

A Comparison of Students' Attitudes Towards Learning English Pronunciation Between Islamic and Non-Islamic Educational Background

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DOI:

<https://doi.org/10.61672/horizon.v2i1.3730>

Cara Mensitasi Artikel ini:

Ramadhani, L. N., Nurdiana, & Afrizal. (2026). A comparison of students' attitudes towards learning English pronunciation between Islamic and non-Islamic educational background. *Horizon: Jurnal Pendidikan Bahasa dan Sastra*, 2(1), 68–87. <https://doi.org/10.61672/horizon.v2i1.3730>

ABSTRACT**Keywords:**

*Students' attitudes,
Learning English
Pronunciation*

Informasi Artikel:

Diterima:
23/06/2026
Direvisi:
25/06/2026
Disetujui:
25/06/2026
Diterbitkan:
30/06/2026

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This study aimed to compare the students' attitudes from Islamic and non-Islamic educational backgrounds toward learning English pronunciation. This research employed a quantitative comparative method, focusing on three components of attitude: cognitive, affective, and behavioural. The sample consisted of 35 second-semester students, including 20 students from Islamic educational backgrounds and 15 students from non-Islamic educational backgrounds. The results showed that students from Islamic educational backgrounds generally demonstrated a neutral attitude toward English pronunciation, with a mean score of 3.42. In contrast, students from non-Islamic educational backgrounds demonstrated a positive attitude, with a higher mean score of 3.77. Further analysis revealed that the cognitive aspect was the most positive among both groups, while the behavioral and affective components showed more significant variation. An independent samples t-test confirmed a significant difference in attitudes between the two groups, indicating that educational background influences students' attitudes toward learning English pronunciation, with a significance value of 0.000. In conclusion, this study suggests that educational background plays a role in shaping learners' engagement and perceptions in pronunciation learning, which should be considered in teaching strategies and curriculum development.

INTRODUCTION

English as a foreign language is a complex language to learn because it includes many components such as grammar, vocabulary, and pronunciation. Harmer (1991) stated that knowing a language is not only about having grammatical competence, but also includes knowing how words are formed and pronounced, how sentences are produced, and how they function in communication.

One of the most crucial elements of English, especially in spoken communication, is pronunciation. Pronunciation is considered a basic skill in learning English (Gilakjani & Ahmadi, 2011) and an important sub-skill of speaking that

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contributes to oral performance (Putri, 2018). Mispronouncing a word can lead to misunderstanding, even when the grammar is correct. For this reason, pronunciation needs to be properly taught and practiced. Cook (1996) stated that pronunciation involves producing English sounds and overcoming difficulties that may come from learners' first language. Yates (2002) also emphasized that pronunciation means producing sounds that carry meaning.

Pronunciation influences learners' communicative success. Kriedler (1989) explained that correct pronunciation is crucial for being understood by others, and Morley (1998) added that limited pronunciation skills can lower learners' self-confidence and negatively impact how they are perceived. Brown (2001) pointed out several factors that affect pronunciation learning, including native language, age, exposure, phonetic ability, motivation, and concern for clear pronunciation.

Attitude is another important factor in the success of language learning, including pronunciation. The Oxford University Press (2023) defines attitude as the way someone behaves towards something, showing how they think and feel. A positive attitude toward English can increase motivation and improve language learning outcomes (Lightbown & Spada, 2006; Baker, 1992). Gardner and Lambert (1972) emphasized that attitude has a strong relationship with language achievement. Students who have a positive attitude towards pronunciation tend to show better motivation and performance (Young, 2006; Marza, 2014), while those with negative attitudes may become demotivated (Tella, Indoshi, & Othuon, 2010).

In addition to attitude, students' educational background also influences how they learn. Educational background refers to the type of school students attended before university. In Indonesia, students may come from general senior high schools (SMA), Islamic-based schools (MA or boarding school), or vocational schools (SMK), which all offer different curricula and emphases. Students from Islamic schools, for instance, learn both general and religious subjects. Daulay (2004) stated that MA students have a heavier lesson load because they must study religious subjects in addition to general ones.

This variety of school types creates differences in students' knowledge, focus, and English proficiency. Krech, Crutchfield, and Ballachey (1983) noted that

educational background affects how people think and learn, including their attitudes and behavior in the classroom. When students with diverse educational backgrounds are placed in the same class without grouping based on prior knowledge or ability, they may experience challenges in adjusting to the same learning pace, especially in pronunciation.

However, pronunciation is often not prioritized in language classrooms. Many students focus more on grammar and vocabulary and less on pronunciation. Based on the researcher's preliminary observations, some students seem less interested in learning correct pronunciation. This may affect their willingness to practice speaking and may lead to low confidence in speaking English.

Several previous studies have investigated learners' attitudes toward English pronunciation. Huensch and Thompson (2017) found that university students appreciated explicit pronunciation instruction because it improved their awareness, confidence, and willingness to speak. Sardegna, Lee, and Kusey (2018) revealed that learners who practiced pronunciation independently with feedback showed increased motivation and better learning outcomes. Tsunemoto and McDonough (2020) found that learners' engagement in pronunciation tasks was linked to their positive attitudes and willingness to improve. In addition, Steed and Delicado (2014) reported that Spanish EFL students viewed pronunciation as important but felt that it received insufficient attention in their classroom instruction. Lastly, Tergujeff (2013) highlighted that Finnish learners believed pronunciation was essential but thought it was not sufficiently taught.

These studies clearly show that students' attitudes play a major role in pronunciation learning, but none of them have investigated how students' educational backgrounds influence these attitudes. There is still a lack of research comparing students from Islamic and non-Islamic schools in terms of their attitudes toward learning English pronunciation, particularly in the Indonesian context.

Therefore, this study is conducted to investigate the comparison of students' attitudes toward learning English pronunciation between those from Islamic and non-Islamic educational backgrounds, particularly at UIN SUSKA Riau in Pekanbaru. The results of this research are expected to provide a better understanding of how

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educational background influences students' attitudes, and to support more effective pronunciation teaching for diverse learners.

The researchers formulated the problem in the following formulated questions:

1. What are the students' attitudes with Islamic and non-Islamic educational backgrounds toward learning English pronunciation?
2. Is there any significant difference between the attitudes of students with Islamic and non-Islamic educational backgrounds towards learning English pronunciation?

The hypothesis of this study is formulated as follows:

Ho: There is no significant difference in students' attitudes between Islamic and non-Islamic educational backgrounds at UIN SUSKA Riau in Pekanbaru.

Ha: There is a significant difference in students' attitudes between Islamic and non-Islamic educational backgrounds at UIN SUSKA Riau in Pekanbaru

METHOD

A quantitative research method was used to carry out this investigation. Gay (2012) defines quantitative research as the process of gathering and analyzing numerical data in order to explain, predict, control, or describe interesting phenomena. In order to conduct quantitative research, according to Creswell (2012), a researcher must identify specific questions, find or create instruments to collect data, and use statistics to analyze the instrument's numbers.

This research was used comparative design. The purpose is to examine the difference attitudes between students with Islamic and non-Islamic educational background. Comparative research is a research that compares variables or research objects with different themes or at different times and finds out causal relationships. According to Tavakoli (2012) in his book, comparative research is to search for similarity and variation between the entities that are the object of comparison. Comparative is comparing two or more objects, people, ideas, or opinions to make judgments about them (Torky, 2006). According to Gay (2012) comparative causal research aims to find out the causes of interesting differences in the behavior or status

of groups or individuals. Similarly, Creswell (2009) mentions that comparative research is research that explores comparison between groups or find the relationship between the variables of the researched items.

In the other hand, the researchers took a research to compare or to know whether there was a significant difference of attitudes toward learning English pronunciation between the students with Islamic and non-Islamic educational background at UIN SUSKA Riau in Pekanbaru.

The research was conducted at the English Education Department of an Islamic University in Pekanbaru at Jl. H.R. Soebrantas No. 155 Km 15, Simpang Baru, Tampan, Pekanbaru. The research was carried out in March – June 2025. While the subject of this research was all the second semester EFL students. Then, the object of this research was EFL students' attitudes toward English pronunciation between Islamic and non-Islamic educational background.

Population is a generalization of the area including objects and subjects with certain qualities and characteristics that the researcher decides. Population is not only human, but objects or other things also can be said as population. Population is not just about the total but includes the characteristics. (Sugiyono, 2012). Meanwhile, according to Arikunto (2010), the population is the totality of the subject in the research. Furthermore, the total of population in this research was all the second semester EFL students of an Islamic University in Pekanbaru. The population was 141 EFL students with 5 classes. While in this research, the researchers determined sample by using stratified sampling. Stratified sampling was a type of probability sampling. As Creswell (2012) states, in stratified sampling, the researchers divided (stratifies) the population based on a specific characteristic. In this case, the students' educational background (Islamic and non-Islamic). After the population was divided into these two groups, the researchers randomly selected respondents from each group to ensure fair representation.

The population of this research was 141 students, which was 81 the Islamic educational background students and 60 the Non-Islamic educational background students. The researchers took 25 percent from the Islamic educational background

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populations which are 20 students and 15 students from the Non-Islamic educational background. So, populations were 35 students.

In this research, the researcher used questionnaire as technique of data collection. Therefore, the researcher used close-ended questionnaire. This type of questionnaire, as outlined by Creswell (2014), typically involves questions that are clear, concise, and closed in nature, aiming to elicit quantifiable responses within the defined response categories. According to Creswell (2014), the closed-ended questionnaire is especially helpful when the goals of the research demand accurate, quantifiable data and when processing and analysis of the data must be done efficiently. Closed-ended questions are structured, which increases response reliability by reducing interpretation variability and guaranteeing consistency in data collection (Creswell, 2014). As suggested by Creswell (2014), researchers who utilize closed-ended questionnaires frequently analyze the data using statistical methods, which enable the production of numerical insights and support rigorous quantitative research methodologies.

The questionnaire was used to investigate the students' attitudes on English pronunciation, which was adapted from Abidin (2012). However, the statements in the questionnaire were modified specifically to reflect students' attitudes toward learning English pronunciation. This adjustment was supported by the theoretical perspectives of Elliot (1995), who developed the Pronunciation Attitude Inventory (PAI), and Sardegna et al. (2018), who emphasized the importance of self-efficacy and motivation in learning English pronunciation. The questionnaire included questions in Indonesian (to avoid misunderstanding). The questionnaire was designed to take 5–10 minutes to complete. The main topic addressed is about English pronunciation in language teaching. The questionnaire consisted of 20 items for 3 components of attitudes, namely: affective (emotional), cognitive, and behavioral.

In addition, in the quantitative comparison methodology that employed for this research, data collection is facilitating through a questionnaire design to compare students' attitudes between their educational backgrounds. Respondents articulate their perspectives by assigning scores on a Likert scale range from 1 to 5, where 1 represents

"strongly disagree," 2 for "disagree," 3 for "neutral," 4 for "agree," and 5 for "strongly agree."

In analyzing the data, the researchers distributed the gathered data into SPSS 20.0 for windows, because SPSS version 20 is known for its stability and has been widely used in academic research for many years. Many literature sources and analysis guides still use this version, making it easier for researchers to follow. The researchers used descriptive analysis in analyzing the data of English teacher and he transcribed the result of the questionnaire by calculating the percentage of each item. To get the percentage of the questionnaire, the researchers used a formula as proposed by Sudjiono (2008) as follow:

$$P = \frac{f}{N} \times 100$$

Description:

P = Percentage

f = Frequency

N = Number of Respondent

100% = Constant Number

FINDINGS AND DISCUSSION

A. Findings

1. Students' attitudes towards Learning English pronunciation between Islamic and Non-Islamic Educational Background

- a. Students' attitudes towards English pronunciation with an Islamic educational background

Based on the presentation of the students' attitudes on learning English pronunciation with an Islamic Senior educational background table, it was found the 3 components of attitude; there are behavior, cognitive and affective (emotional). It showed that students with an Islamic educational background have a neutral attitude, this provided by the mean score of the students were (3.42). It means that the three components of attitude are quite good towards English pronunciation

In addition, the best results showed that the students feel excited when they communicate with good English pronunciation with others, indicating a desire to speak English fluently and the lowest result showed

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that some of students are not satisfied with their performance in the English pronunciation subject.

Based on the table below, it showed that the result of 3 components of attitude which is explained as follows:

Table. 1
Behavior Component of Students' Attitudes towards Learning English Pronunciation with an Islamic Educational Background

No	Statement	Option	F	%	Mean score	Criteria
1	Studying English pronunciation helps me to have good relationships with friends.	Strongly agree	2	10.0%	3.55	Positive
		Agree	9	45.0%		
		Neutral	7	35.0%		
		Disagree	2	10.0%		
		Strongly disagree	-	-		
4	I like to give opinions during English pronunciation lessons.	Strongly agree	3	15.0%	3.40	Neutral
		Agree	3	15.0%		
		Neutral	13	65.0%		
		Disagree	1	5.0%		
		Strongly disagree	-	-		
8	I am able to make myself pay attention during studying English pronunciation.	Strongly agree	2	10.0%	3.65	Positive
		Agree	9	45.0%		
		Neutral	9	45.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
10	When I hear a student in my class pronounce English well, I like to practice pronunciation with him/her	Strongly agree	1	5.0%	3.45	Neutral
		Agree	9	45.0%		
		Neutral	8	40.0%		
		Disagree	2	10.0%		
		Strongly disagree	-	-		
12	Studying English pronunciation makes me have more confidence in expressing myself.	Strongly agree	3	15.0%	3.65	Positive
		Agree	8	40.0%		
		Neutral	8	40.0%		
		Disagree	1	5.0%		
		Strongly disagree	-	-		
17	I do not feel enthusiastic to come to class when the English pronunciation is being thought.	Strongly agree	-	-	2.35	Negative
		Agree	2	10.0%		
		Neutral	5	25.0%		
		Disagree	11	55.0%		
		Strongly disagree	2	10.0%		
19	I do not pay any attention when my English pronunciation teacher is explaining the lesson.	Strongly agree	-	-	2.20	Negative
		Agree	2	10.0%		
		Neutral	4	20.0%		
		Disagree	10	50.0%		

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	Strongly disagree	4	20.0%		
TOTAL				3.17	Positive

Table. 2

Cognitive Component of Students' Attitudes towards Learning English Pronunciation with an Islamic Educational Background

No	Statement	Option	F	%	Mean score	Criteria
2	Being good at English pronunciation will help me study other subjects well.	Strongly agree	6	30.0%	4.10	Positive
		Agree	10	50.0%		
		Neutral	10	20.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
7	I have more knowledge and more understanding when studying English pronunciation.	Strongly agree	4	20.0%	3.95	Positive
		Agree	11	55.0%		
		Neutral	5	25.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
9	I like my English pronunciation class so much; I look forward to studying more English pronunciation in the future.	Strongly agree	6	30.0%	4.15	Positive
		Agree	11	55.0%		
		Neutral	3	15.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
13	Studying English pronunciation helps me communicate in English effectively.	Strongly agree	3	15.0%	3.70	Positive
		Agree	11	55.0%		
		Neutral	4	20.0%		
		Disagree	1	5.0%		
		Strongly disagree	1	5.0%		
15	Studying English pronunciation is important because it will make me more educated.	Strongly agree	3	15.0%	4.00	Positive
		Agree	14	70.0%		
		Neutral	3	15.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
18	I am not satisfied with my performance in the English pronunciation subject.	Strongly agree	2	10.0%	3.25	Neutral
		Agree	6	30.0%		
		Neutral	7	35.0%		
		Disagree	5	25.0%		
		Strongly disagree	-	-		
TOTAL					3.85	Positive

Table. 3

Affective (emotional) Component of Students' Attitudes towards Learning English Pronunciation with an Islamic Educational Background

No	Statement	Option	F	%	Mean score	Criteria
3	I feel proud when studying English pronunciation.	Strongly agree	6	30.0%	4.00	Positive
		Agree	9	45.0%		
		Neutral	4	20.0%		
		Disagree	1	5.0%		
		Strongly disagree	-	-		
5	I feel excited when I communicate with good English pronunciation with others	Strongly agree	8	40.0%	4.35	Positive
		Agree	11	55.0%		
		Neutral	1	5.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
6	I am interested in studying English pronunciation.	Strongly agree	8	40.0%	4.25	Positive
		Agree	9	45.0%		
		Neutral	3	15.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
11	To be honest, I really have little interest in my English pronunciation class.	Strongly agree	-	-	2.35	Negative
		Agree	2	10.0%		
		Neutral	5	25.0%		
		Disagree	11	55.0%		
		Strongly disagree	2	10.0%		
14	I do not like studying English pronunciation.	Strongly agree	-	-	1.95	Negative
		Agree	1	5.0%		
		Neutral	1	5.0%		
		Disagree	14	70.0%		
		Strongly disagree	4	20.0%		
16	Knowing English pronunciation is an important goal in my life.	Strongly agree	2	10.0%	3.45	Neutral
		Agree	7	35.0%		
		Neutral	10	50.0%		
		Disagree	-	-		
		Strongly disagree	1	5.0%		
20	In my opinion, English pronunciation is difficult and complicated to learn.	Strongly agree	-	-	2.80	Neutral
		Agree	5	25.0%		
		Neutral	9	45.0%		
		Disagree	3	15.0%		
		Strongly disagree	3	15.0%		
TOTAL					3.30	Neutral

- b. Based on the presentation of the students' attitudes towards learning English pronunciation with a Non-Islamic Senior educational background table, it was

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found the 3 components of attitude; there are behavior, cognitive and affective (emotional). It showed that students with an Islamic educational background have a positive attitude, this provided by the mean score of the students were (3.77). It means that the three components of attitude are fulfilled towards English pronunciation. In addition, the best results showed that the students feel excited when they communicate with good English pronunciation indicating a desire to speak English fluently and the lowest result showed that some students do not pay attention when their English pronunciation teacher is explaining the lesson. on the table below, it showed the result of 3 components of attitude which is explained as follows:

Table. 4
Behavior Component of Students' Attitudes towards Learning English Pronunciation with a Non-Islamic Educational Background

No	Statement	Option	F	%	Mean score	Criteria
1	Studying English pronunciation helps me to have good relationships with friends.	Strongly agree	7	46.7%	4.27	Positive
		Agree	5	33.3%		
		Neutral	3	20.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
4	I like to give opinions during English pronunciation lessons.	Strongly agree	5	33.3%	3.87	Positive
		Agree	3	20.0%		
		Neutral	7	46.7%		
		Disagree	-	-		
		Strongly disagree	-	-		
8	I am able to make myself pay attention during studying English pronunciation.	Strongly agree	8	53.3%	4.20	Positive
		Agree	4	26.7%		
		Neutral	1	6.7%		
		Disagree	2	13.3		
		Strongly disagree	-	-		
10	When I hear a student in my class pronounce English well, I like to practice pronunciation with him/her	Strongly agree	6	40.0%	4.20	Positive
		Agree	7	46.7%		
		Neutral	1	6.7%		
		Disagree	1	6.7%		
		Strongly disagree	-	-		
12	Studying English pronunciation makes me have more confidence in expressing myself.	Strongly agree	6	40.0%	4.07	Positive
		Agree	4	26.7%		
		Neutral	5	33.3%		
		Disagree	-	-		
		Strongly disagree	-	-		

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17	I do not feel enthusiastic to come to class when the English pronunciation is being thought.	Strongly agree	1	6.7%	2.33	Negative
		Agree	1	6.7%		
		Neutral	4	26.7%		
		Disagree	5	33.3%		
		Strongly disagree	4	26.7%		
19	I do not pay any attention when my English pronunciation teacher is explaining the lesson.	Strongly agree	-	-	2.13	Negative
		Agree	-	-		
		Neutral	5	33.3%		
		Disagree	7	46.7%		
		Strongly disagree	3	20.0%		
TOTAL					3.58	Positive

Table. 5
Cognitive Component of Students' Attitudes towards Learning English
Pronunciation with a Non-Islamic Educational Background

No	Statement	Option	F	%	Mean score	Criteria
2	Being good at English pronunciation will help me study other subjects well.	Strongly agree	11	73.3%	4.73	Positive
		Agree	4	26.7%		
		Neutral	-	-		
		Disagree	-	-		
		Strongly disagree	-	-		
7	I have more knowledge and more understanding when studying English pronunciation.	Strongly agree	6	40.0%	4.27	Positive
		Agree	7	46.7%		
		Neutral	2	13.3%		
		Disagree	-	-		
		Strongly disagree	-	-		
9	I like my English pronunciation class so much; I look forward to studying more English pronunciation in the future.	Strongly agree	7	46.7%	4.47	Positive
		Agree	8	53.3%		
		Neutral	-	-		
		Disagree	-	-		
		Strongly disagree	-	-		
13	Studying English pronunciation helps me communicate in English effectively.	Strongly agree	8	53.3%	4.33	Positive
		Agree	4	26.7%		
		Neutral	3	20.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
15	Studying English pronunciation is important because it will make me more educated.	Strongly agree	7	46.7%	4.33	Positive
		Agree	6	40.0%		
		Neutral	2	13.3%		
		Disagree	-	-		
		Strongly disagree	-	-		
18	I am not satisfied with my performance in the English pronunciation subject.	Strongly agree	-	-	3.07	Neutral
		Agree	3	20.0%		
		Neutral	10	66.7%		

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	Disagree	2	13.3%		
	Strongly disagree	-	-		
TOTAL				4.20	Positive

Table. 6
Affective (Emotional) Component of Students' Attitudes towards Learning English Pronunciation with a Non-Islamic Educational Background

No	Statement	Option	F	%	Mean score	Criteria
3	I feel proud when studying English pronunciation.	Strongly agree	7	46.7%	4.40	Positive
		Agree	7	46.7%		
		Neutral	1	6.7%		
		Disagree	-	-		
		Strongly disagree	-	-		
5	I feel excited when I communicate with good English pronunciation with others	Strongly agree	10	66.7%	4.67	Positive
		Agree	5	33.3%		
		Neutral	-	-		
		Disagree	-	-		
		Strongly disagree	-	-		
6	I am interested in studying English pronunciation.	Strongly agree	10	66.7%	4.60	Positive
		Agree	4	26.7%		
		Neutral	1	6.7%		
		Disagree	-	-		
		Strongly disagree	-	-		
11	To be honest, I really have little interest in my English pronunciation class.	Strongly agree	1	6.7%	2.20	Negative
		Agree	-	-		
		Neutral	3	20.0%		
		Disagree	8	53.3%		
		Strongly disagree	3	20.0%		
14	I do not like studying English pronunciation.	Strongly agree	1	6.7%	2.13	Negative
		Agree	-	-		
		Neutral	4	26.7%		
		Disagree	5	33.3%		
		Strongly disagree	5	33.3%		
16	Knowing English pronunciation is an important goal in my life.	Strongly agree	4	26.7%	3.87	Positive
		Agree	6	40.0%		
		Neutral	4	26.7%		
		Disagree	1	6.7%		
		Strongly disagree	-	-		
20	In my opinion, English pronunciation is difficult and complicated to learn.	Strongly agree	1	6.7%	3.27	Neutral
		Agree	3	20.0%		
		Neutral	10	66.7%		
		Disagree	1	6.7%		
		Strongly disagree	-	-		
TOTAL					3.59	Positive

Based on the tables above, students from a Non-Islamic educational background demonstrate an overall positive emotional response toward learning English pronunciation, as reflected by the total mean score of students were (3.59). This suggests that they generally feel interested, proud, and excited about studying pronunciation.

2. The Differences between Students' Attitude based on Educational Background

Table. 7
Differences Students' Attitudes towards English Pronunciation based on Educational Background

	Educational	N	Mean	Std. Deviation	Std. Error Mean
Attitude	Islamic Educational Background	20	3.4275	.21672	.04846
	Non-Islamic Educational Background	15	3.7700	.23130	.05972

The result of descriptive analysis showed that the overall means score of students with an Islamic educational background regarding their attitudes towards learning English pronunciation is 3.4275. These results indicate these participants have neutral attitudes towards learning English pronunciation. In comparison, the overall mean score of students with a non-Islamic educational background is 3.7700, suggesting that these students have a positive attitude towards learning English pronunciation. Overall, the descriptive result demonstrates that the attitudes of students from non-Islamic educational background towards learning English pronunciation are slightly higher than those of students with Islamic educational background.

The differences between students with Islamic educational background and those with Non-Islamic educational background in terms of their attitudes may be attributed to the diversity of English teaching strategies and classroom activities employed by English language teachers. On the one hand, teachers may adopt different approaches when teaching students from Islamic and Non-Islamic educational backgrounds. On the other hand, the design and content of

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the English curriculum may not fully address the interests and needs of students from Islamic educational backgrounds. As a result, these students may not exhibit a more positive attitude towards learning English pronunciation.

In conclusion, inferential statistical analysis was employed to answer the second question concerning the differences in students' attitudes towards learning English pronunciation based on their educational background. The results in the table show that the mean score of students with an Islamic educational background is 3.4275 with a standard deviation of 0.21672, while for students from a Non-Islamic educational background, the mean score and standard deviation are 3.7700 and 0.23130, respectively. These descriptive results indicate that students from Non-Islamic educational backgrounds have slightly higher attitudes towards learning English pronunciation compared to those from Islamic educational backgrounds.

Table. 8
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Attitude	Equal variances assumed	.020	.887	-4.496	33	.000	-.34250	.07618	-.49748	-.18752
	Equal variances not assumed			-4.453	29.183	.000	-.34250	.07691	-.49975	-.18525

The independent samples t-test analysis was conducted to explore the probability of differences in students' attitudes towards learning English pronunciation based on their educational background. Table IV.8 illustrates the results of Levene's Test for Equality of Variances. To determine whether there was a significant difference between the attitudes of students from Islamic and

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Non-Islamic educational backgrounds, the significance value (p-value) was examined.

The null hypothesis (H_0) is accepted if $p > 0.05$. From the table, it can be seen that $p = 0.887$ ($F = 0.020$). Since the p-value is higher than 0.05, the assumption of equal variances between the groups was not violated. Furthermore, the t-test for Equality of Means was performed to examine the differences in students' attitudes based on their educational background. According to the SPSS output, the p-value was 0.000, which is less than 0.05. This indicates that the alternative hypothesis (H_a) was accepted, suggesting a significant difference in attitudes between students from Islamic and Non-Islamic educational backgrounds towards learning English pronunciation. In conclusion, there is a significant difference between Islamic and Non-Islamic educational background students' attitudes towards learning English.

B. Discussion

This study aimed to compare students' attitudes towards English pronunciation between those with Islamic and Non-Islamic educational backgrounds at UIN SUSKA Riau. The results showed that both groups demonstrated generally positive attitudes toward English pronunciation, but with some differences in degree and emphasis across the affective, cognitive, and behavioral components.

First, students from both Islamic and Non-Islamic educational backgrounds showed generally positive attitudes, though with noticeable differences in degree. Students from an Islamic background demonstrated a neutral attitude overall (mean = 3.42), with the highest score in the cognitive component (3.85), suggesting that they understand the importance of pronunciation. However, their affective (3.30) and behavioral (3.17) scores were neutral, indicating less emotional involvement and classroom engagement. This may result from Islamic schools placing more emphasis on religious studies and providing fewer opportunities for communicative English practice. Tergujeff (2013) noted that limited pronunciation instruction often leads to lower interest, while Almusharraf (2022) emphasized that students lacking exposure to real-life English use tend to have weaker motivation. On the other

hand, students from a Non-Islamic background showed a positive attitude (mean = 3.77), with high scores in cognitive (4.20), affective (3.59), and behavioral (3.58) components. Their stronger attitude may be influenced by more communicative classroom approaches, as explained by Richards (2006) through Communicative Language Teaching (CLT), and greater exposure to English, which enhances affective engagement (Kissova, 2019). Moreover, according to Gardner's (1985) socio-educational model, students with strong instrumental motivation common in Non-Islamic settings are more likely to be actively involved in pronunciation learning.

Second, the study found a significant difference in attitudes between students of the two educational backgrounds, especially in the affective and behavioral components. Students from Non-Islamic schools were significantly more confident and actively involved in pronunciation learning than their Islamic counterparts. This supports the findings of Sardegna et al. (2018), who concluded that students with greater self-efficacy and more exposure to pronunciation instruction tend to show stronger engagement and better learning outcomes. Therefore, while both groups recognize the importance of pronunciation, differences in educational context appear to influence how actively and confidently students participate in learning it. In conclusion, students from Non-Islamic backgrounds showed more active and positive attitudes toward pronunciation, while those from Islamic backgrounds had a more neutral attitude, especially in emotional and behavioral aspects.

CONCLUSION

Based on findings and data presentation above, the researchers concluded as follows:

1. Students with a non-Islamic educational background showed a positive attitude towards learning English pronunciation, with an average score of 3.77. In contrast, students with an Islamic educational background demonstrate a neutral attitude, with an average score of 3.42.
2. The result of the hypothesis testing showed that the null hypothesis (H_0) is rejected, indicating a significant difference in students' attitudes towards learning English

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pronunciation between Islamic and non-Islamic educational backgrounds. The statistical test using Levene's Test showed a p-value of 0.000 ($p < 0.05$), which confirms that the differ

3. It can be concluded that students from non-Islamic and Islamic educational backgrounds have significantly different attitudes towards learning English pronunciation.

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