to the

students. It consisted of 20 questions. As mentioned in the chapter III, the researcher used the formula according to Sudjana (2000).

$$P = \frac{F}{N} \text{x } 100\%$$

Notes:

P   : Persentage

F   : Frequency

N   : Number of Sample

100% : Constant of Value

Each questionnaire question elaborated in detail in the following tables:

A. Questionnaire Sheets

1. Questionnaire Sheet of Students' Needs

Table 4.1.1 Memorize Vocabulary to Find Out the Pronunciation of Each Word.
(Positive Statement)

Option	Frequency	Persentage (%)
Strongly Agree	5	33.33
Agree	8	53.34
Undecided	2	13.33
Disagree	0	0
Strongly Disagree	0	0
Total	15	100

Based on the table above, students were involved in responding to the statement "*I memorize vocabulary to find out the pronunciation of each word*".

The results showed that, 8 students or 53.34% agree and 2 students or 13.33% undecided. It showed that the students memorize vocabulary to to find out the pronunciation.

Table 4.1.2 NotInterested in Pronunciation
(Negative statement)

Option	Frequency	Persentage (%)
Strongly Agree	1	6.67
Agree	1	6.67
Undecided	0	0
Disagree	7	46.66
Strongly Disagree	6	40
Total	15	100

Based on the table above, students were involved in responding to the statement "*I'm not interested in pronunciation*". The results showed that, 1 student or 6.67% agree, 7 students or 46.66% disangree and 6 students or 40% strongly disagree. It showed that the students interested with pronunciation.

Table 4.1.3 Need Digital Pronunciationto Improve My Pronunciation
(PositiveStatement)

Option	Frequency	Persentage (%)
Strongly Agree	6	40
Agree	7	46.66
Undecided	1	6.67

Disagree	1	6.67
Strongly Disagree	0	0
Total	15	100

Based on the table above, students were involved in responding to the statement "*I need digital pronunciation to improve my pronunciation*". The result showed that 6 students or 40% strongly agree, 7 students or 46.66% agree, 1 student or 6.67% undecided, 1 student or 6.67% disagree. It showed that the students need digital pronunciation to improve their pronunciation.

Table 4.1.4 Don't Pay Attention to Pronunciation When Speaking English (NegativeStatement)

Option	Frequency	Persentage (%)
Strongly Agree	1	6.67
Agree	0	0
Undecided	6	40
Disagree	5	33.33
Strongly Disagree	3	20
Total	15	100

Based on the table above, students were involved in responding to the statement "*I don't pay attention to pronunciation when speaking English* ". The result showed that 1 student or 6.67% strongly agree with that statement, 6 students or 40% undecided, 5 students or 33.33% disagree, 3 students or 20%

strongly disagree. It showed that the students pay attention to pronunciation when speaking English.

Table 4.1.5 Know the Correct Pronunciation by Games Online
(Positive Statement)

Option	Frequency	Persentage (%)
Strongly Agree	3	20
Agree	8	53.34
Undecided	2	13.33
Disagree	2	13.33
Strongly Disagree	0	0
Total	15	100

Based on the table above, students were involved in responding to the statement "*I Know the correct pronunciation by games online* ". The result showed that, 8 students or 53.34% agree, 2 students or 13.33% undecided, 2 students or 13.33% disagree. It showed that the students knew the correct pronunciation by games online.

Table 4.1.6 Digital pronunciation doesn't help to learn pronunciation
(Negative statement)

Option	Frequency	Persentage (%)
Strongly Agree	0	0
Agree	0	0
Undecided	3	20

Disagree	8	53.34
Strongly Disagree	4	26.66
Total	15	100

Based on the table above, students were involved in responding to the statement "*Digital pronunciation doesn't help to learn pronunciation*". The result showed that, 8 students or 53.34% disagree, 4 students or 26.66% strongly disagree. It showed that digital pronunciation help students to learn pronunciation.

Table 4.1.7Need to Read Pronunciation Book to Improve Pronunciation

(Positive Statement)

Option	Frequency	Persentage (%)
Strongly Agree	6	40
Agree	6	40
Undecided	3	20
Disagree	0	0
Strongly Disagree	0	0
Total	15	100

Based on the table above, students were involved in responding to the statement "*I Need to read pronunciation book to improve pronunciation*". The result showed that, 6 students or 40% agree, 3 students or 20% undecided. It showed that the students need to read pronunciation book to improve their pronunciation.

**Table 4.1.8Pronunciation is Not Given According to Understanding
(NegativeStatement)**

Option	Frequency	Persentage (%)
Strongly Agree	0	0
Agree	1	6.67
Undecided	5	33.33
Disagree	6	40
Strongly Disagree	3	20
Total	15	100

Based on the table above, students were involved in responding to the statement "*Pronunciation is not given according to understanding*". The result showed that 1 student or 6.67% agree, 5 students or 33.33% undecided, 6 students or 40% disagree and 3 students or 20% strongly disagree. It showed that pronunciation is given according to students understanding.

Table 4.1.9Need A Western Song to Improve Pronunciation

(NegativeStatement)

Option	Frequency	Persentage (%)
Strongly Agree	7	46.66
Agree	6	40
Undecided	0	0
Disagree	1	6.67
Strongly Disagree	1	6.67
Total	15	100

Based on the table above, students were involved in responding to the statement "*I Need a western song to improve pronunciation*". The result showed that 7 students or 46.66% strongly agree with that statement 6 students or 40% agree, 1 student or 6.67% disagree and 1 student or 6.67% strongly disagree. It showed that the students need a western song to improve their pronunciation.

Table 4.1.10I Cannot Motivate Myself to Improve the Quality of My Pronunciation.

(NegativeStatement)

Option	Frequency	Persentage (%)
Strongly Agree	1	6.67
Agree	1	6.67
Undecided	3	20
Disagree	6	40
Strongly Disagree	4	26.66
Total	15	100

Based on the table above, students were involved in responding to the statement "*I Cannot motivate myself to improve the quality of my pronunciation*". The result showed that 1 student or 6.67% strongly agree, 1 student or 6.67% agree, 3 students or 20% undecided, 6 students or 40% disagree and 4 students or 26.66% strongly disagree. It showed that the students can motivate their self to improve their pronunciation.

2. **Questionnaire Sheet of Students' Strategies**

Table 4.2.1 I Record My Own Voice to Hear My Pronunciation
(Positive Statement)

Option	Frequency	Persentage (%)
Strongly Agree	3	20
Agree	5	33.33
Undecided	1	6.67
Disagree	5	33.33
Strongly Disagree	1	6.67
Total	15	100

Based on the table above, students were involved in responding to the statement "*I record my own voice to hear my pronunciation*". The result showed that 3 student or 20% strongly agree, 5 student or 33.33% agree, 1 student or 6.67% undecided, 5 students or 33.33% disagree and 1 student or 6.67% strongly disagree. It showed that 53.33% the students' strategy to improve their pronunciation by record their voice.

Table 4.2.2 Practing Pronunciation From Internet
(PositiveStatement)

Option	Frequency	Persentage (%)
Strongly Agree	5	33.33
Agree	9	60
Undecided	1	6.67

Disagree	0	0
Strongly Disagree	0	0
Total	15	100

Based on the table above, students were involved in responding to the statement "*Practing pronunciation from internet*". The result showed that 5 students or 33.33% strongly agree, 9 students or 60% agree, 1 student or 6.67% undecided. It showed that the students strategy to improve their pronunciation is practice from internet.

Table 4.2.3 I Don't Like Asking Someone When I Don't Understand.
(NegativeStatement)

Option	Frequency	Persentage (%)
Strongly Agree	0	0
Agree	1	6.67
Undecided	2	13.33
Disagree	8	53.34
Strongly Disagree	4	26.66
Total	15	100

Based on the table above, students were involved in responding to the statement "*I don't like asking someone when I don't understand*". The result showed that 1 student or 6.67% agree, 2 studens or 13.33% undecided, 8 students or 53.33% disagree and 4 students or 26.66% strongly disagree. It showed that the students asking someone when they did not understand about pronunciation.

Table 4.2.4 I am Not confidence For Pronunciation Training
(Negative Statement)

Option	Frequency	Persentage (%)
Strongly Agree	0	0
Agree	2	13.33
Undecided	2	13.33
Disagree	8	53.34
Strongly Disagree	3	20
Total	15	100

Based on the table above, students were involved in responding to the statement "*I am not confidence for pronunciation training*". The result showed that 2 student or 13.33% agree, 2 students or 13.33% undecided, 8 students or 53.33% disagree and 3 students or 20% strongly disagree.

Table 4.2.5 I don't have any strategies to improve the quality ofmy
pronunciation.
(Negative statement)

Option	Frequency	Persentage (%)
Strongly Agree	1	6.67
Agree	2	13.33
Undecided	1	6.67
Disagree	9	60
Strongly Disagree	2	13.33
Total	15	100

Based on the table above, students were involved in responding to the statement "*I don't have any strategies to improve the quality of my pronunciation*". The result showed that 1 student or 6.67% strongly agree, 2 students or 13.33% agree, 1 student or 6.67% undecided, 9 students or 60% disagree and 2 students or 13.33% strongly disagree. It showed that the students have any strategy to improve their quality of pronunciation.

Table 4.2.6 Pronunciation Make Me Feel Unhappy.
(PositiveStatement)

Option	Frequency	Persentage (%)
Strongly Agree	0	0
Agree	1	6.67
Undecided	2	13.33
Disagree	4	26.66
Strongly Disagree	8	53.34
Total	15	100

Based on the table above, students were involved in responding to the statement "*Pronunciation make me feel unhappy*". The result showed that 1 student or 6.67% agree, 2 students or 13.33% undecided, 4 students or 26.66% disagree and 8 students or 53.34% strongly disagree. It showed that the students feel happy with pronunciation.

Table 4.2.7 I Read Aloud to Improve My Pronunciation
(PositiveStatement)

Option	Frequency	Persentage (%)
Strongly Agree	5	33.33
Agree	3	20
Undecided	3	20
Disagree	3	20
Strongly Disagree	1	6,67
Total	15	100

Based on the table above, students were involved in responding to the statement "*I read aloud to improve my pronunciation*". The result showed that 5 student or 33.33% strongly agree, 3 students or 20% agree, 3 students or 20% undecided, 3 students or 20% disagree and 1 student or 6.67% strongly disagree.

Table 4.2.8 I Will Leave a Word That I Do Not Know How to
Pronunciation It.
(NegativeStatement)

Option	Frequency	Persentage (%)
Strongly Agree	1	6.67
Agree	1	6.67
Undecided	2	13.33
Disagree	6	40
Strongly Disagree	5	33.33
Total	15	100

Based on the table above, students were involved in responding to the statement "*I will leave a word that I do not know how to pronunciation it*". The result showed that 1 student or 6.67% strongly agree, 1 student or 6.67% agree, 2 students or 13.33% undecided, 6 students or 40% disagree and 5 students or 33.33% strongly disagree.

Table 4.2.9 I Learn English Pronunciation Through Listening Song. (PositiveStatement)

Option	Frequency	Persentage (%)
Strongly Agree	6	40
Agree	6	40
Undecided	0	0
Disagree	2	13.33
Strongly Disagree	1	6.67
Total	15	100

Based on the table above, students were involved in responding to the statement "*I learn English pronunciation through listening song*". The result showed that 6 students or 40% strongly agree, 6 students or 40% agree, 2 students or 13.33% disagree and 1 student or 6.67% strongly disagree. It showed that the students learn English pronunciation through listening song.

Table 4.2.10 Learn Pronunciation By Recording My Voice is My
Strategy to Improve My Pronunciation.
(PositiveStatement)

Option	Frequency	Persentage (%)
Strongly Agree	3	20
Agree	7	46.66
Undecided	1	6.67
Disagree	3	20
Strongly Disagree	1	6.67
Total	15	100

Based on the table above, students were involved in responding to the statement "*Learn pronunciation by recording my voice is my strategy to improve my pronunciation*". The result showed that 3 students or 20% strongly agree, 7 students or 46.66% agree, 1 student or 6.67% undecided, 3 students or 20% disagree and 1 students or 6.67% strongly disagree. It showed that the students learn pronunciation by recording their voice wastheir strategy to improve their pronunciation.

2. **Data Analysis of Interview**

In order to get the real data of the students'needs and students' strategies to improve their pronunciation through interview section, the researcher asked to the students. It consisted about students' needs and students' strategies to improve their pronunciation of semi-structured interview.

Furtheremore, the result of each interview elaborated in detail below;

1. What is Pronunciation?

Based on the interview that carried out by the researcher to the students, with the question *"what is pronunciation?"* most of the students answered as follows;

> Student 1: *"so, in my opinion prounciation is one subjectin English that how to prounce word in English"* (Pronunciation is one of the subject In English that studies how to pronunce words in English).
>
> Student 2: *"pronunciation as I know pronunciation is how to produce e... the sounds from our mouth eh... from eh how to make sound a as e... eh good I mean like a ... yah sometimes like that"* (Pronunciation ishow to produce the sounds).

In the students answered above, it can be concluded that students were interviewed have explained about *"what is pronunciation"*. The first student explained that pronunciation is one of thesubject in English that studied how to pronunce words in English, while the second student explained that pronunciation ishow to produce the sounds.

2. Is pronunciation important in learnig English?

Based on the interview that carried out by the researcher to the students with the question *"Is pronunciation important in learnig English?"* most of the students answered as follows;

Student 1: *"Yes"* (Yes).

Student 2: *"Yes, most important"* (Yes, most important)

In the students answered above, it can be concluded that students were interviewed have opinion about *"Is pronunciation important in learnig English?"*. The first student said that pronunciation is important, while the second student said that pronunciation ismost important.

3. Why pronunciation is very Important?

Based on the interview that carried out by the researcher to the students with the question *"Why pronunciation is very important?"* most of the students answered as follows;

Student 1: *"Because e... the pronunciation is make yourself be easy to speak to other people in the world"*. (Pronunciation is important because pronunciation make it easy for yourself to speak with the other people in the word).

Student 2: *"Because pronunciation is, because pronunciation e... teach e... e... because pronunciation e... one of part important to salah satu bagian dari terpenting di in English because pronunciation have many have many have many apa di.. can make we understand what*

people say". (Because pronunciation is one of the most important parts in English that make we understand what people say).

In the students answered above, it can be concluded that students were interviewed have explained about*"Why Pronunciation is very Important?".* The first student explained that pronunciation make it easy for yourself to speak with the other people in the word, the second student explained that because pronunciation is one of the most important parts in English that make we understand what people say.

4. Are there difficulties in learning Pronunciation?

Based on the interview that carried out by the researcher to the students with the question *"Are there difficulties in learning Pronunciation?"* most of the students answered as follows;

Student 1: *"Yes".* (Yes).

Student 2: *"Yes, tapi nda terlalu ji kak".*(Yes, sometimes).

In the students answered above, it can be concluded that students were interviewed have opinion about *"Are there difficulties in learning pronunciation?".* The first student saidyest, while the second student saidyes, sometimes. So, students have difficulties in learning pronunciation.

5. What are your difficulties in pronunciation?

Based on the interview that carried out by the researcher to the students with the question *"what are your difficulties in Pronunciation?"* most of the students answered as follows;

Student 1: *"kesulitanya, e... pengucapannya kadang salah."* (the difficult in pronunciation is mispronunciation).

Student 2: *"sometimes there are pronunciation e... some e... e.. same as the word em for example is car, emmm..I mean Hophone"* (Sometimes there are pronunciation is same word but have a different sound)

Student 3: *"e,... e... my difficulties in learning pronuncciation is how to say e... words yang susah kak itu yang kayak ada, ada beberapa kata yang susah diucapkan".* (my difficulty in pronunciation is that there are some words that difficult to pronunce).

In the students answered above, it can be concluded that students were interviewed have opinion about *"What are your difficulties in pronunciation?"*.The first student said that the difficult in pronunciation ismispronunciation, the second student said thatsometimes there are pronunciation is same word but have a different sound,and the third student said that the difficulty in pronunciation is that there are some words that difficult to pronunce.

6. So, if you have difficulties in learning pronunciation, what do you usually need to improve your pronunciation?

Based on the interview that carried out by the researcher to the students with the question *"what do you usually need to improve your pronunciation?"* most of the students answered as follows;

Student 1: "yah... *dengan cara menghafal vocab dengan cara melatih juga pengucapannya yang sesuai dengan vocabnya, sama biasa itu ada yang digoogle kak didengar suaranya"*. (I try to memorize the vocabulary, by practicing also the pronunciation that same with the vocab anduse digital pronunciation).

Student 2: *"em... sometimes, I usually need practice vocab, or e... memorize the vocab and e... I need digital pronunciation seems like ee... google kak"*.(Sometimes I need practice vocabulary or memorizing vocabulary and I need digital pronunciation like google).

Student 3: *"I need like aplication that meke the students eassier to learn about pronunciation"*. (I need application that make the students easy to learn about pronunciation).

In the students answered above, it can be concluded that students were interviewed have opinion about *"what do you usually need to improve your pronunciation?"*.The first student said that try to memorize the vocabulary, by practicing also the pronunciation that same with the

vocab anduse digital pronunciation, the second student saidthat sometimes I need practice vocabulary or memorizing vocabulary and I need digital pronunciation like google, and the third student said that I need application that make the students easy to learn about pronunciation.

7. What are your startegies to use to improve your pronunciation?

Based on the interview that carried out by the researcher to the students with the question *"What are your startegies to use to improve your pronunciiation?"* most of the students answered as follows;

Student 1: *"My strategy a... is e.. I try to pronunce some word in speaking to other people"*. (I try to practice, try to speak up with the other).

Student 2: *"My strategy, e... I e... I... watching, listening music, read a book and I record my voice and I listen"*. (my strategies are watching, listening music, reading a book and I record my voice after that I listen my voice).

Student 3: *"e... to improve pronunciation,e... usually I using listening music e... sometimes I need read book about English and e... and... and I used digital pronunciation."*. (To improve my pronunciation my strategies are listening music, sometimes I need to read a book about English and I use digital pronunciation need application that make the students easy to learn about pronunciation).

In the students answered above, it can be concluded that students were interviewed have opinion about *"What are your startegies to use to improve your pronunciiation?".*The first student said that I try to practice, try to speak up with the other, the second student saidthat the strategies are watching, listening music, reading a book and I record my voice after that I listen my voice, try to speak up with the other, and the third student said that to improve my pronunciation my strategies are listening music, sometimes I need to read a book about English and I use digital pronunciation need application that make the students easy to learn about pronunciation.

B. Discussions

Based on the analysis of the data in finding on this research, the researcher would like to discuss about the problem statement in this research, the researcher have investigated the students' needs and students' strategies through a study by distributing questionnaire sheet and also interview to students, according to problem statements in the chapter two about what are the students' needs to improve their pronunciation and what are the students' strategies to improve their pronunciation to improve their pronunciation, the researcher focused on the second semester English Departement Students, Muhammadiyah Univerity of Makassar.

1. Students' Needs

Based on the results of the study, the resercher would like to discuss about the problem statement in this research, the first question is "What are the students'need to improve their pronunciation? "to answer this problem statement the research conducted questionnaire sheets. There are some that students' need to improve their pronunciation.

a) Digital Pronunciation or Application

Digital pronunciationis one of the tools that the students' need to improve their pronunciation. On the question sheets the researcher gave statement "*I need digital pronunciation to improve my pronunciation*" 6 students strongly agree with that statement and 7 students agree. In 18 years old 4 from 5 students agree and only one disagree, in 19 years old there are 3 strongly agree and 2 agree in 20 years old 3 students strongly agree 1 student agree and 1 student undecided. Based on gender in male, 4 students from 6 agree in female 6 students strongly agree and 3 agree. From the explanation above, it can be showed about students' need to improve their prouaciation with digital pronunciation or application. According to Crystal (as citied in Supeno 2018)states that focusing on the pronunciation, students will understand how to distinguish via sounds in minimal pairs, both vowels and consonants.

b) Vocabulary

Memorizing vocabulary is one of the thing that students often need to improve their pronunciation. on the questionnaire sheets the researcher

gave statement *"I memorize vocabulary to find out the pronunciation of each word"* 5 students strongly agree and 8 students or agree. In 18 years old all of them agree, in 19 years old all of them agree and in 20 years old also agree. Based on age, in male 5 students agree, female 8 students agree only one that undecided.

c) Reading Book

Readin book is one of the thing that students' need. On the questionnaire sheet the researcher gave statement *"I need to read book to improve my pronunciation"* 6 students stronglyagree and 6 students agree. Based on age, in 18 years old all of students agree and also in 19 years old all of the students agree, but in 20 years old more students were hesitant about the statement. Based on gender, in male 3 students agree and 3 student undecided, in female all of students agree. From the explanation above, it can be showed about students' need to improve their prounciation the students need readiing a book. According to Shodiqin (2014) states that to improving students' pronunciation, the students need reading a book or a text, the text was the transcription of the story based on audio.

d) Listening Western Song.

Listening western song is a way to students' need to improve their pronunciation, in the questionnaire sheets the research give statement *"I need western song to improve my pronunciation"* 7 students strongly agree and 6 students agree. Based on age, in 18 years old 4 from 5 students

agree, in 19 years old all of students agree and in 20 years old 4 students agree and 1 student undecided. Based on gender in male 4 from 6 students agree and in female all of students agree. From the explanation above, it can be showed about students' need to improve their prounciation the students need to listen a music. According to (Kellaris as citied in Supeno 2018) states that Music connects the functions of the right and left hemispheres of the brain so that they can work together and makes learning quicker and easier.

2. Students' Strategies

Based on the results of the study, the resercher would like to discuss about the second problem statement in this research, the second question about "what are the students' strategies to improve their pronunciation?" to answer this problem statement the research conducted questionnaire sheets and semi-interview. There are some that students' strategies to improve their pronunciation.

a) Practice

Practice is a way the students' strategies to improve their pronunciation, at the questionnaire sheet stage, the researcher gave statement *"practing pronunciation from internet"* 5 students strongly agree and 9 students agree. Based on age, in 18 years old all of students agree, in 19 years old 4 from 5 students agree and in age 20 all of students also agree. Based on gender, in male all of students agree in female 8 from 9 students agree. From the explanation above, it can be showed about

students' strategyto improve their prounciation with practice. According to Rubin (as citied in Szyszka 2015), a good language students uses a set of effective learning strategies. For example, students practises word pronunciation, tries to seek opportunities to communicate with native speakers.

b) Listening Western Song

Some of students listening western song to improve their pronunciation. At the questionnaire sheet stage, the researcher gave statement *"I learn English Pronunciation through listening song"*6 students strongly agree, 6 students agree. Based on age in 18 years old oldd of them agree, in 19 years old only more students choice strongly diagree, and in 20 years old only 1 from 5 students agree. Basen on gender, male 3 from 6 students agree and female all of them agree. From the explanation above it can be conluded that the students' strategy to improve their pronunciation through Via sound. According to Brown (as citied in Szyszka 2015) claims that good pronunciation learners are aware of their aptitude for acquiring pronunciation via sound imitation.

c) Recording

One of students' strategy is recording, they record their voice after that they listen their voice. In the questionnaire sheet the researcher gave statement "learn pronunciation by recording my voice is my strategy to improve my pronunciation" 3 students strongly agree 7 students or agree. Based on age, in 18 years old 3 students agree, in 19 years old 3 students

agree and in 20 years old only 2 students agree. Brown (as citied in Szyszka 2015) claims that good pronunciation learners are aware of their aptitude for acquiring pronunciation via sound imitation.

d) Watching TV

Some of students interviewed said that they watching TV or opened a video in youtube to learn pronunciation with subtitle on a video that they got. From the explanation above, it can be showed about and students' strategies to improve their pronunciation. Aufa (2017) found that teaching pronunciation through movie can be one of an effective ways toincrease students' pronunciation ability to the second semester of EnglishDepartment. The results of the research conducted by researcher with a thesis entitled "analyzing students' needs and students' strategies to improve their pronunciation", used a movie or watching TV to improve their pronunciation. Then, it can be concluded that the results of previous researchers and the results of this study wererelevant.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of the conclusion of research findings and the suggestion related to this research.

A. Conclusions

Based on the findings and discussion, the researcher put conclusion is presented according with the data which have analyzed in the previous chapter. From all the data analysis about analyzing students' need and students' strategies to improve their pronunciation (A Descriptive study at the second semester of English Department, Muhammadiyah University of Makassar)concluded;

1. There are some students' needs to improve their pronunciation, they are digital pronunciation or application, memorizing vocabulary, reading book or Oxford dictionary and listening western song.
2. There are some students' strategies to improve their pronunciation, they are recording, practice, listening western song and watching TV.

The core of the conclusion above was that the students can used the students' needs to improve their pronunciation properly, and students' strategies to improve their pronunciation can be applied properly, so that they can improve their pronunciation.

B. Suggestions

In order to completed this reearch, there are some suggestion that can be considered to make students more interested in pronunciation, as follow:

1. The researcher suggests to the English lecturer of English Department, Muhammadiyah University of Makassar especilly to English lecturer's Pronunciation.

    a. The lecturer use digital pronunciation to teach pronuciation in the class, it will be usefull to improve students' pronunciation.

    b. The lecturer give some vocabularies to students to momerizing, it will be usefull to help the students be more confiidence with their pronunciation.

2. The researcher suggests to the all students of English Department Muhammadiyah University of Makassar.

    a. The students need to read a book to improve their pronunciation especially English pronunciation book to improve their pronunciation.

    b. Students are expected wisely to practice that more to improve their pronunciation, it can give use contribution to students could be more confidence and the students not longer wirries of making a mistake in pronunciation.

3. The researcher suggests to all the readers.

    The researcher hopes that this study can be use an additional references to readers to improve their pronunciation.

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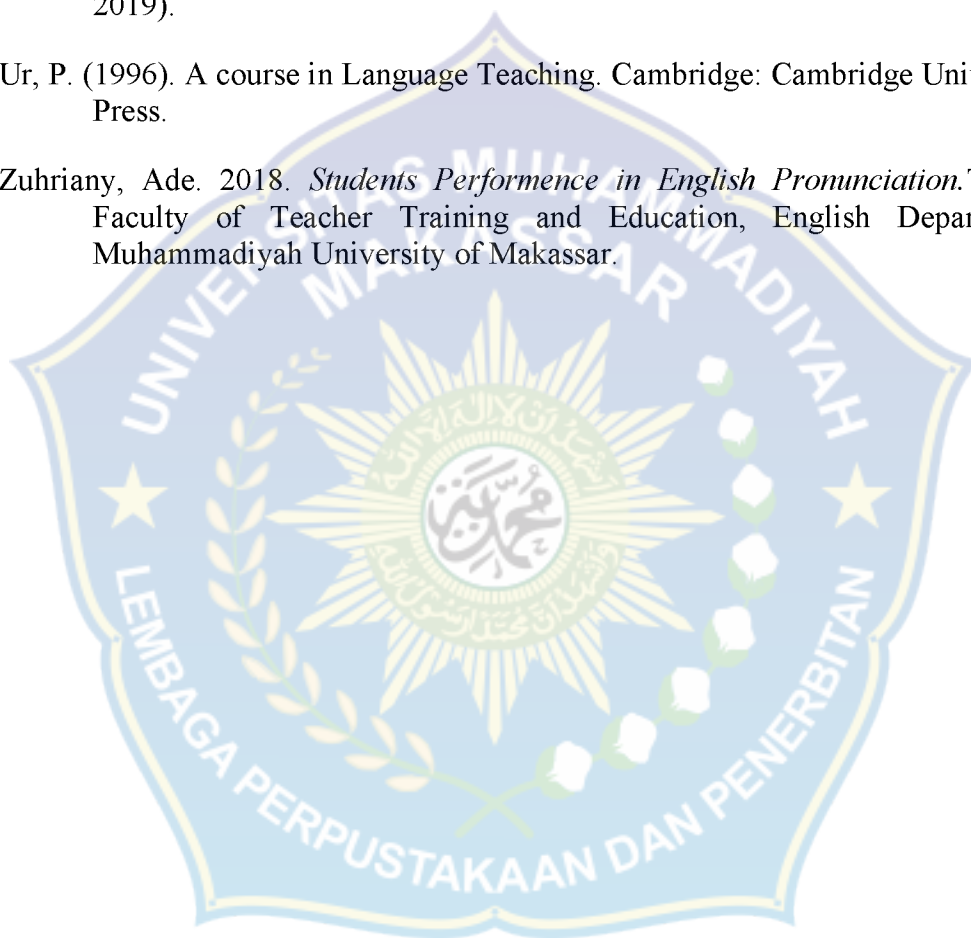
APPENDIX A

Questionnaire sheets

Name : Age :

Class : Gender :

Directions;

a. There are 10 questions in this questionnaire about students need and 10 questions about strategies to improve their pronunciation.

b. Read the questions carefully and give the appropriate answer with your choice by giving a check (√) on the column.

The description of choice answer:

Strongly Agree : SA Disagree : D

Agree : A Strongly Disagree : SD

Undecided : U

No.	Questions list	Students' answer				
		SA	A	U	D	SD
Students Need						
1.	I memorize vocabulary to find out the pronunciation of each word. (Saya menghapal kosa kata untuk mengetahui pronunciation setiap kata).					
2.	I'm not interested in pronunciation. (saya tidak tertarik pada pronunciation)					
3.	I need digital pronun to improve my pronunciation (saya butuh pelafalan digital untuk meningkatkan pelafalan saya)					

4.	I don't pay attention to pronunciation when speaking English. (saya tidak memperhatikan pelafalan ketika berbahasa Inggris)					
5.	I know the correct pronunciation by games online (saya tau pronunciation yang baik dari bermain online)					
6.	Digital pronunciation doesn't help me to learn pronunciation. (pengucapan digital tidak membantu saya untuk belajar pronunciation)					
7.	I need to read pronunciation book to improve my pronunciation (saya butuh membaca buku pelafalan untuk meningkatkan pelafalan saya)					
8.	Pronunciation is not given according to my understanding (pelafalan tidak diberikan sesuai dengan pemahaman saya)					
9.	I need a western song to improve my pronunciation. (saya butuh lagu barat untuk meningkatkan pelafalan saya)					
10.	I cannot motivate myself to improve the quality of my pronunciation. (saya tidak bisa memotivasi diri saya untuk meningkatkan kualitas pelafalan saya)					

No.	Questions list	Students' answer				
		SA	A	U	D	SD
Students Strategies						
1.	I record my own voice to hear my pronunciation. (saya merekan suara saya untuk mendengar pronunciation saya)					
2.	Practing pronunciation from Internet (latihan pronunciation dari internet)					
3.	I don't like asking someone when I don't understand (saya tidak suka bertanya kepada seseorang ketika saya tidak mengerti)					
4.	I an not confidence for pronunciation training (saya tidak percaya diri untuk latihan pelafalan)					
5.	I don't have any strategies to improve the quality of my pronunciation (saya tidak memiliki strategi apapun untuk meningkatkan kualitas pelafalan saya)					
6.	Pronunciation make me feel unhappy (Pelafalan membuat saya meraa tidak senang)					
7.	I read aloud to improve my pronunciation (saya membaca keras-keras untuk meningkatkan pelafalan saya)					
8.	I will leave a word that I do not know how to pronunce it. (saya akan meninggalkan kata yang saya tidak tau bahaimana melafalkannya)					
9.	I learn English pronunciation through listeing song					

|					
	(saya belajar pronunciation melalui mendengarkan lagu)				
10.	Learn pronunciation by recording my voice is my strategy to improve my pronunciation (belajar pronunciation dengan cara merekam suara saya adalah cara saya untuk merekam suara saya)				

APPENDIX C

Semi-Structured Interview

1. Do you know what is Pronunciation?
2. Can you explain to me what is pronunciation?
3. Is pronunciation important in learning English?
4. Are there difficulties in learn pronunciation?
5. What are your difficulties?
6. So, if you have difficulties to learn in pronunciation, what do you usually need to improve your pronunciation, may be you use digital pronunciation, or memorizing vocabulary, or what?
7. So, what your strategies to iprove your pronunciation?
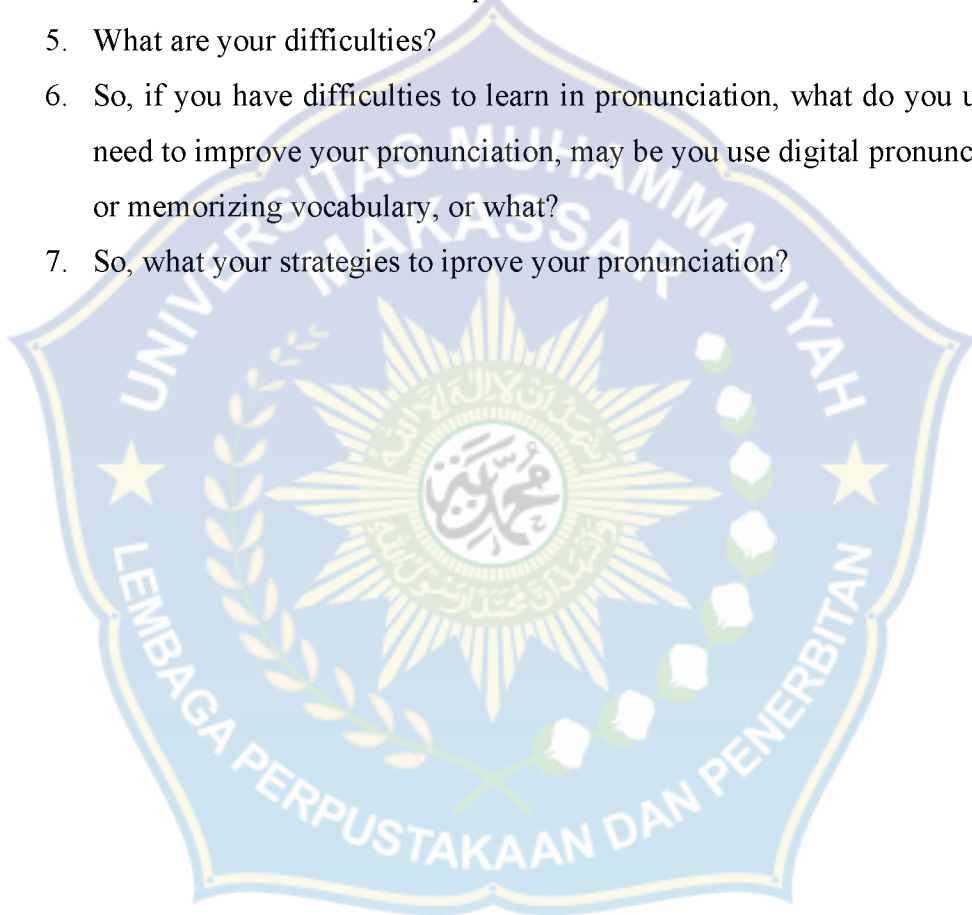
APPENDIX D

Result of Interview

R : Researcher

N : Narasumber

1. R: oke, thank you for your time, what is your name?

   N: My name is Fauzy

   R: How old you are?

   N: What? Apa itu kak?

   R: Umur ta.

   N: I'm nineteen.

   R: Nineteen or eighteen?

   N: nineteen, nineteen years old

   R: Oke, I wanna give you some questions for my research about pronunciation. ee,, do you know what is pronunciation?

   N: Yes

   R: Ok, if you know about pronunciation, can you explain to me what is pronunciation best your mind.

   N: pronunciation is an improtant, em.. apa...

   R: you can combain your answer

   N: and..

   R: In bahasa may be

   N: bahasa Indonesia begitu kak?

R: iye

N: Pronunciation itu angat penting karena melatih pengucapan yang sessuai, karena belajar pronunciation itu mebutuhkan keuletan yang tinggi.

F: are there difficulties in leearning pronunciation?

N: a?

F: e...e... kesulitan dalam belajar pronunciation

N: pastinya ada dalam hal pengucapan itu berbeda sehingga akan sulit sekali.

F: oke. So, if you have difficulties learning pronunciation, what do you usually need to improve your pronunciation? apa yang dibutuhkan untuk meningkatkan itu.

N: yah... *dengan cara menghafal vocab dengan cara melatih juga pengucapannya yang sesuai dengan vocabnya, sama biasa itu ada yang digoogle kak didengar suaranya.*

F: so, what's your strategy? Strategi ta misalnya menggunakan ee... vocab itu apa staretegi ta ? apakah dengan cara practice misalnya.

N: apa tadi kak?

R: what is your strateegy to improve your pronunciation?

N: yes, strategy itu dengan cara belajar yang keras.

R: emmm mungkin juga dengan practice yah.

N: yah practice iya, *dengan cara menbiasakan dengan kehidupan sehari-hari, sama rekam juga suaraku kak baru kudengar.*

R: oke thank you I think enough.

N: yes, thank you kak.

2. R: oke, thank you. For the first what is your name?

N: Doni

R: how old you are?

N: eighteen

R: oh... eighteen. Ok, i have some questions for you about prounciation e...
do you know about pronunciation?

N: yes

R: can you explain to me what is pronunciation best your mind

N: ok thanks for the question, ee... the pronunciation is how you can make
the sound ee... be correct and pronunciation is part of word and the
pronunciation iss particular way your sound be correct, I think like that.

R: eke, em... is pronunciation important in learning English?

N: exactly

R: why?

N: because e... the pronunciation is make yourself be easy to speak to other
people in the world.

R: oh... oke. Are there difficulties in learning pronunciation?

N: e... yah.. of course

R: what?

N: there is difficult of course because we are study so every (apa)

R: you can combain your answer

N: because.... *setiap belajar itu kak pastii ada kesulitannya*

R: what is your difficulties?

N: sound nya kak

R: oh sound, oke... so if you have difficulties in learning pronunciation what do you usually need to learn pronunciation? to improve your pronunciation?

N: may be I need to learning vocabulary of course and search what is pronunciation and than practice

R: using internet may be

N: yes,I will always speak to other people and than always be practice and make the sound *apa* make the sound is your habbit in around *kak kayak buat kebiasaan.*

R: practice?

N: *iye itu kak*

R: oke I think enough thank you

N: iye kak

3. R: oke for the next, ee... what is your name?

N: my name is Afdi

R: Afdi, oke how old you are?

N: i'm eighteen yeaars old

R: oke,,, I have some questions for you about pronunciation, e.. forthe first do you know about pronunciation?

N: so, in my opinion prounciation is one subjectin English that how to pronunce word in English. So, actually there are two kinds of pronunciation first is british second is american.

R: oke, nice... e... for the next em... is pronunciation important in learning English?

N: e,.. of course. Because e... if we can not pronunce word e... in correct way e... the people will do not know what we talking about, because pronunciation make clear our conversation.

R: oke, for the next e... are there difficulties in learning pronunciation?

N: e... in my opinion there are some e.. difficulties in learing pronunciation. the first is the habbite the second is the... e... the way of the teacher teach us, its not effective sometimes.

R: oke... so if you have difficulties in learning pronunciation what do you usually need to learn pronunciation? to improve your pronunciation?

N: e... I usually I always go to club English Community learning spaking.

R: e... sorry what do you usually need?

N: what I need?

R: yes

N: e... I need good teacher, they must to know how to teach pronunciation

R: what else?

N: and than I need like aplication that meke the students eassier to learn about pronunciation.

R: if you have a... need to learn pronunciation, for the next what is your strategy to improve your pronunciation?

N: my strategy?

R: yes

N: so, let me I say that , I usually watching movie to improve my pronuniation and than sometimes I go to English community to practice my speaking like rotterdam and almarkas

R: oke thank you for your nice answer.

N: oke.

4. R: what is your name?

N: my name is Muhammad Rey

R: How old you are?

N: eighteen

R: Ok, i have some questions for you about prounciation for the first do you know pronunciation?

N: yes

R: explain to me best your mind

N: e... as we know that pronunciation is a way to pronunce some word just it

R: oke, is pronunciation importaant to learn English?

N: yes

R: e.. why?

N: e... pronunciation is one wway to understand the word itself, for, for, for, example, e... there is different word e... but e... they say pronuciation

R: e... are there difficulties in larning pronunciation?

N: yes

R: what?

N: e... like ... how to increase some e... leader in word e... I don't know clearly diphtong, monotong, triphtong, vowel, hehehe

R: hahha oke, oke... if you have some difficulties in learning pronunciation e... what do you usually need to learn pronunciation? to improve your pronunciation?

N: ee... ehem... so far I just need e... a good teacher to e... to fasilitate us and em give us e... best a way to understand pronunciation

R: what else.. may be like you need digital pronunciation

N: heheh.. may be..

R: may be like digital pronunce or recording

N: yes

R: ok, for the next what is your strategy to improve your pronunciation

N: My strategy a... is e.. I try to pronunce some word in speaking to other people

R: oh you try to practice

N: yahh, and sometimes I use aplication e.. to improve my pronunciation

R: oke thank you

N: iye kak.

5. R: oke.. what is your name?

   N: my name is Muhammad Alam

   R: Ok, I have some questions for you about prounciation, the first do you know about pronunciation?

   N: e... yes... pronunciation is pronunce e... *pengucapan begitu*

   R: e.. for the second can you explain to me what is pronunciation best your mind

   N: e.. in my mind pronunciation e... how to pronun *maksudnya bagaimana mengucapkan dengan baik*

   R: yah... is pronunciation imprortant to tear in English?

   N: yes

   R: e... why:

   N: e... because... because... we in ... *maksudnya dalam belajaraa itu kak diperaktekkan bilang cara pengucapan pada kata kak begitu.*

   F: a... are there difficulties in lear pronunciation?

   N: *Maksudnya?*

   R: *apakah ada kesulitanta dalam belajar pronunciation??*

   N: *nda terlalu ji kak*

   R: *tapi ada?*

   N: yes

   R: e... *apa kesulitannya, apa kesulitanta yang sering dihadapi?*

   N: *kesulitanya, e... pengucapannya kadang salah.*

R: if you have some difficulties in learning pronunciation, what do you usually need to learn pronunciation? to improve your pronunciation

N: *maksudnya itu kak?*

R: *apa yang anda sering butuhkan untuk meningkatkan pronunciation?*

N: practice and read book. *Apalagi itu kak ada itu kamus*

R: digital pronunciation?

N: *bukan kak, itu yang kamus yang anu kak*

R: oxford?

N: *iye kak oxford.*

R: for the next what is your strategy?

N: strategy?

R: strategy to improve your pronunciation

N: e...

R: practice?

N: yes, and learn more

R: you try to practice with each other?

N: yes

R: oke I think enough thank you.

6. R: I have some questions for you about pronunciation, for the first I want to know what is your name?

N: My name is Abas

R: How old you are?

N: I'm twenty years old

R: for the first question, do you know about pronunciation?

N: pronunciation?

R: yes

N: yes I know

R: can you explain to me

N:pronunciation is how to speak, *cara pengucapan begitu.*

R: is pronunciation Imprortant in learning English?

N: yes,

R: why?

N: because e... we learn e... how to, how to producee sound for word.

R: e...oke e... are there difficulties in lerning pronunciation?

N: yes

R: em... what are your difficulties?

N: sometimes there are pronunciation e... is some word but em.. have, have

e.. a different sound

R: oke, for the next if you have difficulties in learning pronunciation, what

do you usually need to improve pronunciation?

N: em... sometimes, I usually need practice vocab, or e... memorize the

vocab and e... I need digital pronunciation seems like ee... google kak.

R: so next what is your strategy to improve your pronunciation?

N: I try to.. I try to e,, pratice yahh practice for every day, *Ku Rekam. Emm*

I mean I'll e.. record emm my voice and sometimes I watching movie.

R: I think enough thank you Abas

N: yah kak. thank you.

7. R: oke, thank you for your time, for the first what is your name?

N: my name is Nurul Khaerani, bat you can call me Nuni

R: how old you are?

N: em.. nineten years old

F: oke thank you for your time.

N: eehem..

R: I have some questions for you about prounciation, the first do you know about pronunciation?

N: yes, pronunciation as I know pronunciation is how to produce e... the sounds from our mouth eh... from eh how to make sound a as e... eh good I mean like a ... yah sometimes like that.

R: is pronunciation important in learning English?

N: yah yes, it;s very important

R: why:

N: because, I think taht, if we have a good pronunciaton even thought we, we... we have a bad may be bad... bad... e... grammatical bad we have a good pronunciation when we are speak English some people e... when we are speaking wah it's a good because sometimes people speaking only see eh people only hear from pronunciation of pople speaking English s not e... e... talk about e... grammatical.

R: oke, are there difficultiees in learning pronunciation?

N: em... difficulties? A... e...

R: *apakah ada?*

N: a... ehe... e... we should memorize e... how to say em... phoneti

R: phonetics?

N: e..e...

R: you have difficulties?

N: yes, that's my difficulties

R: oke, e... if you have some difficulties in learning pronunciation, what do you usually need to learn to improve your pronunciation?

N: oke, I usually listen music to improve my pronunciation

R: you need listening music?

N: e..e... I need listening music , I need read some stories of English that my e... e... how to say that's my..

R: your need?

N: hehe yes, that's way I need

R: how about your strategies?

N: strategies?

R: yes

N: e.. about pronunciation

R: to improve your pronunciation

N: yah, I sometimes I want to.., e... sometimes I need my friend e... I need to, I need to talk with my friendd a.. a.... and I need to ask to my frends, could you..

R: oh, you try to ptractice?

N: he.e yah

R: oh I think enough, hehe

N: yah heheh

8. R: what is your name?

N: my name is Afirayanti

R: oke, how old you are?

N: emmm nineteen years old

R: nineteen years old, I have some questions for you about prounciation, the first do you know what is pronunciation?

N: oh, yes.. pronunciation is about how how.. how wespeeak , speak to friend, eh.. how we how we speak in Engish.

R: yah can you explain to me what is pronunciation , oke you before you have explain to me , for the next is pronunciation important in learning English.

N: yes, it's very important in learning English, because e,,, because if we talk with .. with someone we must be know how to speak to other people and than e.. emm

R: you can combain in bahasa

N: *oke, e... untuk berbicara dengan orang kita harus mengetahui bagaimana kita mengucapkan e... satu kata dengan benar, mungkin seperti itu kak.*

R: oke, are there difficulties in learning prounciation?

N: yes

R: what?

N: e... e... sometimes there are pronunciation e... some e... e.. same as the word em for example is car, emmm..

R: Homophone?

N: yes homophone

R: em... so, if you have difficultiees in learning pronunciation e... what do you usually need to learn pronunciation ? usually need to improve e... your pronunciation.

N: I need to em... more practice and than e... I need to speak up e.. everyday in my home.

R: for the next what is your strategy?

N: hm... e... my strategy ah... em.. I am searching in youtube and I follow instagram account about e... how to speak in English and than e... I exercise to ... to read e... some word or vocabulary , I try to e.. record my Voice and e I ee... I.. try to listen and than I have e... I have also e... *kamus* oxford about ho to pronunciation.

R: oke thank you, I think enough

N: *emm selesai mi kak?*

R: iye thank you

N: iye kak.

9. R: thank you for your time, for the first what is your name?

N: oke my name is Srijastana you can call me sri

R: how old you are?

N: oke I'm nineteen years old

R: I have some questions for you about pronunciation

N: allright

R: a... do you know about pronunciation?

N: yes, but not that all.

R: can you explain to e e... best your mind

N: oke, Thank you for your question, e... in my opinion about pronunciation is how's people pronunce the word e... and than when people pronunce the word e... they can understand what they say

R: oke, is pronunciation important in learning English?

N: of course, heheh

R: why?

N: Yah, because e... it is seems like when you read holiq qur'an e... when you pronunciation is seems like English in speak.

R: e... are there difficulties learn pronuciation?

N: e... I can say yes, yah hehhe

R: what are your difficulties?

N: what are difficulties e... like is it about pronunciation how to pronunce, oke, em... in my difficulties about pronunciation for example when my teacher ,e... when my teacher e... speaking in front of me than that word is not I ean the word as saldom I read in book and... and yah it's make me difficult.

R: if you have difficultiees in learning pronunciation, what do you usually need to learn pronunciation?

N: of course I have difficult

R: e... what do you usually need to improve pronunciation?

N: e... to improve my pronunciation I... I... always read... e... I mean I always learn by youtube e... e... because that video e... share how to pronunce the word e... e... than that vidio also teach about speach.

R: oke before your need, now what is your strategy?

N: oke the next strategy, of course I will ask my teacher and than a... to a... oh iya I have one strategies to improve my pronunciation, I practice with my friend through vidio call with my friend from another country, I try e... I try to practice with them.

R: oke I think enough thank you

N: oke thank you.

10. R: what is your name?

N: Fitrini HR

R: how old you are?

N: nineteen years old

R: nineteen years old, oke fitri I have some questions for you about prounciation, the first do you know pronunciation?

N: yes, oke, pronunciation is e.. e... how you e... improvee your English in speaking, iye

R: for the next, em... is pronuciation important in learning English ?

N: a?

R: *apakah pronunciation itu penting dalam belajar bahasa Inggris?*

N: yes, pronunciation ee... because e.. e... in pronunciation you use e... in speak English.

R: oke, e... are there difficult in learning pronunciation? *apakah ada kesulitata dalam pronunciation?*

N: yes, e... I have

R: what?

N: *e... kalau saya kak e... dapat ka kosa kataa baru, misalnya baru ka dapat diperkuliahan disitumi yang kayak susah ku anu ku tau kak*

R: so, if you have difficultiees in learning pronunciation, what do you usually need to improve pronunciation?

N: *apa?*

R: *apa yang biasanya kitaa butuhkan untuk meningkatkan pronunciation?*

N: e... e... listening music e... reading book e... reading article *yang bahasa inggris to kak e... itu ji*

R: e.. for the next e... what is your strategy to improve your pronunciation?

N: e... strategi ku kalau mauka kasi bagus anu ku kak kalau saya, dengarka lagu bahasa inggris baru ku ikuti, kudengarkan dulu baru ku ikuti

R: oke listening music

N: iye *kak, terus yang kedua e... kayak nontonka vidio, vidio di youtube*

R: watching tv?

N: *iye kak, dan juga baca ka buku cerita yang kayak nabagikan ka dosenku, disitu ku latih pronunciation ku*

R: oke I think enough

N: iye kak.

11. R: what is your name?

N: my name is Aisyah

R: how old you are?

N:....

R: umur

N: i'm eighteen years old

R: ok Aisyah, I have some questions for you about prounciation, the first do you know about pronunciation?

N: pronunciation is how to say

R: no, do you know, *tau atau tidak*

N: no, *eh sedikit tapi*

R: oke, can you explain to me about pronunciation best your mind

N: pronunciation is how to talk em.. *secara*

R: you can combain in bahasa

N: how talk *secara jelas bagaimana itu*

R: oke, is pronuciation important in learning English?

N: yes, of course

R: why?

N: because pronunciation is, because pronunciation e... teach e... e... because pronunciation e... one of part important *to salah satu bagian dari terpenting di* in English because pronunciation have many have many have many *apa di..*

R: in bahasa

N: *anu... anu kak* can make we understand what people say

R: are there difficulties in lerning pronunciation?

N: yes

R: what are you difficulties?

N: e,... e... my difficulties in learning pronuncciation is how to say e... words *yang susah kak itu yang kayak ada, ada beberapa kata yang susah diucapkan*

R: if.. e... if you have difficultiees in learning pronunciation, what do you usually need to improve pronunciation?

N: em...

R: *apa yang sering dibutuhkan?*

N: actually I'm I'm learn pronuciation by listening music or watching movie with subtitle.

R: how about your strategies?

N: my strategy to learn pronunciation is hear, hear eh listening music e... hear hear e... *mendengar orang cara orang bicara*

R: do you try to practice?

N: *iye kak*

R: oke that's all oke thank you

N: *makasih kak.*

12. R: I have some questions for you about pronunciation, for the first I want to know what is your name?

N: My name is Nur insan

R: e... how old you are?

N: e... eighteen years old

R: for the first question, do you know about pronunciation?

N: pronunciation?

R: yes

N: yes

R: can you explain to me

N: e... pronunciation is e... what a... what we e... pronunce e... that e... we sing in e... in... e... hear and pronunce e... e... with e... *ucapan kak maksudna diucapkan begitu.*

R: is pronunciation Imprortant in learning English?

N: yes, most important

R: why?

N: because e... wecannot e... talk about English if we e... e... don't know e... e... how to e... pronunciation e... with good

R: oke e are there difficulties in lerning pronunciation?

N: yes

R: what are your difficulties?

N: e... the e... the write is a... is diffrent e... with e... pronunce

R: oke, e... for the next if you have difficulties in learning pronunciation, what do you usually need to improve pronunciation?

N: listening music e... watch in youtube, watching movie

R: so next what is your strategy?

N: My strategy, e... I e... I... watching, listening music, read a book and I record my voice and I listen

R: I think enough thank you

N: thank you hehhe

13. R: I will give you some questions about pronunciation, for the first what is your name?

N: my name is Nusyamsi Putri

R: how old you rae?

N: ...

R: *umur*

N: e... seventh.. eh eighteen years old heheh

R: for the first questuion, do you know what is pronunciation?

N: yes, pronunciation is *pengucapan* e...

R: how to pronunce word, right?

N: aa?

R: yes or no:

N: no,

R: no, *maksudku pronunciation itu bagaimana mengucapkan setiap kata benar atau salah.*

N: yes

R: is pronunciation important in leearnig pronunciation?

N: a?

R: *apakah pronunciation itu penting?*

N: yes

R: why:

N: because pronunciation e... *dapat melatih hita e... supaya e... apa yang nama nya ini e... speeakingnya bagus*

R: oke... e... are there difficult in learning pronunciation?

Apakah ada kesulitan ta belajar pronunciation?

N: gampang-gapang susah

R: but do you have difficulties?

N: e...

R: *ada kesulita ta?*

N: *iye*

R: what are your difficulties?

N: e... *kadang dihuruf pengucapan hurufnya sama yang apalagi itu yang kata itu yang kayak apalagi itu nah yang vocal.*

R: if you have difficulties in learning pronunciation, what do you usually need to improve pronunciation? *apa yang biasanya kilakukan untuk meningkatkan pronunciation ta?*

N: e... *belajar samaa e...*

R: watching TV?

N: yah watching TV, youtube

R: what else

N: *kayak...*

R: what is your strategy to improve your pronunciation?

N: *untuk apalagi.. untuk... kalau saya belajar dan latihan.*

14. R: I have some questions for you about pronunciation, for the firts I want to knoe your name

N: Fitriani

R: how old you are?

N: twenty

R: I have some questions for the first do you know what is pronunciation?

N: how to pronunce, eh how to pronunce

R: do you know? Yes or no?

N: yes yes

R: oke, can you explain to me?

N: pronunciation is how to produce word or how to produce word eh how to produce word yes heheh like that

R: oke is pronunciation e... important to leearn pronunciation?

N: yes, I think like that

R: why:

N: because pronunciation e... can *mempengaruhi* influence when you talk with other when you talk with other and do you know pronunciation about one word e... do you know what the meaning what the say by the other people.

R: are there difficulties in pronunciation?

N: yes, no, no

R:dothing difficulties in learn pronunciation?

N: perhaps

R: what?

N: about my mouth, you know I'm Indonesian people hehehe

R: heheh so, if you have difficulties in learning pronunciation, what do you usually need to improve pronunciation?

N: e... to improve pronunciation,e... usually I using listening music e... sometimes I need read book about English and e... and... and I used digital translator.

R: digital pronunciation by phone?

N: yes digital pronunciation

R: for the next what is your srategy to improve your pronunciation?

N: yes?

R: your strategy

N: strategy like?

R: your strategy like practice may be to improve your pronunciation

N: yes, I e... e,... open conversation in youtube e... second listening music and practice.

R: I think enough thank you

N: yes.

15. R: I have some questions for you about pronunciaation e... but I want to know what is your name

N: my name is Astiani

R: how old you are?

N: twenty

R: for the next e... for the first question do you know what is pronunciation?

N: yes, pronunciation is.. a... a.. *cara-cara pengucapan yang baik gitu kak*

R: oke, e... is pronunciaton important in learning English?

N: yes

R: why?

N: because *maksudnya bisaka conbain kak?*

R: *iye*

N: *karena kalau salah pronunciationnya kak berarti itu e... e... salah juga nanti mungkin artinya karna e... kalau kita ketahui bahasa Inggris itu salah pengucapan berarti salah arti juga*

R: oke, e are there difficulties in learning pronunciation? apakah ada kesulitan dlaam belajar pronunciation?

N: *yes, iya, iya, iya*

R:what are your difficulties?

N: e... am... *pengucapan hehe apasih itu kayak itu kalau cepat-cepat meki toh kak kayak amau meki disuruh ki bacai cepat-cepat jadi pronunciationnya itu juga e... kadang me.... kadangki apa itu kayak blebet kak heheh*

R: oke, if you have difficulties in learning pronunciation what is your need to improve your pronunciation?

N: e... listening music and than e... read more ee... read more e... e,,. Read book

R: for the next what is your strategy to improvee your pronunciation? your strategy before your need and now about your strategy

N: e... e... strategy ku itu e... dengan mendengar sekaligus mempraktekkan kak, latihan

R: practice?

N: yes practice and listen

R: oke I think enough thank you

N: oke kak.

APPENDIX E

Description of Coding on Interview

Table 1.1 Table of Coding

The Description of Code.	
Students' Need	SN
Students' Strategies	SS

SN	Code	SS	Code
Digital Pronunciation	DgP	Recording	RCD
Vocabulary	VCB	Listening Western Song	LWS
Read Book	RdB	Practice	PRC
Listening western song	LWS	Watching TV	WTV

Table 1.2 coding of Students' Respond on Students' Need

Students	Code
Student 1	VCB
Student 2	VCB
Student 3	DgP

Student 4	DgP
Student 5	RdB
Student 6	VCB, DgP
Student 7	LWS, RdB.
Student 8	VCB
Student 9	RdB,
Student 10	LWS, RdB
Student 11	LWS
Student 12	LWS
Student 13	VCB
Students 14	LSM, RdB, DgP
Students 15	LWS, RdB

Table 1.2 coding of Students' Respond on Students' Stratgies

Students	Code
Student 1	PRC
Student 2	PRC
Student 3	WTV, PRC
Student 4	PRC
Student 5	PRC
Student 6	PRC, RCD, WTV
Student 7	PRC

Student 8	PRC, RCD
Student 9	PRC, WTV
Student 10	LWS, WTV
Student 11	LWS, PRC
Student 12	WTV, LWS,RCD
Student 13	PRC, WTV
Students 14	LWS, PRC, WTV
Students 15	PRC

From the table above the reseaarcher could be classsified that in students' need the students have some needs to improve their pronunciation like digital pronunciation, memorizing vocabulary, reading a book and also listening western song, and than in students' strategies the students have give their respond that the students have some strategies to improve their pronunciation, almost all of students said that their strategy to improve their pronunciation with practice.

Documentations

CURRICULUM VITAE

The researcher, **FIRNA** was born on March 19th, 1997 in Barru, South Sulawesi. She was the one and only child from the marriage of Salewangen and Sunar. She began her study at SDI Binuang and graduated in 2009. Then, she continued her education at SMPN 3 Balusu and graduated in 2012. Afterwards, she continued her study at SMAN 1 Barru and graduated in 2015. In year 2015, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. During she studied at the university, she joined organization, namely English Department Students Association (EDSA). At the end of her study, she could finish her thesis by the title an *Analyzing Students' Needs and Students' Strategies to Improve Their Pronunciation.*