

TABLE OF CONTENTS

Abstract	ii
APPROVAL	iii
DECLARATION OF AUTHENTICITY	iv
Motto	v
BIOGRAPHY	vi
PREFACE	vii
ACKNOWLEDGMENTS	viii
TABLE OF CONTENTS	x
LIST OF FIGURE	xii
LIST OF TABLE	xiii
LIST OF PICTURE	xiv
CHAPTER I	1
INTRODUCTION	1
A. Research Background	1
B. Research Questions	2
C. Research Purposes	2
D. Research Significances	3
E. Research Scope	4
F. Conceptual Framework	4
G. Previous Studies	7
CHAPTER II	11
LITERATURE REVIEW	11
A. Pronunciation in English Language Teaching	11
1. Definition of Pronunciation	11
2. Components of Pronunciation	12
3. The Role of Pronunciation in EFL Learning and Communication	13
4. Common Pronunciation Challenges among EFL Learners	14
5. The Nature of English Pronunciation for EFL Students	15
B. Teaching Pronunciation	16

1. Approaches to Teaching Pronunciation	16
2. The Techniques and Activities for Pronunciation Instruction	18
3. The Role of Teachers in Teaching Pronunciation Effectively	20
4. Challenges in Teaching Pronunciation in an EFL Classroom	22
C. EFL Pre-service Teachers	23
1. Definition of Pre-service Teachers	23
2. Characteristics of Pre-service teacher	24
3. Roles and Responsibilities of Pre-service Teachers in EFL Contexts	26
4. Indonesian Pre-service Teachers in Cross-cultural Settings	27
D. EFL in Thailand	29
1. Concept of EFL in Thailand	29
2. English Curriculum and Government Policy	30
3. Teaching and Learning Conditions	31
4. Thai English Pronunciation	32
CHAPTER III	34
METHODOLOGY	34
A. Research Approach and Methods	34
B. Data Source	35
C. Data Collection Technique	35
D. Research Site and Participant	36
E. Research Instruments and Procedure	37
F. Data Analysis	39
Chapter IV	41
FINDINGS AND DISCUSSION	41
A. Research Findings	41
B. Discussion	83
Chapter V	94
CONCLUSION AND SUGGESTION	94
A. Conclusion	94
B. Suggestion	95
REFERENCE	97
APPENDICES	105