

APPENDICES

Appendix I: Translation of Al-Qur'an

No	Surah/Verse	Translation	
		Indonesia	English
1	<i>Al-Hujurat</i> verse 13	“Wahai manusia! Sungguh, Kami telah menciptakan kamu dari seorang laki-laki dan seorang perempuan, kemudian Kami jadikan kamu berbangsa-bangsa dan bersuku-suku agar kamu saling mengenal. Sungguh, yang paling mulia di antara kamu di sisi Allah ialah orang yang paling bertakwa. Sungguh, Allah Maha Mengetahui, Mahateliti”	“O humanity! Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may know one another. Indeed, the most honorable of you in the sight of Allah is the most righteous of you. Indeed, Allah is All-Knowing, All-Aware.”
2	<i>Ar-Rum</i> verse 22	“Dan di antara tanda-tanda (kebesaran)-Nya ialah penciptaan langit dan bumi serta perbedaan bahasamu dan warna kulitmu. Sungguh, pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.”	“And among His signs is the creation of the heavens and the earth, and the diversity of your languages and colors. Indeed, in that are signs for those who possess knowledge.”

Appendix II: Research Instrument

Interview Guideline for Students

No.	Interview Questions
1.	Experience in Speaking English
	a. Can you tell me about the last time you spoke English in the classroom? b. How did you feel at that time?
2.	Pronunciation Difficulties
	a. Are there any English words or sounds that you find difficult to pronounce? b. What are they difficult for you? c. What usually happens when you try to pronounce them?
3.	Influence of First Language and Ethnic Background
	Do you think your first/local language influences the way you pronounce English words? Why?
4.	Specific English Sounds That Do Not Exist
	a. Have you ever encountered English sounds that do not exist in your first/local language? b. What did you do to learn or pronounce those sounds?
5.	Correction and Improvement
	a. How do you feel when the teacher or your classmates correct your pronunciation? b. What do you usually do afterward to improve your pronunciation?
6.	Learning with Students from Different Ethnic Backgrounds
	a. What is your experience of learning English with classmates from different ethnic backgrounds? b. Have you noticed differences in their pronunciation? c. What do you think about those differences?
7.	Awareness of Personal Accent
	a. Are you aware that you may have your own accent when speaking English? b. How do you feel about it? c. Do you think your accent is related to your ethnic or linguistic background

Interview Guideline for Teachers

No	Observation Points
1.	Based on your experience, what pronunciation difficulties are most commonly experienced by students? a. What do you think are the main causes of these difficulties (e.g., the influence of the native language, lack of exposure, or teaching methods)? b. Do these pronunciation difficulties impact students' confidence or fluency?
2.	How do students' ethnic or linguistic backgrounds influence their English pronunciation? a. In your experience, do these differences pose particular challenges in the classroom? b. How do you, as a teacher, address the pronunciation diversity that arises from these differences in background?
3.	Do students show confidence or fear and embarrassment when pronouncing difficult sounds? a. How do students react when they make pronunciation errors (e.g., laughing, remaining silent, repeating, or avoiding)? b. Do these responses differ between active and passive students in the classroom?
4.	What methods or techniques do you use most often to teach pronunciation? a. Do you use a special approach for students from different language backgrounds? b. How do you provide pronunciation correction so that students don't feel pressured or embarrassed?
5.	Do students show mutual respect for their peers' differences in accents or pronunciation? a. How does this attitude affect students' confidence in speaking English? b. Have you ever encountered cases of teasing or stereotyping related to accents in class? How did you handle them? c. In your opinion, how important is the role of teachers in instilling multicultural awareness in pronunciation learning?

Observation Guideline for Students

No.	Observation Points
1.	Pronunciation Performance • How students pronounce English words and sounds during speaking activities • Substitution of sounds (e.g., /θ/ → /t/, /ð/ → /d/, vowel substitutions) • Omission of sounds (e.g., final consonants or consonant clusters) • Repetition, hesitation, or self-correction when pronouncing difficult words
2.	Pronunciation Patterns • Similar pronunciation patterns among students with the same ethnic background • Differences in vowel or consonant production across students • Consistency or inconsistency in the pronunciation of the same words
3.	Students' Emotional and Behavioral Responses • Facial expressions when students pronounce difficult words • Signs of confidence, anxiety, or hesitation during speaking tasks • Students' reactions to correction (e.g., repeating the word, becoming silent, smiling, or showing confusion)
4.	Language Use • Use of the mother tongue when facing pronunciation difficulties • Switching between English and the local language during speaking activities

Observation Guideline for Teacher

No.	Point of Discussion	Observation Points
1.	Teacher's Instructional Practices	• How the teacher models English pronunciation • Strategies used to explain or correct pronunciation • Use of phonetic explanation, repetition.
2.	Teacher's Interaction with Students	• How the teacher responds to students' pronunciation errors • Types of feedback given (direct correction, repetition, modeling) • Teacher's sensitivity toward students' ethnic and linguistic backgrounds
3.	Classroom Management Related to Pronunciation	• Opportunities provided for students to practice pronunciation • Encouragement or discouragement of students during speaking activities • Classroom atmosphere when students make pronunciation mistakes

Appendix III: Pronunciation Reading Task

Jawa

A Casual Friday at the Office

"That thoughtful photographer, Philip, visited the thrilling theatre through the thick fog last Thursday. He thought the scenery was thought-provoking. Later, he phoned his friend, Sarah, whom he met in Singapore before the vacation. She was busy preparing substantial fresh vegetables for her brother's celebration. Vicky, her neighbor, thought it was a vivid and marvelous view."

Buginese

The Traveler's Story

"Vincent and Vanessa felt very thirsty after walking through the thick forest that theirs vanished into. Although it was thick and rough, they found a thoroughly beautiful spot. They thought of visiting the village that is situated in the south. Thirty thrilling photos were taken, showing various feathered creatures. Their behavior was smooth and fast, just like a breeze."

Banjar

"The Rugged Path of Three Brothers"

"Three thirsty brothers thought their father was in the southern part of the city. They needed to finish their physical work on Thursday, but the weather was too hot. She was surprised when she found them washing their shirts and, rather than resting, they were searching for a very rare, large vase with a thin edge. They had to travel through a thrilling and rugged path, a true venture in the month of February."

Appendix IV: Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
 Telepon: (0511) 3265426; (0511) 6783136
 E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 0067/Uin.14/III.1/PP.00.9/01/2026 12 Januari 2026
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth. Kepala MAS Riadhusshalihin
 Kabupaten Tanah Bumbu

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : FAULINA
 NIM : 220101030135
 Program Studi : TADRIS BAHASA INGGRIS
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Gatot Subroto IV, Jalan Kayu Manis, Kelurahan Kebun Bunga, Kecamatan Banjarmasin Timur, Kota Banjarmasin
 No HP : 082150660749

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 12 Januari 2026
 Wakil Dekan Bidang Akademik dan Kelembagaan,



 Dr. Ahmad Salabi, S. Ag., M.Pd.I.
 NIP 197212112008011009

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan

Appendix V: Research Completion Letter



YAYASAN PENDIDIKAN ISLAM RIADHUSSHALIHIN
MADRASAH ALIYAH RIADHUSSHALIHIN

Jl. Provinsi KM. 168 RT. 04 Sinar Bulan Kec. Satui Kab. Tanah Bumbu Kalsel 72275
 Email : mariaadhusshalihin@gmail.com HP : 085248595279

SURAT KETERANGAN SELESAI RISET

Nomor : 046/YPIR-MA.R/SB/III/2026

Yang bertanda tangan di bawah ini:

Nama : Hj. Afifah, S.Pd.
 Jabatan : Kepala Madrasah
 Instansi : MAS Riadhusshalihin

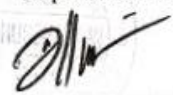
Dengan ini menerangkan bahwa:

Nama : Faulina
 NIM : 220101030135
 Fakultas : Tarbiyah dan Keguruan
 Program Studi : Tadris Bahasa Inggris
 Perguruan Tinggi : UIN Antasari Banjarmasin

Telah melaksanakan kegiatan riset/penelitian di MAS Riadhusshalihin sejak tanggal 12 Januari sampai dengan 13 Maret 2026 dengan judul penelitian:

“MULTICULTURAL AWARENESS AMONG STUDENTS FROM DIVERSE ETHNIC BACKGROUNDS: CHALLENGES IN ENGLISH PRONUNCIATION”

Dengan demikian, yang bersangkutan dinyatakan telah menyelesaikan kegiatan riset di instansi kami dengan baik. Surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Tanah Bumbu, 13 Maret 2026
 Mengetahui,
 Kepala Madrasah

 Hj. Afifah, S.Pd.

Appendix VI: Consultation Schedules and Notes

DATES	Notes	SIGNATURE
16 / 2025 Dec	• Use English Department template and thesis guide • Separate thesis into several chapter (I, II, III) • Provide the intro for sub topic • Explore your theoretical review at least 20 pages. • Add the theory about challenges • Make sure your instruments are supported by relevant theory.	
4 / 2026 Feb	• Not used future, but past tense • References valid and can be accessed • Check the thesis guide • Make sure the instruments → should be related to the theory • Do the findings	
6 / 2026 March	• Make sure you have valid references	

23 / 2026 April	• Add quotation from exact references • Numbering	
6 / 2026 May	• Check Guideline • Provide numbers on your sub topics • Make sure you just focus your discuss on your finding, don't need to have additional sub topic • Make your conclusion clear and concise	

Appendix VII: Photographs







CURRICULUM VITAE

1. Full Name : Faulina
2. SRN : 220101030135
3. Place and Date of Birth : Sungai Danau, 29th of March 2004
4. Nationality : Indonesia
5. Address : Jalan Transmigrasi, Gang Melati, RT 05, Desa Satui Timur, Kecamatan Satui, Kabupaten Tanah Bumbu
6. Phone Number : 082150660749
7. Email : otherlina.23@gmail.com
8. Organization/Work experience :
 - a. LDK Nurul Fata

Banjarmasin, 25 May 2026

The Writer