

ABSTRACT

Faulina. 2026. *Multicultural Awareness among Students from Diverse Ethnic Backgrounds: Challenges in English Pronunciation*. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Nani Hizriani, S.Pd., MA

Keywords: Multicultural Awareness; Pronunciation Challenges; Ethnic Backgrounds; English Pronunciation

This study aimed to investigate multicultural awareness and English pronunciation challenges among students from diverse ethnic backgrounds at MA Riadhushshalihin. The study employed a qualitative phenomenological approach involving twelve students from different ethnic groups, consisting of five Javanese, four Banjarese, and three Buginese students, as well as one English teacher. Data were collected through semi-structured interviews, classroom observations, and a pronunciation reading task. The interview data were analyzed using Interpretative Phenomenological Analysis (IPA) adapted from Smith et al. (2009), while the pronunciation data were analyzed to identify participants' pronunciation challenges and patterns. The findings revealed that students experienced challenges in producing the English dental fricatives /θ/ and /ð/, the voiced labiodental fricative /v/, the voiced postalveolar fricative /ʒ/, and several English vowel sounds. The pronunciation patterns included consonant substitution, vowel modification, consonant cluster simplification, word simplification and consonant omission influenced by the participants' first-language phonological systems. Limited pronunciation practice and psychological factors, such as nervousness, embarrassment, and fear of making mistakes, also affected students' pronunciation performance. The findings further indicated that students demonstrated multicultural awareness by respecting pronunciation differences and recognizing the influence of ethnic and linguistic backgrounds on English pronunciation. To support pronunciation development, the teacher implemented singing English songs, watching English movies, repetition activities, and Question-and-Answer (Q&A) activities. The study concludes that students' pronunciation challenges were influenced by first-language phonological systems, limited pronunciation practice, and psychological factors, while multicultural awareness contributed to creating an inclusive and supportive pronunciation learning environment.

ABSTRAK

Faulina. 2026. *Multicultural Awareness among Students from Diverse Ethnic Backgrounds: Challenges in English Pronunciation* Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Nani Hizriani, S.Pd., MA

Kata kunci: Kesadaran Multikultural; Tantangan Pengucapan; Latar Belakang Etnis; Pengucapan Bahasa Inggris

Penelitian ini bertujuan untuk menginvestigasi kesadaran multikultural dan tantangan pengucapan bahasa Inggris pada siswa dari latar belakang etnis yang berbeda di MA Riadhusshalihin. Penelitian ini menggunakan pendekatan kualitatif fenomenologis dengan partisipan dua belas siswa yang terdiri atas lima siswa etnis Jawa, empat siswa etnis Banjar, tiga siswa etnis Bugis, serta seorang guru bahasa Inggris. Data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas, dan tugas membaca teks pengucapan. Data wawancara dianalisis menggunakan *Interpretative Phenomenological Analysis* (IPA) yang diadaptasi dari Smith et al. (2009), sedangkan data pengucapan dianalisis untuk mengidentifikasi tantangan dan pola pengucapan partisipan. Hasil penelitian menunjukkan bahwa siswa mengalami tantangan dalam mengucapkan bunyi frikatif dental /θ/ dan /ð/, bunyi frikatif labiodental bersuara /v/, bunyi frikatif postalveolar bersuara /z/, serta beberapa bunyi vokal bahasa Inggris. Pola pengucapan yang ditemukan meliputi substitusi bunyi, penghilangan konsonan, modifikasi vokal, penyederhanaan kata dan penghilangan konsonan yang dipengaruhi oleh sistem fonologi bahasa pertama partisipan. Selain itu, keterbatasan latihan pengucapan serta faktor psikologis, seperti rasa gugup, malu, dan takut melakukan kesalahan, turut memengaruhi performa pengucapan siswa. Guru menerapkan strategi berupa menyanyikan lagu berbahasa Inggris, menonton film berbahasa Inggris, kegiatan pengulangan dan kegiatan tanya jawab untuk mendukung pengembangan pengucapan siswa. Penelitian ini menyimpulkan bahwa tantangan pengucapan siswa dipengaruhi oleh sistem fonologi bahasa pertama, keterbatasan latihan pengucapan, dan faktor psikologis, sedangkan kesadaran multikultural berkontribusi dalam menciptakan lingkungan belajar pengucapan yang inklusif dan mendukung.