BELIEFS AND ATTITUDES TOWARD ENGLISH PRONUNCIATION OF FIRST YEAR STUDENTS IN INTERPERSONAL SPEAKING COURSE

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Abstract

The objective of the present study is to investigate the beliefs and attitudes of first year students in Interpersonal Speaking Course of English Department of Satya Wacana Christian University. For this objective, twenty-one students who are enrolled in Interpersonal Speaking Course were selected. The study addressed the following research questions: 1) What are first year students of interpersonal speaking class of English Department in Satya Wacana Christian University beliefs and attitudes toward pronunciation in English speaking? 2) What are their beliefs and attitudes towards native and non-native pronunciation also accents of English? The semi-structured interviews were performed to collect the data and there are about thirteen to fifteen items provided in the interview transcript to reach the purpose of this study. The results showed that participants are tend to aspired, appreciated as well as preferred to have native-like pronunciation to the non-native one; even though the majority of them are completely fine and revealed positive attitude towards others who speaks non-native pronunciation. Another findings revealed the relationship between participant’s positive attitude and their motivation in especially improving own ability in English speaking and pronunciation where respondents are positively viewed the fluent speakers especially among their friends and as a result, they admitted to become motivated and believed that if their friends can reach such fluency. The present’s study findings hopefully can contribute a better knowledge for students to take special consideration of their pronunciation skill as well as enabled teacher to have a better perception on these learners’ attitudes that could greatly affect the acquisition process of the students.

Keywords: attitudes, learning beliefs, adolescence, pronunciation, speaking, interpersonal speaking
INTRODUCTION

Background of the Study

Among the four macro language skills, speaking seems intuitively the most important because speaking includes all skills of knowing a language (Ur, 1996) and pronunciation is especially an inseparable part of speaking because it is a global construct which consist of segmental (e.g., consonant and vowels) and suprasegmental (e.g., stress, intonation, rhythm, rate, volume) (Khamkhien, 2010). In addition, according to Gelvanovsky (2002), pronunciation has an important social value, which means that it should be related to prestige, such as intelligence, professional competence, persuasiveness, diligence, and social privilege. Moreover, Harmer (2007, p. 248) states that ‘the accuracy in pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably.

However, in most foreign language context, where the target language is not the language of communication, the frequency of English use especially in everyday communication is very little. Students only use the language limited only in the classroom. In the context of English Department of Satya Wacana Christian University (ED SWCU), the actual implementation of the language learnt in speaking classroom is practically null, whereas as the future candidate of English teacher, the students of ED SWCU should have the ability to speak English confidently and comfortably. Moreover, Nunan (2003) remarks that unlike reading and writing, speaking happens in real time and situation and it seem difficult for students to implement what they learn in speaking class if they never actually use it in real situation. As a student in ED SWCU, the writer experiences herself mostly in classroom setting, that when it comes to speaking and pronunciation, most students are reluctant, even afraid, to speak because they are unconfident with their pronunciation. As a
result, many of them will tend to hold themselves, never take opportunities to speak in front of class or even answering teacher question, and let their friends who they think are more capable to speak. The negative attitude could affect badly for the rest of their learning process and achievement because most courses obliged them to speak whether it is in a form of oral presentation, role-play, or in class discussion. Likewise, Bernat & Gvozdenko (2005) explained that students with “mistaken”, uninformed, or negative beliefs may lead to a reliance on less effective strategies and resulting in a negative attitude towards learning and autonomy (Victori & Lickhart, 1995) and classroom anxiety (Horwitz, Horwitz & Cope, 1986). Therefore, their desires, perceptions, beliefs, attitudes and metacognitive knowledge they bring with them to the learning situation is very crucial to acknowledged and since it have been recognized as a significant contributory factor in the learning process (Breen, 2001; Bernat & Gvozdenko, 2005; Deneckere, 2010; Rajecki, 1990), discovering student’s attitudes and beliefs is important to build awareness of language achievement. Furthermore, according to Bernat & Gvozdenko (2005), many learners are successful because they develop insightful beliefs about language learning processes, their own abilities, and the use of effective learning strategies, which have a facilitative effect on learning. For that reason, this paper investigates what first year learners’ of Interpersonal Speaking attitudes about pronunciation, especially how they conceptualize pronunciation of English generally and specifically, and whether or not these concepts they engaged are similar in manner.

**Relevant Studies Related to the Study**

In a study that has been widely cited for over 30 years, Cathcart and Olsen (1976) examined teachers’ and students’ beliefs about methods that they considered the most appropriate for correcting grammar and pronunciation errors in classroom conversation. Questionnaire results showed that students held a strong preference for error correction, especially concerning pronunciation and grammar (in order of preference), with most voicing
a preference for such correction most of the time. These students also felt that teachers tended to pay more attention to pronunciation and grammar than to vocabulary and word order. The students’ beliefs matched their preferences, although they felt that grammar probably received somewhat more attention in the classroom overall. Generally, students believed that teachers frequently used students’ preferred approaches to grammar and pronunciation correction. In addition, a comparison between the teachers and students’ questionnaires revealed that students wanted teachers to correct them even more frequently. In relation to pronunciation errors, both teachers and students favoured a correct (e.g. native speaker) model approach. Furthermore, Horwitz (1988) conducts another study, where his Beliefs About Language Learning Inventory (BALLI Horwitz, 1988) has been used frequently to probe learners’ beliefs (e.g. Öz, 2007; Mantle-Bromley, 1995; Peacock, 2001). The BALLI is a questionnaire developed to assess learners’ views on five major areas: 1) the difficulty of language learning, 2) L2 aptitude, 3) the nature of language learning, 4) learning and communication strategies, and 5) motivations and expectations. Moreover, Cenoz & Lecumberri (1999) investigated Spanish and Basque learner’s beliefs about pronunciation training. They found that contact with native speakers, ear training through phonetics, motivation, and general L2 proficiency were perceived as the most influential factors for increasing L2 pronunciation. The support for contact with native speakers was especially strong with Basque learners, who already acquired Spanish through naturalistic learning. This experience created understanding that naturalistic approaches to L2 learning are more fruitful than formal instruction.

**Aim of the study**

First, this study focuses on the investigation on the conceptions and beliefs of learners, aiming on the pronunciation component, for the reason of the particular role of beliefs occupies in English speaking learning is especially important to map the attitudes of
the first year students. Moreover, since scholars are taking on board the idea that English is no longer exclusively owned by the native-speaking communities and native-like pronunciation is an unrealistic goals of English speaking, it is needed and essentially desirable to investigate the newly arrived members’ beliefs and attitudes of advanced English experience, in this case first year students. Therefore, this study will try to map their thoughts, beliefs, and attitudes on especially English speaking and pronunciation.

Secondly, the present study also addressed beliefs about and attitudes towards native and non-native pronunciation. Within the context of EFL, both pronunciation norms appear to be the linguistic component that mostly receive false impression. Therefore, this study aims, among other things, to investigate whether the first year students, still consider it is important to achieve a native-like pronunciation.

In sum, this study will try to provide insights in these two main research questions:

1. What are first year students of interpersonal speaking class of English Department in Satya Wacana Christian University beliefs and attitudes toward pronunciation in English speaking?
2. What are their beliefs and attitudes towards native and non-native pronunciation also accent of English?

Significance of the Study

As learners’ beliefs and attitudes are said to relate to learning success and motivation (Horwitz, 1988), it is hoped that the present study will provide insight in the psychological aspects on pronunciation learning especially in early speaking learning at advanced level by the students of Interpersonal Speaking course before they enter the next level of the required
speaking course, and also enabled teacher to have a better perception on these learners’
attitudes that could greatly affect the acquisition process of the students.

THEORETICAL FRAMEWORK

This section provides three literature reviews contributing clarity in perspective on support
ideas and knowledge concern about this study.

I. Definition and Importance of Beliefs and Attitudes

1. Beliefs

Beliefs in this study refer to “psychologically held understandings, premises, or
propositions about the world that are felt to be true” (Richardson, 1996 as cited in
Bernat, 2006). Furthermore, Wenden (1999) argues that beliefs may be acquired
either subconsciously, resulting from observation and imitation, or consciously, based
on the advice of other people, such as parents or teachers, or by reflecting on one’s
own learning experiences. Moreover, belief as the psychology aspect of the individual
learner has his/her own personality, abilities, awareness, thoughts and emotions that
affect process of L2 acquisition. Learners’ views on how one should learn L2, their
emotional stances towards the L2 and its speakers and their reasons for learning the
language will determine how they engage in the L2 learning task and can account for
individual differences in language learning.” Moreover, Horwitz (1999, as cited in
Gabillon, 2011) stated that:

The role and importance of beliefs have been of a great interest for many scholars
from diverse disciplines. In disciplines where human behavior and learning are of a
primary concern (namely, cognitive psychology, educational psychology and social psychology) beliefs are viewed as an importance construct to be investigated in relation to their subsequent impact on people’s behavior. Moreover, learners’ beliefs have proved to influence both the actions and experiences of language learners.

In addition, Gabillon (2011) explained that some empirical findings have demonstrated that beliefs that language learners hold about a target foreign language culture affect their attitudes towards that language and together with other variables play a role in their L2 motivations (Csizer & Dornyei, 2005; Gardner, 1979, 2001a, 2001b; Gardner et al., 2004; Masgoret & Gardner, 2003). In the same vein, Castellotti and Moore (2001) claim that social groups’ shared images (representations) about other languages and learning these languages can influence learners’ attitudes towards other languages and finally their interest in learning these languages. Moreover, attitudes and beliefs also have been reported to have a notable effect on L2 learners’ strategy use, with negative attitudes and beliefs resulting in poor strategy use (Oxford, 1994).

2. Attitudes

Rajecki (as cited in Deneckere, 2010) defines attitudes as psychological entities that reside in the private experience of each person. Moreover, Fazio (2007: 606) defines attitudes as ‘associations between a given object and a given summary evaluation of the object. Furthermore, Mantle-Bromley (1995) states that learners with positive attitudes and realistic and informed beliefs about language learning will be more productive learners. The following section will discuss the function and components of attitudes.

a. Function of Attitudes
Attitudes have several functions, two of which are of specific relevance in second language learning (McGuire, as cited in Rajecki, 1990). The first one is *utilitarian* function. The function is based on the assumption if we like something we will likely be succeed in achieving it and if we dislike that thing, we will fail in achieving it. The function informs that people can distinguish between what they like and what they dislike, and this will help them to realize which objects will serve their goals and which will not. The second function is *knowledge* function. The function based on the fact that people are able to make sense of the world by classifying new objects or experiences in existing categories. We assign people and objects to categories and by virtue of our knowledge of those categories, we evaluate its members and when we are confronted with new information that conflicts with our attitudes, these attitudes are likely to change. Because attitudes provide us with an interpretational framework of reality, they will trigger our behaviour in the social world (Rajecki, 1990). Via these functions, attitudes will influence the behaviour of language learners.

*b. Component of attitudes*

Attitudes consist of three components: an affective, a cognitive and a behavioural component. *Affective* or *affect* refers to the emotional reaction to the attitudinal object. In second language learning, it refers to the extent to which the learner likes or dislikes the L2 and the learning process and the context of learning. *Cognitive* or *cognition* refers to it refers to our knowledge, beliefs and assumptions about the nature, functions and implications of language and language learning, regardless of whether this information is valid and realistic or not. Then, *behavioural* or *behavior* refers to what one does or intends to do with the object. In second language learning, *behaviour* encompasses the goals the
learner sets for him or herself and the actions and strategies used in trying to reach these goals. Whether the learners want to as close as native-like pronunciation in speaking, or whether they intention is for intelligibility, or whether they want only to get an A at the end of the course, such matters are all related to the behavior component.

II. Adolescence Learner

The first year students are classified *adolescence* in this study. Adolescence is defined as the transitional period between puberty and adulthood in human development, extending mainly over the teen years and terminating legally when the age of majority is reached of youth (Reference.com). It is an interesting subject to study because of several reasons. First, cognitive, emotional, and attitudinal changes, which are characteristic of adolescence, often take place during this period, and this can be a cause of conflict on one hand and positive personality development on the other. Moreover, in the search for a unique social identity for themselves, adolescences are frequently confused about what is ‘right’ and what is ‘wrong’. Furthermore, Mead (2003, in references.com) attributed that the behavior of adolescence are always pointed to their culture and upbringing. Secondly, according to Piaget, this stage of adolescence development is hold with greatly increased cognitive abilities; at this stage of life, the individuals’ thoughts start taking more of an abstract form and the egocentric thoughts decrease, hence the individual is able to think and reason in a wider perspective. Furthermore, positive psychology is sometimes brought up when addressing adolescence psychology as well. This approach towards adolescence refers to providing them with motivation to become socially acceptable and notable individuals, since many adolescence find themselves bored, indecisive and/or unmotivated. Those are the reasons why the writer chooses adolescences as the
participants of the present study. In addition, it should also be noted that adolescence is the stage of a psychological breakthrough in a person’s life when the cognitive development is rapid and the thoughts, ideas and concepts developed at this period of life greatly influence the individuals’ future decisions and attitudes.

III. Theory on Approaches

This study aims to explore the learners’ beliefs and it irrefutably leads to the cognitive component of attitudes in second language learning. Beliefs about language learning form a metacognitive framework with certain conceptions that learners hold about themselves, the nature and difficulty of language learning, the role of variables such as age, gender or aptitude on the learning process, and the usefulness of certain strategies in learning (Öz, 2007). In the past decades, the body of research literature on language learning beliefs has grown greatly, beginning in the 1970s (Papalia, 1978). As these studies have been investigated within various research paradigms researchers have recently attempted to classify them. Benson and Lor (1999), for example, organize them according to the enquiry methods employed by investigators. Then, a typical research strategy involves completing an inventory of different belief statements, to which learners indicate their degree of agreement or disagreement (Horwitz, 1987). Another popular strategy employs interviews and focus group discussions (Wenden, 1987). Moreover, Kalaja (2003) refers to these approaches as "mainstream" and "alternative." On the other hand, Barcelos (2000, 2003), distinguishes three main approaches: nominative, metacognitive and contextual; where each approaches defining beliefs in a different manner and using different methods to measure them. This classification is based on a definition of beliefs, research methodology, and the relationship between beliefs and other factors. The writer adopted it here for the purpose of classification and information of the following study.
and the present study adapted the metacognitive approach as the main instrument to draw out participants’ beliefs and attitudes toward English pronunciation.

3.a  *The normative approach*

The normative approach defines beliefs as misconceptions about language learning that may be detrimental to learning and therefore need to be removed. The normative approach looks for patterns in beliefs as typically held by groups, while the individual learner remains of secondary importance. It uses quantitative methods to detect general patterns in beliefs held by larger groups.

3.b  *The metacognitive approach*

This approach is mainly proposed by Wenden (1999). In contrast to the previous approach, the focus of this model lies on the beliefs of individual learners, rather than on beliefs shared by whole groups. The metacognitive approach sees beliefs as a form of metacognitive knowledge learners have about learning. As the word metacognitive suggests, the knowledge refers to our knowledge and opinions as an individual about learning, and thinking our own goals and needs and those of others (Wenden, 1999). Wenden identifies three classification of metacognitive knowledge, which are task knowledge, strategic knowledge, and person knowledge. The classification is based on whether the focus is on the learning task, the process of the learning, or the learner. The person knowledge on views learners have on how learning is facilitated or inhibited by human factors, such as age, motivation, language aptitude and self-efficacy. Meanwhile the task knowledge refers to beliefs about the goal of a learning task and its effectiveness in serving the learner’s language learning needs, and the effort, skill and knowledge needed to fulfill
the task. Last is strategic knowledge which focuses on the process of learning includes the assumption of the strategies that can be adopted in language learning, their advantages also drawbacks and how it should be used particularly into practice. In general, metacognitive approach stresses that beliefs are individual and need to be determined from learner to learner. Beliefs as said to be relatively stable, which is the main difference with the contextual approach, the approach which will be discussed further below.

3.c The contextual approach

This typical approach views beliefs as emerging in and informed by the context of learning. Beliefs, in this view, are not merely personal cognitive constructs, but are shaped by the learner’s culture and experiences. Learners’ beliefs are no individual mental schemata, but are socially constructed and shared representations that are used to act in one’s social context. Like the context in which they emerge, beliefs are highly dynamic and variable. Beliefs are seen as a part of the culture of learning in a given society (Barcelos, 2003). This approach suggests that beliefs are seen as highly variable and open to modification.

IV. Role of Influence Variables (Piske, MacKay, &Flege, 2001)

The last literature review presented is related to variables that have most often been claimed to influence second language learners’ perception also production of second language speech sounds, includes:

1. Age of first intensive exposure to a second language (AOL)
Subjects' age of first exposure to the L2 appears to be the most important predictor of the pronunciation skill. The reason is that individuals who began learning a second language before the end of the Critical Period of speech learning, where language is acquired best in early childhood, would have a much better pronunciation than would individuals first exposed to the L2 after the end of the critical period. The age of the learners when they first exposure to a second language is important in this study, because having information about when the subject first expose to second language influence also in their belief about speaking and pronunciation.

2. **Length of residence in a predominantly L2-speaking environment (LOR)**

Number of years spent in a community where the L2 is the predominant language is also one variable that set learners’ conception and knowledge about pronunciation. For example students’ whose parents or family are origin in Australia and have lived there for some time, might perceived their standard of pronunciation as Aussie-English. This case is probably not often found for most of the leaners who studied English in Indonesia, especially for the participants of this study who is advanced young learner because they are probably have been in Indonesia for their life. In early phases of second language exposure, additional experience with the L2 may lead learners to develop their own attitudes towards the language they learn.

3. **Gender**

Piske, MacKay, & Flege, in their study, bring up some study that aims to identify gender as a ‘significant predictor’ of degree of L2 foreign accent. They suggest then, that in some studies, females usually received higher ratings in the foreign pronunciation than man did. However, most studies have not identified gender as
a significant predictor of degree of L2 foreign speaking (e.g., Olson & Samuels, 1973; Suter, 1976; Snow & Hoefnagel-HoKhle, 1977; Purcell & Suter, 1980; Flege & Fletcher, 1992; Elliott, 1995). Flege et al. (1995). The reason for this is because Flege et al. (1995) found that gender effects differed depending on AOL and amount of L2 experience.

4. **Formal instruction**

In speaking classroom setting, formal instructions are often used to accommodate these learners to practice the pronunciation skill. However, Piske, MacKay, & Flege suggest that there is little evidence to date that amount of formal instruction as such affects degree of L2 foreign accent. However, if classroom teaching carried on in the L2 involves special training in the perception and the production of L2 sounds, it may well have a larger effect on L2 pronunciation.

5. **Motivation**

Motivation is the result of specific combinations of attitudes that trigger and sustain the learning process (Deneckere, 2010). He specifically stated that the desire of learners to speak standard English is pivotal in L2 learning because it provides the impetus for engaging in the learning task and later serves as the driving force to sustain the learning process. Motivation determines a learner’s behaviour also shapes their belief toward certain aspect in classroom activities.

6. **Language learning aptitude**

Learners do indeed have an aptitude for language learning and seem to acquire a good pronunciation than others. The aptitude factors plays an important role in learners’ pronunciation development because the learners’ language learning aptitude affecting so much the willingness and belief of them to learn the target language.
7. Amount of L2 use

It seems that many learners who live in a non-English speaking country do not have opportunity to use the target language in a real environment. In fact, in many EFL classrooms, the students’ pronunciation mostly depends on teacher’s pronunciation and frequency of the second language use in classroom context especially in everyday life context, take part in how the learners view and concept the language and this then contribute to their attitude towards the language.

THE STUDY

Context of Study

The setting of the study is faculty of English Department, in a private university located in Salatiga, Central Java. English Department students who enrolled in Interpersonal Speaking course is specifically the subject of this study. The Interpersonal Speaking course consists of three major classifications emphasized on skills, which are collocation, pronunciation, and reinforcement. To reach the purpose of the present study, interviews will be done to 21 students. There are several reasons for selecting the context previously mentioned. The first reason is that faculty of English Department is the place where the writer spent her educational year; the department has become a well-known place to her. The knowledge about the classes, the teachers also the students number makes the context of this study convenient for the reason that it is easy to access. The second reason for selecting Interpersonal Speaking course as the context of the pronunciation study is because the course is the first stage of speaking courses in English Department and it is also the first exposure of the advanced English speaking learning first year students will experience. That is why the course is the first important step for students to have chance to build identity and awareness
regarding their own speaking pronunciation. Also, such consciousness can assist them in their learning experience in the next level of the speaking course. Further reason also is because Satya Wacana Christian University is a well-known university in Indonesia especially English Department which has been recently accredited A, consists with a varied ethnic and cultural background, for example Javanese ethnic that contributed ‘Javanese accent’ in English speaking, and this will contribute the richness of the data. There are approximately nine of Interpersonal Speaking classes here in every odd semester which consist of more or less 100 students with each classes consist around 20 to 25 students.

Participants

The first year students who enroll in the Interpersonal speaking class are selected and the purposive sampling method is used. These students age ranged from 18-20 years old and reason for the selection is that these students are the advanced young learners who are still ‘green’ about the advanced learning of speaking and its skills. Most of students in Indonesia especially those who are in government school, start to learn English in 5th grade or even middle school. These students also might/might not have learnt specifically English speaking at middle and high school and their exposure to English conversation is practically null. However, it does not mean that they are clueless about speaking at all. In the nowadays area where everything is related to English, they probably have seen and witness English conversation especially in Hollywood movies they watched. They may already possess their own ideas, images of pronunciation, the concept of it, and these ideas that will be investigated in this paper. The snowballing sampling method, the method where interviewer chooses the core participants and then they introduce the interviewer to other potential participants, is also used to make the selection of participants easier and accessible. To investigate conceptions and attitudes toward the best way in pronunciation and pronunciation learning in English
speaking, data will be gathered from twenty-one first year students who enrolled in Interpersonal Speaking course.

**Instrument Data Collection**

To achieve the aim of the study, the semi-structured interview will be performed to collect the data. Semi-structured interview or “interview guided approach” (Patton, 1990, as cited in Zacharias, 2011) is similar to structured interview, which is highly structured with the order of questions is strictly specified in advance and all participants are asked the same questions in the same order. However, semi-structured interview allows a greater flexibility that includes changing the order of the questions to provide opportunity for follow-up questions. The reason for choosing semi-structured interview is because the nature of it which is flexible and diverse in the manner of responses of the interviewee and the structure of the question which can make the interviewee has the probability of a spontaneous answers and also for the interviewer to ask more questions. The fact is undoubtedly can contributes the richness of the data and makes the process of data analysis easier and more confidential (Zacharias, 2011). Moreover, the atmosphere is more relaxed and not so formal, which can result in the participant to be more comfortably to talk and share their thoughts. There are about thirteen to fifteen items provided in the interview transcript to get the data, focusing on the students’ beliefs and attitudes towards pronunciation in English speaking. The interview will elicit to two main parts, where part one draw out background information of the participants represent the following variables; age, gender, years of exposure to English, and frequency contact with English through two main popular media, music and internet. Then, part two of the interview is regarded as the main instrument of the study where this part comprises list of questions specifically cope in students’ beliefs about their own pronunciation and their attitudes towards it. Most items are based, adapted also well modified from existing studies (Deneckere, 2011; Horwitz, 1988; and Li, 2009) and some items are designed by the writer.
Items are selected to cover the emphasize variables such as 1) attitudes towards pronunciation in English speaking, 2) beliefs and attitudes towards pronunciation aptitude (self & others), 3) beliefs and attitudes towards self-efficacy/confidence in speaking English, 4) beliefs and attitudes towards native & non-native pronunciation and 5) language learning strategies. In specific manner, variables will be classified in three major parts based on the components of attitudes (Rajecki, 1990), which are affective, cognitive, and behavioural. The figure 1 below provides an overview of the classification of variables and the corresponding items on the interview transcript.

**Figure 1 Classification of variables and its samples**

<table>
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<tr>
<th>Variables</th>
<th>Items</th>
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<tr>
<td>Affective</td>
<td>“Do you like learning English?”</td>
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<tr>
<td>Cognitive</td>
<td>“Menurutmu temen yang bisa lancar banget bicara Bahasa Inggrisnya tu gimana, yang speakingnya bener-bener kayak orang Barat”</td>
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<tr>
<td>Behavioural</td>
<td>&quot;Kalo dengan teman se-FBS sering nggak ngobrol pake English?”</td>
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**Procedure Data Collection**

The study used the qualitative data. The data were collected during the end of semester. The reason for this is that the participants need to experience themselves the process of learning first to be able to do the questionnaire and interview. The interview will be carried out to 21 students of Interpersonal Speaking classes. The interview will consist of two main parts, first the background information of the participants such as age, gender, years of studying English
and frequency contact with English are being acknowledged. Then, generalization of questions is given, such as the reason why they like English and why they think the language is important and then more specific questions are given later, such as what are their beliefs about pronunciation and how these beliefs define their attitudes toward their own (also peers) English pronunciation and how they view native as well as non-native pronunciation. Interviewer will ask for the confidential time to meet the interviewee. The interview data will be captured by note taking and voice recording. The analysis of the finding will be analyzed in categorical content or content/thematic analysis way (Zacharias, 2011) where categories or themes have been previously assigned to participants’ interview transcript based on theoretical overview and then the result will be separated and classified into several themes or categories.

**Pilot Study**

Before implementing the items on the interview, the conceptualization as well as the form of questions to ensure the participants’ comprehension towards the items were checked whether the items were overwhelming. Having performed the recommended modifications, the interview questions were piloted to measure the degree of understanding of the participants and to detect possible comprehension or language problems. The pilot study was done to two first year students who majored in literature. Respondents were asked the twenty-five questions and it is done in English. The pilot test revealed that some aspects in the understandings of the ideas of these questions also the English language limitation could lead in the confusion and the hesitation of the participants to answer. Therefore, the first draft interview transcript which consists of twenty-five questions, was later reduced to thirteen to fifteen questions as well as reformulated to increase comprehension and reliability and the interview is done in both English and Bahasa Indonesia.
RESULT

The aim of the present study was to gain insights about beliefs and attitudes of first year student of SWCU towards English pronunciation as well as NS and NNS pronunciation in Interpersonal Speaking course. In the present section, the results will consist of two major parts. The first part consists of the background data of the participants and the second part consists of cognitive, affective and behavioural interpretation and display of the data according to the interview items.

Background information

This section revealed four categories of respondents’ background information of respondents, including gender, age, first exposure to English and amount contact with English through two popular media; internet and music.

Figure 2 Participants Gender

Respondents in the present study are mostly female; with sixteen female student participants and the rest five are male. Their age ranged from 17 to 19 years old, with most students are aged eighteen, two participants are nineteen and three others are seventeen. Below figure is
the detailed list of age of the participants. The participants will henceforth be labeled according to the number sequence as below table shown.

**Figure 3** Participants’ Age

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Gender variable (Piske, McKay & Fledge, 2001) did not evidently contributing significant proof as the variable that influences the participants’ beliefs and attitudes towards English pronunciation in this study. However, from the interview results of sixteen female, almost all
of them admitted that they are appreciated native-like pronunciation than the non-native one. While the five male participants are tend to believe in proper deliverance of a message, rather than native-like pronunciation.

**Figure 4** Participants first exposure to English

Most participants in this study have been exposed to English even since they are in 1st grade and few of them even have been learning the language since kindergarten. However, a quite high number of respondents were introduced to the language when they were in 7th grade.

**Figure 5** Participants contact with English

Apart from information about the respondents’ age, gender and first exposure to English, the background information also included questions about the amount and nature of contact with English respondents have. Music and internet are specifically chosen in the present study.
because the two media are no doubt, the two most influential and popular media the adolescence exposed to especially English. Moreover, according to MacLeod & Larsson (2011), because of technological evolution and media exposure, internet and music platforms have become as common as the usage of traditional text and work books. Furthermore, Livingstone (as cited in MacLeod & Larsson) stated, “the media today operate as pervasive, yet often imperceptible, elements in the everyday cultures of children and young people” (p. 286). The figure 5 above implicated the general impression from the participants’ contact with English and revealed that music is very much a part of the everyday lives of them compare to internet. Notwithstanding the subjective nature of the responses, although internet (news portals, English language websites) appear to be less prevalent, the impression that English language is very much a part of the everyday lives of respondents through spoken English media (music) is inevitable and the fact is important when considering their beliefs and attitudes towards English pronunciation in the present study.

Participants’ cognitive, affective, and behavioural stances towards English pronunciation

In this section, the interpretation of participants’ responses will be presented. Responses will be discussed in the three significant categories, which are cognitive, affective and behavioural. The results which emphasised on cognitive and affective theme are presented in two aspects; covering participants beliefs toward pronunciation and English pronunciation and their perceptions towards their own English pronunciation.

1. Participant’s opinion about pronunciation

First result showed that most respondents in this study believed that pronunciation is one of the most important aspects for communication. Moreover, participants also conveyed that
pronunciation is unlike other skill, that it is the skill that needs actual practice in order for someone to be a better speaker. Upon given the question about their perception towards English pronunciation, most respondents give positive attributes, covering a wide range responses from general; such as ‘cool’, ‘good’, ‘unique’, ‘awesome’, to pragmatic; such as ‘more easily to understood’ and ‘easy to learn’. Participants also disclosed challenges especially in English pronunciation and implied that it needs respectable effort and time to master and opinioned also that it is not an easy skill to become proficient in. In addition, participants also found challenge in pronunciation features such as ‘th’ and ‘sh’ sound as well as the ‘voiced’ and ‘unvoiced’ aspect of pronunciation. Most participants also compared English pronunciation with their first language and stated that it is different in term of as the pronunciation is not similar as the written word such as in Bahasa Indonesia. Also, English pronunciation was being differentiated by the interviewees to other popular foreign language and most of them stated that it is more pleasant to hear also learn compare to most common foreign language such as Japan, China, French and Korea. Furthermore, respondents believed that the pronunciation norm is supposed to be as close as Britain or America because they are confidence that both countries are the ‘originator’ of English language and therefore many of them are desired native-like pronunciation as well as accent. Moreover, following the previous result, respondents were then asked regarding their impression towards a fluent English speaker among their peers with especially native-like pronunciation and most of them implied ‘cool’, ‘smart’, and more positive comments about such speakers such as:

“I’m actually (feel) happy. And then I made (it) also as one of my motivation. If s/he can, why I dont”

“Learned a lot from him/her”

“Good to have friend like that. They can help me to speak English better”
The responses above then also revealed that participants’ viewed to such fluent speakers especially among their friends as a motivation for them to speak English better. In addition, some responses also informed participants’ beliefs about ‘talent’ also habit aspect as the reason for someone can be so fluent in speaking English:

“They are fluent because they are speaking more and more than I usually”

“There are (some) factors that make them be fluent like that, like their parents are Westerners or their school made them speak in English, etc. You could say also that they have talent”

“...Maybe their talent is already there (speaking English). I think if we talk about speaking, it’s a matter of habits ...”

However, less than half of the respondents thought that they had ‘talent’ themselves in especially English speaking. Nevertheless, although participants had beliefs that perfect pronunciation as well as speaking is a ‘talent’ factor and some people have a special ability to learn L2 pronunciation, many of the participant believed excellent pronunciation is earned through lots of practices;

“Because they study hard...”

“They earn it. It’s not easy to speak English fluently...”

“To be fluent like that, ones should study and practice really hard...”

“Salut. They must be study hard to be able to speak fluent like that.”

Next results revealed participants cognition towards accented English speaking. A quite high number of participants had positive perceptions towards non-native pronunciation. Participants believed that accent is in fact the identity of the non-native English speaker that shows the speakers origin such as interviewee 4, 11 and 18 implied:

“...Having accent means you’re unique. It shows who you are and where you come from...”
“...It is going to be their own characteristics and uniqueness...”

“Because of (most of the learners are) Javanese, so it’s ok to speak English with a Javanese accent...”

Moreover, even though some participants said that accented English speaking sounds less aesthetic, they stated that non-native pronunciation is something that non-native speaker of English should be ashamed of, because not all speakers could master the native-like pronunciation. In contrast, there are nine respondents who believed that accented English speaking should be avoided even eliminated and reasoned that accent could greatly affect the meaning and purpose of conversation and make native speakers misunderstood even feel reluctant to continue the conversation.

2. Participant’s opinion about their own pronunciation

First of all, most participants of the present study evaluated their pronunciation of English as amateurish and reflected that they have not yet reach the desired pronunciation skill they wished to and still need more practices in speaking English. Interestingly, even though participants implied that they wished for native-like pronunciation, when given two option; whether they want native-like pronunciation or understandable conversation, many were responded that being able to be understood by the interlocutors in a conversation is sufficient for them. As for the reasons, respondent 2, 4 and 5 asserted;

“Because comprehensible is the purpose of communication, right? You don’t have to be ‘too Western’ to have people understand your English.”

“Because I think the language itself is a communication tool. So it's useless if my pronunciation is good, but people do not understand the point of my talk...”

“It is better if other people understand easily what we say rather than like people who talk like Westerners but other people fail to catch the point of the conversation ”

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The responses communicated the beliefs in well-delivered message and purpose of communication to speaking partner rather than native-like pronunciation. Moreover, most respondents also believed that a correct pronunciation is a realistic goal for everyone and they had a strong will to improve the way they sound. Following that, most respondents in this study believed that their non-native pronunciation as the deficiency they should avoid even eliminate. When participants were asked their opinion toward peers who speak with accented English, they reflected it in a strong objection toward their own accented English speaking, as respondent 6 and 7 said:

“...sounds weird but actually it’s rather hard to change the accents. Because this happens to me and I really want to change it but having difficulties to change it..”

“They must be open-minded and willing to learn. Yeah of course me too..”

They reasoned further that accented English speaking will only lead to misunderstanding especially for native speaker. This is very interesting, because in previous result, although many participants had positive attitude about their peer who is speaking with non-native pronunciation; even implied this as a uniqueness and speakers’ identity, participants seem disliked the non-native pronunciation for themselves. Furthermore, when asked about a peer who is thought to be insufficient in pronunciation and speaking skill but appear to be confident in speaking the language, most participants in fact expressed warm approval or even admiration and positively commented that nothing is wrong with such self-confidence. However, although almost all interviewees stated that confidence is crucial for pronunciation improvement, a considerable number of respondents did not think they possess confidence themselves and tend to have negative attitude about their self-efficacy. They admitted further that the reluctance about their pronunciation and speaking skill caused hesitance also lack of confidence in speaking the language. Nevertheless, participants implied that determination and lots of practices will result in pronunciation skill improvement. Finally, apart from
sufficient and understandable pronunciation preferences, some interviewees emphasized the importance of meaning, actual use, proper intonation, decent rate and volume and the ability to appreciate interlocutor as the desired speaking standard they should possessed.

3. What the participants feel about English pronunciation and their own pronunciation

Participants’ affective stances towards learning pronunciation were generally positive. All respondents reckoned English pronunciation as ‘cool’ and ‘good’ and wanted to learn to speak with a perfect accent and pronunciation. Respondents also implied that they were excited to learn and improve their pronunciation ability in speaking class by learning new words. Even though quite a few participants implied that English pronunciation as ‘too fast’, ‘pretty difficult’, and ‘different’, majority of respondents felt that English pronunciation is fashionably attractive and many of them even preferred its pronunciation to other popular foreign language; such as Japan, China, French and Spanish. Furthermore, participants were conscious of the ubiquitous of English especially for Britain and American pronunciation and many of them wished their pronunciation to be as close as both countries. In addition, music and movies are two main media that plays great effect on the perception and desire of participants pronunciation attitude and majority respondents of present study are also exceptionally interested in English or American culture. Following that, respondents were signaling a strong dislike towards their Javanese accent also their non-native pronunciation because they believed that native pronunciation are more appealing and made it easier for them to communicate with various people from English speaking country, especially native-speaker. Towards their peer who can speak English fluently especially with great pronunciation, many respondents admitted to feel envious and disclosed a wish for
themselves to speak as easily and accurately as their fluent peers. Many participants also felt motivated, as respondent 14 and 18 asserted;

“It is an opportunity to gain knowledge from them...(I) become motivated for speaking English better.”

“I really want to be like them…”

However, an inferiority is also felt by a participant toward such fluent speaker, as being asserted by respondent 4; “Sometimes it makes me feel little… because people like them usually dominates the classroom…” and further believed that habit, practice and ‘talent’ are the three contributing factors which make oneself articulate in pronunciation.

4. Participant’s behavioral stances toward English pronunciation

First of all, the behavioural results of the participants revealed that participants in the present study, apart from formal practice in classroom, are mostly use movies, songs and speaking partners as the three learning and practicing methods to improve their pronunciation outside the classroom situation. Most participants admitted that they are typically imitating the pronunciation of words in a song they listened to; as asserted by respondent 17, 19 and 20:

“I usually learn from songs. I usually repeat what being said and practice words i didn’t know how to pronounce.”

“…I like to listen to English song, but sometimes I don’t really understand it. I usually find the lyrics and then follow a few words…”

“… I learn usually by singing…”

When movies are used for pronunciation learning, interviewees emphasized that English subtitle, instead of Bahasa Indonesia subtitle, is very important to help them in pronouncing words. Following this view, some participants expressed that the beneficial of learning through movie does not only cover phonological aspect but also semantic meaning and also
contextual information; such as when, where and how to use the language. Few participants also conveyed that they are always searching for the opportunity to conversing with native speakers since they believed that it is the most appropriate method to acquire a good pronunciation and they also feel sure that native speakers provide the best model of pronunciation and can help them to improve their pronunciation better. Next, respondents showed a strong support for English in everyday use yet interviewees’ results regarding using English with their peer in everyday situation showed practically null outcomes. Participants admitted that they are rarely communicate with their peers using English except in classroom situation. As a consequence, as they believed, the lack of actual use of the language lead them to feel awkward and hesitate also unable to act in relaxed and natural every time they want to speak the language. In addition, another results of behavioural aspect showed little explanation for the part of role model as a motivation for participants to do more on improving their pronunciation. However, most of the participants’ role models are include teacher (mostly native), friend and family and only one participant acknowledged her friend as her motivation to improve her pronunciation and to speak English better. This view confirms the results of participant’s behavioural way towards a question, where participants were asked their impression toward their peer who can speak English effortlessly. Respondents are shared mostly similar responses, where they implied that they are wanted to learn more from their fluent friend and conveyed that they can shared knowledge to each other. In addition, apart from the three main practicing methods, slightly less number of participants admitted to learn pronunciation through dictionary, AlfaLink, and Google Translate when they are clueless about pronouncing a certain word.

DISCUSSION
The aim of the present study was to gain insights about beliefs and attitudes of first year student of SWCU towards English pronunciation as well as NS and NNS pronunciation in Interpersonal Speaking course. In this section, the results of the data will be interpreted and discussed further also positioned within existing theories and studies.

First findings and also the importance of the findings of the present study lies in the fact that participants are tend to aspire, appreciate as well as prefer to have native-like pronunciation to the non-native one; even though the majority of them are completely fine and revealed positive attitude towards others who speaks non-native pronunciation. The similar results are also revealed by Li (2009) where about 80% of the bilingual participants from China and Hong Kong in his study are being explicitly to state NS-based pronunciation and accent as their preferences. Moreover, according Sharifan (2009), the result is not unexpected one because some non-native learners of English may resort to NS accent to distance themselves from their L1 identity and this may happen for example where the L1 dialect is considered ‘nonstandard’ within the speaker’s beliefs. He explains further that non-native speakers who appeal to native-speaker accent may aspiring to a native-like accent in an attempt to minimize intelligibility problems and also to project an identity that is linked to that of the native speakers of English. This, in advance, is not a surprising fact to see non-native speakers attempting to assimilate those identities by imitating NS accents in their English because almost all the English culture they witness are all projecting particular images of native speakers, mostly with highly positive characteristics. The theories are evidently supported by most of participants’ by their positive responses regarding English pronunciation and implied its sound as ‘cool’, and ‘awesome’ and viewed their non-native pronunciation as deficiency the they should change. Another thing is, as the previous study suggested, that age of first intensive exposure to second language (AOL) and formal instruction (Piske, McKay & Fledge, 2001), are evidently found as well as play an important
role on how the participants in the present study want their pronunciation to be, in this case NS-like. Most participants in this study have been learning English ever since they are in 1st grade, even in kindergarten, and having spent many years of learning, they have been exposed to especially native English, rather than the non-native one, whether in the form of formal instruction (books) or the teachers who teach them to pronounce words in a native-like manner. Therefore, as Sharifan (2009) previously stated, that it is not a confused fact anymore if the learners are “charmed” to the highly “positive characteristics” of the native-like pronunciation of English. In addition, participants who preferred native accent and pronunciation reasoned that the degree of them to be understood by all kinds of English speakers, especially native speakers, is high because they believed that with native pronunciation they will be understood whatsoever. According to Sharifan (2009), this is the common false assumption among many non-native speakers, that native speakers of English have no difficulty understanding each other’s accent and assume native speakers all speak one ‘standard’ English. Sharifan gives example of a certain word pronounce in two accent which are mainly regarding as the ‘native accent’; British and America, and shows that misunderstanding could still occur between two speakers of English. He asserted further that different phonology conceptualizations are still possible to happen in two varieties of English and by this, he believed that one’s should not be too worried about wanting to sound like native speaker and emphasized the following principle; that that in international contexts two interlocutors may not share the same system of phonology also cultural conceptualizations even though they both use English to engage in communication with each other.

The next findings revealed the relationship between participant’s positive belief and attitude and their motivation in especially improving own ability in English speaking and pronunciation. Respondents were positively viewed the fluent speakers especially among their friends and as a result, they admitted to become motivated and believed that if their
friends can reach such fluency, they also can and implied that they can learn a lot from them. Ellis (1985; 117) acknowledged the type as integrative motivation; where learners in this type of motivation seeks to identify their peers that they believed are more proficient than them by learning their skill. Furthermore, another motivation regarding their pronunciation attitude are also related to their future job and career and according to Ellis (1985; 117), this type of motivation is called instrumental motivation, where the goal of learners are functional; for instance learning is motivated by furthering career opportunities, passing examination, etc.

Moreover, findings toward beliefs of participants towards fluent English speaker revealed that pronunciation aptitude such as ‘talent’ is believed by participants as ‘gift’ that mostly fluent speakers among their peers have. However, less than half of the respondents thought that they had natural skill of fluency themselves in especially English speaking. According to Sharifian (2009) this view is a fairly common assumption in L2 learning, that most learners of L2 are tend to believe their peers who are fluent in especially speaking are ‘blessed’ with special ability in speaking foreign language. However, he asserted later that discussion of such characteristics as variable still have not been approved yet. Nevertheless, although participants had beliefs related to pronunciation aptitude, that some people have a special ability to learn L2 pronunciation, many of the participant believed excellent pronunciation is earned through lots of practices.

Another findings were concern with the confidence of the participants towards their own pronunciation skill. The result showed that although almost all interviewees stated that confidence is crucial for pronunciation improvement, a considerable number of respondents did not think they possess confidence themselves and tend to have negative attitude about their self-efficacy. They admitted further that the reluctance about their pronunciation and speaking skill caused heistance and unconfidence in speaking the language and as a result, they admitted that they rarely communicated with their peers using English except in
classroom situation. As stated by Ellis’ (2008), pronunciation is a skill that cannot be mastered by means of formal instruction only, but primarily develops through informal exposure and use and according to Dörnyei (2005), learners doubting their own abilities will be less inclined to learn autonomously via informal L2 input outside the classroom, whereas those learners who are more self-confident more frequently seek for opportunities to learn and use the L2, and will sustain effort even when they fail in a particular learning task. The statement is hinted the present study, where some respondents who believed they are ‘low’ in proficiency admitted they rarely tried to speak English, whereas others who admitted ‘not bad’ in their proficiency stated more effort in speaking English. In addition, the result also was comparable with De Meerleer (2012), where the findings of her investigation regarding the lack of confidence of participants then lead to zero effort in speaking the language is similar with the present study. De Meerleer (2012) investigated the beliefs and attitudes of speakers of English as lingua franca in the context of international communication. From fifty-nine students, who were the members of international student group Board of European Students of Technology from Fleming and Walloons, fifty students revealed that instead of using English, they often speak using their native language especially with their friends, because they feel more confident and natural in doing so. However, apart from lack of confidence, according to Sharifian (2009), most non-native speakers of English who learn English as a foreign language, such as China, Japan, Korea and Indonesia were barely use English in every day situation and the majority learners of the countries in most researches, are highly aspired to native-like pronunciation.

Finally, the results toward the behavioral stances revealed that inspite formal learning in classroom; participants were mostly imitating the pronunciation of English songs and movies. According to Ellis (1985; 168) the behaviour is acknowledged as pattern imitation; where it involves the deliberate and methodical copying of whole utterances or parts of utterances used in a speech. Another result showed that participants also try to find speaking partners and expressed
the desire to converse with native speakers. This result is identical with Deneckere (2010) where the participants in his study reported a desire to know more on people who speak English and more strongly wanted to know many native speakers and have frequent contact with them.

CONCLUSION

The aim of the present study was to gain insights about beliefs and attitudes of first year student of SWCU towards English pronunciation in Interpersonal Speaking course. For this purpose, 21 respondents of first year students have been participated to measure their beliefs and attitude stances towards English pronunciation. The data for this study was obtained through interview method, and the data are parted in three significant themes; which are cognitive, affective and behavioural.

The results of the present study revealed that students are considerably more positive towards native English speaking than towards non-native English pronunciation. This results were derived from the fact that there are many numbers of participants who believed that native-like speaking will bring many benefits to them; including the high chance for them to be understood by English speakers from many countries, especially native-speakers, and the high chance of job acceptance and future career easiness. Therefore, even though Jenkins (2000) stated that native-like accent is a unrealistic goal for especially non-native speakers, the result of this study suggested that many non-native students are nevertheless perceived native-like accent as their desired speaking and pronunciation goal because many are rated that native speakers of English are more highly on competence.

Likewise, a variation in the respondents’ beliefs and attitudes is found between a tolerance for non-native accents and a concern for correct pronunciation. This indicates that the respondents were still depending on native norms. Still, it should be stressed that the
respondents considered correct pronunciation as mainly being clear and understandable. Generally, the respondents were fairly unpleased with their present pronunciation and as result, some were not at ease speaking English because of insecurity about their pronunciation. The finding was suggested the relationship between participant’s positive attitude and their motivation in especially own ability in English speaking and pronunciation. Participants also had beliefs related to pronunciation aptitude, that some people have a special ability to learn L2 pronunciation, but believed that they did not have pronunciation aptitude themselves.

There are some limitations that can be found in the present study. The first one is the imbalance of gender among respondents as considerably more females than males participated. Secondly, the study only measured a limited number of cognitive and affective variables that relate to L2 proficiency and the participants under investigation were relatively small (only twenty-one respondents participated in the study). Therefore, it may not be appropriate to interpret too far the results as a general influence of instruction on beliefs. Thirdly, to elicit attitudes and beliefs using qualitative approach is not easy, because these cognitive and affective constructs remain difficult to capture by means of responses interviews alone.

Lastly, this study has tried to provide some valuable insights in the beliefs and attitudes of first year students and it is hoped that the study can also provided some useful insights in the cognitive and affective dimensions of learners’ psychology in learning English pronunciation. Moreover, this study has tried to show that there are still some covert beliefs and attitudes that may impede effective and optimal English pronunciation learning. Accordingly, further research on this topic is needed to make EFL speakers, especially adolescence learners, aware of their own preconceived ideas about English pronunciation and foreign accents. Finally, the sample of the present study was nonetheless relatively small, and
hence, conclusions remain only tentative and because English is a global phenomenon, further research could investigate the same topic on speakers’ beliefs and attitude relate to phonological proficiency to confirm the findings of the present study.
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“I can do all things through Christ, who strengthens me”

Philippians 4:13

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June 2013

Anatasya Rivona Uneputty
REFERENCES


APPENDIX

Appendix A  Design of the interview (English version)

Cognitive & Affective

1. Do you like learning English?
2. Do you think everyone should be able to speak English? Why (not)?
3. Do you like the way English sounds? Can you tell the reason?
4. What do you think of English pronunciation?
5. How good do you think your English pronunciation is/ What do you think of your own pronunciation? Why do you think so?
6. What do you think of people who can speak English fluently?
7. What do you think of people who speak with Javanese accent or different accent?
8. What do you think of your friend whom you think his/her English is not fluent but is confident is speaking the language?
9. What do you think is your weaknesses in English pronunciation and in learning it?
10. Can you tell me your opinion towards someone who is learning to speak English, but he/she rarely speaking the language.
11. Do you agree if I say that the goal of learning English and its pronunciation is to sound like Britain and America? Can you explain your answer?
12. If you can imagine one person, whom you think is the excellence English speaker, who is he/she? What aspect makes you think he/she is an excellent speaker?
13. What is your expectation of your own English pronunciation – native like or is it enough if your Speaking partner understands what you are saying?
14. In your opinion, what does a person need to have a clear and understandable conversation?

Behavioural

15. Do you use English often when you talk to your friend outside the classroom?
16. Do you learn or practice pronunciation outside classroom? If you do, how do you do it?
Appendix B  Design of the interview (Bahasa Indonesia version)

Cognitive & Affective

1. Apakah kamu suka belajar Bahasa Inggris? Bisa jelaskan alasannya?
2. Menurutmu apakah semua orang itu seharusnya harus bisa berbahasa Inggris? Bisa jelaskan alasanmu?
3. Apakah kamu suka dengan bagaimana Bahasa Inggris terdengar di telingamu?
4. Menurutmu pronunciation Bahasa Inggris itu bagaimana?
5. Seberapa baik menurutmu English pronunciationmu/ Bagaimana menurutmu pronunciation Bahasa Inggrismu?
6. Menurutmu teman yang bisa sangat lancar berbicara Bahasa Inggris itu bagaimana, yang speakingnya benar-benar seperti orang barat.
7. Apa pendapatmu tentang teman yang bicara Bahasa Inggris dengan aksen Jawa/medok?
8. Kalau teman yang sebenarnya Bahasa Inggrisnya nggak begitu lancar, tapi dia sangat confident berkomunikasi dalam Bahasa Inggris, menurut pendapatmu bagaimana dan bisa dijelaskan.
10. Kalau kita belajar speaking English, tapi kitanya jarang speak English, itu menurutmu bagaimana?
11. Setuju nggak kalau tujuan kita dari belajar speaking adalah supaya bisa semirip mungkin dengan cara berbicara dan pelafalan orang Amerika atau Inggris.
12. Kamu punya role model atau orang yang kamu jadikan panutan dalam hal belajar ataupun speaking English?
14. Menurutmu yang terpenting dalam English speaking, terutama pronunciation itu apa dan mengapa menurutmu itu penting?

Behavioural

15. Apakah kamu sering mengobrol dengan teman se-FBS menggunakan Bahasa Inggris?
Appendix C  Sources of the interview design

Do you like learning English?

Adapted from the same item “do you like learning English”
Source: Deneckere (2010)

Do you think everyone should be able to speak English? Why (not)?

Adapted from the same item “do you think everyone should be able to speak English”
Source: Deneckere (2010)

Do you like the way English sounds?

Adapted from the same item “do like the way English sounds”
Source: Deneckere (2010)

How good do you think your English pronunciation is? What do you think of your own pronunciation?

Adapted from the same item “How good do you think your English pronunciation is”
Source: Deneckere (2010)

Do you agree if I say that the goal of learning English and its pronunciation is to sound like Britain and America?

- Based on item “How much would you like to be similar to the people who speak English?”
  Source: Dörnyei (1994)
- Modified from item “I would like to speak English like....”
  Source: Li (2009)
- Modified from item “I would like to be more like a real Britain or American”
  Source: Horwitz (1988)

What is your expectation of your own English pronunciation – native like or is it enough if your speaking partner understands what you are saying?

Modified from item “How important is it for you to speak with a good accent? Do you believe that it is necessary that you always speak English with a correct pronunciation, or is it sufficient if others understand what you mean?”
Source: Deneckere (2010)

The rest items are developed by the author and created to reach the purpose of the present study.