THE CORRELATION BETWEEN THE ABILITY OF PHONEMIC TRANSCRIPTION MASTERY AND THE ENGLISH PRONUNCIATION AT PBI, IAIN SUNAN AMPEL, SURABAYA

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

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ABSTRACT

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Pronunciation is one of the aspects of language which is very essential. Nobody could understand the people with poor pronunciation even their word and grammar are good. In addition, the broken-down communication can be caused by the use of incorrect pronunciation. Moreover, being aware of pronunciation will give the advantage not only in production, but also the understanding of spoken language. Therefore, learning pronunciation is very necessary.

The students who are able to transcribe well are able to develop their pronunciation. Therefore, using phonemic transcription to improve students' pronunciation is very useful. In other words, it is effective to teach English for foreign language learners of English by using phonemic transcription. For this reason, it is indicated that pronunciation and phonemic transcription mastery correlates.

This study is aimed to describe the level of the students' competencies of PBI IAIN Sunan Ampel in pronouncing English, in segmental feature, the level of the students' competencies of PBI IAIN Sunan Ampel in mastering phonemic transcription and to find out whether there is correlation between the ability of phonemic transcription mastery and the English pronunciation. This study used quantitative as the approach of the study, and pearson product moment as the type of the study. The subject used in this study is the students of PBI, IAIN Sunan Ampel, Surabaya. Meanwhile, purposive sampling was used as the technique of sampling. The students of semester 4 are chosen as the sample since they have got phonology class in this semester in which they had been taught about phonemic symbols. Moreover, the students of semester 4 were the students who were still fresh in learning the phonemic symbols because the teaching of phonology class was in semester 4.

Based on the research conducted, it was found that 70% of the students are in the level of average in English pronunciation, in which it is between the ranges of the score 41 – 60. Meanwhile, 46% of the students are included of bad qualification in phonemic transcription, in which it is between the score range 21 – 40. After the data of phonemic transcription and pronunciation were found out, then it was used to find out the correlation between both of them. The result is that there is correlation between phonemic transcription and pronunciation, with the value of correlation is 0.714.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study that explains the reason of conducting this research. Besides, it contains the research questions that come up from some cases, objectives of the study that explain the aims of conducting this research, significances of the study containing theoretical and practical benefits. Scope and limitation of the study are also presented in this chapter. Furthermore, definition of key terms defining the variables used in this research is also provided in this chapter. The last, this chapter contains the research report writing organization in which it presents the outlines of research report.

A. Background of the Study

Pronunciation is the production of sound used to make meaning. This sound is significant in two senses; because of used as part of a code of a particular language and to achieve meaning in context.[1] Pronunciation is one of the parts of language which is very essential. Nobody could understand the people with poor pronunciation even their word and grammar are good. In addition, the broken-

[1]Christiane Dalton - Barbara Seidlhofer, *Pronunciation*(Newyork: Oxford University Press, 1994), 3.

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down communication can be caused by the use of incorrect pronunciation.[2] Moreover, being aware of pronunciation will give the advantage not only in production, but also the understanding of spoken language.[3] Therefore, learning pronunciation is very necessary.

Based on the reasons above, pronunciation is one of the important aspects to be taught in language class. Therefore, pronunciation is also learnt in PBI in which it is an English Education Department in IAIN SunanAmpel. Even though it is not directly taught in pronunciation class, the concept of pronunciation can be obtained in phonology class, while it can be practiced orally in speaking class. PBI is one of the departments in IAIN SunanAmpel Surabaya in which the researcher has been studying. As an English prospective teacher, the researcher conducted a research about the English pronunciation of the students of PBI IAIN SunanAmpel. The reason for conducting this research was that when joining a class held by one of the lecturers of PBI IAIN SunanAmpel, the lecturer often corrected the pronunciation of most of the students joining the lecturer's class, and the correction was often in segmental feature. Besides that, there is no pronunciation class at PBI IAIN SunanAmpel. Although there was speaking class from one up to four, but it never stresses in pronunciation. Even in phonology class, despite of being taught about vowels, consonants, and the phonetic symbols,

[2] Martin Hewings, *Pronunciation Practice Activities* (Cambridge: Cambridge University Press, 2004), 10-11.
[3] Jeremy Harmer, *the Practice of English Language Teaching, Third Edition* (England: Longman, 2006), 183.

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it studies how the sounds are produced in a language. Therefore, it makes the researcher thinks how the students of PBI IAIN SunanAmpel perform in pronouncing English in segmental feature.

Meanwhile, there are many problems faced by a teacher when teaching their students such as; the classroom management, the teaching material and media, or even the methods used. It is not much different from an English teacher. Practically, there are many problems faced by an English teacher, whether it is about English language skill, incorrect pronunciation, the material and media used for teaching, language policy, or the effective methods and approaches used when teaching the students.

Those problems above are also faced by the researcher. However the most crucial problem that needs to discuss is about the incorrect pronunciation. When the researcher was in PPL 2, teaching practice in SMANISDA, there were some cases about the difficulty of the students in pronouncing some words. One of the cases was when one of the students asked about how to pronounce a word. Then the researcher asked the student to look up a dictionary. Just in case, the student brought an oxford dictionary, a British style dictionary. The word had been found, but the student still did not understand how to pronounce it just because of using phonetic symbols. As a teacher at that time, of course the researcher helped the student to read the phonetic symbols and pronounce it.

The other case was when the researcher asked the students to play a game about whispering. The sentences used to whisper were the sentences used for

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teaching pronunciation technique called "*tongue twister*" (e.g. she sells seashells by the seashore, the black bad bat will go to my bed after from my bathroom). It was very difficult for the students to differentiate the pronunciation of the words, especially the pronunciation of *bad*, *bat*, and *bed*. Then the researcher gave the example how to pronounce those words. But as a teacher, the researcher realized that the learning style of every student is different. Some of the students may be audio learners, visual learners, or even audio visual learners. Because of the various kinds of the learning style, then the researcher realizes that it is very important for a teacher to learn about pronunciation, not only how to pronounce the words, but how to transcribe as well, from the very basic point of view including vowel and consonant called as segmental feature.

Furthermore, most of the people learn pronunciation without learning phonemic transcription first. They acquire pronunciation directly by hearing the language spoken continuously. Yet, it makes them not to be able to transcribe into the phonetic symbol. Therefore, the people who have good English pronunciation are not necessarily able to transcribe into the phonetic symbol. Still, dictionary formerly has major contribution in acquiring pronunciation since there is still rarely the sources orally that can be used to learn pronunciation. However, are the people who have good ability in transcribing into the phonetic symbol have good English pronunciation? So, is there any correlation between the ability of phonemic transcription mastery and the English pronunciation?

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B. Statement of the Problems

The research problems of this research are:

1. How is the English pronunciation of the students of PBI IAIN SunanAmpel from the point of view of segmental feature?
2. How is the ability of the students of PBI IAIN SunanAmpel in mastering the phonemic transcription?
3. Is there any correlation between the ability of phonemic transcription mastery and the English pronunciation?

C. Objectives of the Study

The objectives of this study are:

1. To describe the level of the students' competencies of PBI IAIN SunanAmpel in pronouncing English, in segmental feature.
2. To describe the level of the students' competencies of PBI IAIN SunanAmpel in mastering phonemic transcription.
3. To find out whether there is correlation between the ability of phonemic transcription mastery and the English pronunciation.

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D. Significance of the Study

The researcher hopes that this study has some benefits:

1. **Theoretical Benefits**
   a. The researcher hopes that the result of this research can be used as the reference to help the students of PBI IAIN SunanAmpel to improve their pronunciation, in segmental feature.
   b. The result of this study can be used as the reference for those who want to conduct a study about another case of pronunciation of the students in PBI IAIN SunanAmpel, or even implementing an approach to improve their pronunciation.
2. **Practical Benefits**
   a. The result of this study can give an input for the students of PBI IAIN SunanAmpel to further study about English pronunciation to make their pronunciation more intelligible and be able to differentiate among the words whose spellings are almost the same. Besides, they should further study the phonemic symbols. This is very useful when they become an English teacher in which they can teach their students about the phonemic symbols in order that they can study how to pronounce English words from the dictionary independently. Besides, it can help to clarify the speech sound of a word in written form when it is pronounced orally. Moreover, the better the students

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master the phonemic transcription, the better they are in English pronunciation.

b. The readers, especially for the lecturers of PBI IAIN SunanAmpel get the information about the competence level of the students of PBI IAIN SunanAmpel in English pronunciation, in segmental feature and phonemic transcription mastery. Thus, the curriculum for the students of PBI, IAIN Sunan Ampel will be redesigned or there will be pronunciation class to improve the students' pronunciation.

E. Scope and Limitation of the Study

There are two features of pronunciation; segmental and suprasegmental feature. In this study, the researcher focuses on segmental feature in which it is concerned with phonemes; consonants and vowels, and the phonemic transcription as well. Meanwhile, the pronunciation test used is focused on its competence. Those are especially concerned with the English pronunciation of the students of PBI IAIN SunanAmpel.

F. Definition of Key Terms

1. Phonemic transcription mastery is the mastery of a student in transcribing the speech sounds of English words into the phonemic symbols. This transcription containing only phonemes consisting of vowel and consonants and called as broad transcription. The other kind of transcription is narrow transcription containing amount of phonetics detail and called as phonetics transcription.

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Phonemic transcription is written between slants, while phonetics transcription is written between square brackets.[4] The concept used in this research is that the students master the phonemic symbols used to transcribe the speech sound of a word represented by the underlined letters.

Eg.C<u>a</u>t / æ /

Since the students of semester 4, as the sample of this research, are taught British style which is represented by Received Pronunciation, so Received Pronunciation is used with International Phonetic Alphabet used as the system for the transcription of speech sound.

2. Pronunciation is the competence of someone in producing sound used to make meaning. There are two aspects of pronunciation; segmental and supersegmental. The segmental one focuses on phonemes; vowel and consonants, while the supersegmental focuses on stressing and intonation.[5] In this research, the researcher focuses on the segmental feature which consists of phonemes; vowel and consonants only. Ideally, the way of testing English pronunciation is asking the learner to produce the English words. It means that testing them orally. However, it is not always possible and suitable. This is caused by one of the greatest problem that is administration. Even managing the large number of the students to be tested is not often possible. Beside, testing equipment used to test pronunciation is scarce. Therefore, it will be used the

[4]JurgStrassler, "*Introduction to Phonetics and Phonology*",(http://esweb.uzh.ch/jstraessler/Transcription.pdf, accessed on May 1, 2012)

[5] Gerald Kelly, *How to Teach Pronunciation* (Harlow: Longman, 2000) , 1.

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alternative way to test the English pronunciation from the point of view of segmental feature, such as; finding the word which is different from the others.

E.g. a. How b. cow c. low d. now

In this example, the answer is c. low.

The consonants that will be tested consist of simple consonant, silent consonant, consonant with different flavors, double consonant and consonant diagraphs/ other combinations; while the vowels consist of the basic menu of vowel letters and Vowel diagraphs/other combinations.

G. Research Report Writing Organization

Chapter I is introduction. It consists of background of the study, statement of the problem, objective and significance of the study, scope and limitation of the study, and definition of key terms.

Chapter II is review of related literature. It includes the theories underlying the topic and the previous study.

Chapter II is research method. In this part, the researcher provides the design used in this study, data and source of data including population and sample, data collection technique and the instrument used, and the technique of analyzing data.

Chapter IV is research finding and discussion. It discusses and analyses the data and finding obtained from the research.

Chapter V is Conclusion and suggestion. This is the most important part in which it concludes the research done and gives the suggestion to the reader.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theories that underlie the research topic and the previous study. Theories underlying the research topic explain what pronunciation is, the importance of pronunciation, the features of English pronunciation, the importance of segmental feature in pronunciation, transcription and symbols, and the importance of transcription. Meanwhile, the previous study contains some studies which are related to the research topic.

A. Theories Underlying the Research Topic

In the history of language teaching, pronunciation is the area of foreign language teaching which is squeezed out. According to Kelly, it is called as the "Cinderella" area. He indicates that grammar and vocabulary have been studied much longer than pronunciation. Therefore, most of the language teachers have understood grammar and vocabulary better than pronunciation.[1]

Kelly stated that there are two general approaches in teaching pronunciation; intuitive-imitative approach and an analytic-linguistic approach.[2]

[1] Celce-Murcia, et.al.,*Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Language* (Cambridge: Cambridge University Press, 1996), 2.
[2] Celce-Murcia, et.al., *Teaching Pronunciation*… 2

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> An intuitive-imitative approachdepends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio- and videocassettes and compact discs.
>
> An analytic-linguistic approach, on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. This approach is developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

Meanwhile, Maniruzzaman assumed in his article entitled *Teaching EFL Pronunciation: Why, What and How?*,[3] that it is evident that the teachers, syllabus designers, materials developers and policy makers consciously or indifferently avoid pronunciation teaching/learning because of diverse limitations indicating the lack of qualifications and expertise of the person concerned.However, EFL (Englishas Foreign Language) pronunciation should be viewed in the same light as the other facets and skills of the English language, such as vocabulary, grammar, reading, writing, and so on, since it is a crucial part of communication, especially through listening and speaking. Therefore, pronunciation components have to be incorporated in the materials, classroom activities and testing tools; and the

[3] Maniruzzaman, "*Teaching EFL Pronunciation: Why, What and How?"(*http://www.streetdirectory.com/travel_guide/106605/languages/teaching_efl_pronunciation_why_what_and_how.html, accessed on November 25, 2011)

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teachers have to be trained in EFL pronunciation as well as EFL pronunciation teaching.

The teaching of EFL pronunciation has to aim at intelligible pronunciation considered as an essential component of communicative competence and to help the learner acquire intelligible pronunciation, he/she can be exposed to a model, such as BBC English, Standard American English, or a locally produced variety like Indian Accent through some suitable and effective techniques/activities presented above.

1. The Definition of Pronunciation

According to oxford advanced learner's dictionary, pronunciation is defined as the way in which a language is spoken.[4] It can be defined as the way of producing the sounds used to make meaning when speaking.[5] In addition, pronunciation is the production of significant sound used by a particular language as part of the code of the language, and used to achieve meaning in context.[6] In other words, pronunciation is the production of sound used to make meaning.

[4] A. S. Hornby, *Oxford Advanced Learners' Dictionaryof Current English, Fifth Edition* (New York: Oxford University Press, 1995), 928.
[5] Lynda Yates-Beth Zielinski, *Give It A Go: Teaching Pronunciation to Adults* (Australia: AMEP Research Centre, 2009), 11.
[6] Christiane Dalton-Barbara Seidlhofer, *Pronunciation* (Oxford: oxford university press, 1994), 3.

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The pronunciation which is regarded as the appropriate model which is used as a standard in Teaching English as a Foreign Language is Received Pronunciation (RP).[7] The meaning of 'received' here is 'generally accepted'.

2. The Importance of Pronunciation

Pronunciation is one of the important aspects in a language. It cannot be denied that pronunciation has an important role in English. Nobody could understand the people with poor pronunciation even their word and grammar are good. In addition, the broken-down communication can be caused by the use of incorrect pronunciation.[8] Moreover, being aware of pronunciation will give the advantage not only in production, but also the understanding of spoken language.[9]

Furthermore, the communication between the speaker and the listener has mutual relationship. It affects each other. It means that in order that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. Whereas, speaking clearly involves intelligible pronunciation. For this reason, pronunciation is one of the crucial aspects of language to be learned.

---

[7] SnezhinaDimitrova, "*British and American Pronunciation"*, (http://www.personal.rdg.ac.uk/~ llsroach/phon2/sd10.pdf , accessed on june 7, 2012)

[8] Martin Hewings, *Pronunciation Practice Activities* (Cambridge: Camnridge University Press, 2004), 10-11.

[9] Jeremy Harmer, *The Practice of English Language Teaching, Third Edition* (England: Longman, 2006), 183.

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3. The Evaluation of Pronunciation

To know the level of students' competencies in pronunciation, they are need testing. AugustinSimoBobda suggested the alternatives way to test pronunciation in his journal *testing pronunciation*.[10] Ideally, the way of testing English pronunciation is asking the learner to produce the English words by testing them orally. However, it is not always possible and suitable. As there is one of the greatest problems in oral testing is administration, and it is often impossible to manage the large number of students to be tested. Therefore, there are alternative ways in testing pronunciation. They are dictation, test segments by listening activities, tests other than listening comprehension; phonetic transcription, finding the word which is different from the others, regrouping, matching, and miscellaneous ways of testing pronunciation.

4. Features of English Pronunciation

a. Kinds of Features in Pronunciation

There are two main features of pronunciation.[11] Those are segmental and supersegmental feature. The segmental feature concerns with the phonemes which includes of vowel and consonants. While the suprasegmental concerns with stressing and intonation.

[10]AugustinSimoBobda, "*Testing Pronunciation"* English Teaching Forum.July 1993. 18-2.
[11]Gerald Kelly, *How to Teach Pronunciation*… 1.

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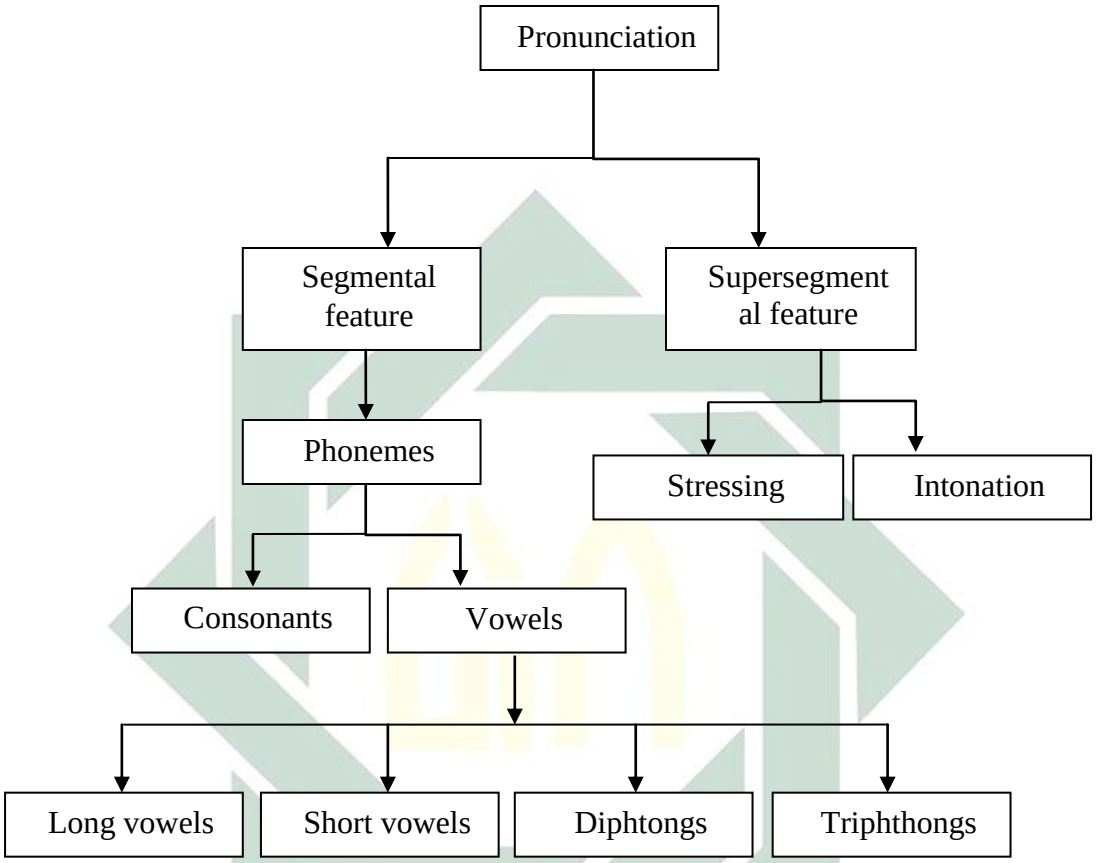
Fig. 2.1
Features of pronunciation



SUPRASEGMENTALS

ˈ Primary stress
ˌ Secondary stress
eː Long
e Short
. Syllable break
ˈ Extra stress
[ˌfoʊnəˈtɪʃən]
eˑ Half-long
ĕ Extra-short
‿ Linking (no break)

INTONATION

| Minor (foot) break
‖ Major (intonation) break
↗ Global rise
↘ Global fall

TONE

Level tones

ȅ	˥	Top
é	˦	High
ē	˧	Mid
è	˨	Low
ȇ	˩	Bottom

Tone terracing

ˈ	Upstep
ˌ	Downstep

Contour-tone examples:

ě	˨˦	Rising
ê	˥˩	Falling
ěˇ	˧˦	High rising
ěˇ	˨˩˨	Low rising
ē̂	˥˩	High falling
ē̂	˩˩	Low falling
ê	˧˥˧	Peaking
ẽ	˥˩˥	Dipping

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As mentioned before that phoneme consists of consonants and vowels. There are 24 consonants in English phonetic symbols. Those are p, b, d, t, k, g, tʃ, dʒ, f, v, θ, ð, s, z, ʃ, ʒ, h, m, n, ŋ, l, r, j, and w. Meanwhile, vowels are consists of short vowels, long vowels, diphthong and triphthongs. The number of short vowels in English phonetic symbol is seven. They are ɪ, e, ə, æ, ʊ, ʌ and ɒ. The long vowels consists of 5 sounds; iː, uː, ɑː, ɔː, and ɜː.

Beside short and long vowels, diphthong and triphthongs are included of vowels. Diphthong consists of the combination of two vowels. It includes of the sounds that moves from one vowel to another vowel. One diphthong consists of two vowel sounds. There are 8 diphthongs in which it is divided into three kinds which is ended by 3 short vowels. The first, the diphthongs are ended by ə vowel sound; ɪə, eə, and ʊə. The second, it is ended by I. Those are eI, aI, and ɔI. The last isthe diphthongs which are ended by ʊ; aʊand əʊ.

The other kind of vowel sounds is triphthongs. Triphthong is the sound that moves from one vowel to another vowel, and then to the next vowel. One triphthong consists of three vowel sounds. Triphthongs are composed by five diphthongs which are ended by schwa vowel. The total number of triphthongs is five. They are eɪə, aɪə, ɔɪə, aʊə, and əʊə.

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The examples of triphthongs:

eɪə : layer /ˈleɪə(r)/, player /’pleɪə(r)/

aɪə : fire /’faɪə(r)/, liar /’laɪə(r)/

ɔɪə : loyal /’lɔɪəl/, royal /’rɔɪəl/

aʊə : hour /‘aʊə(r)/, flower /fl‘aʊə(r)/

əʊə : lower /’ləʊə(r), mower /’məʊə(r)

b. The Importance of Segmental Feature in Pronunciation

The wrong pronunciation, especially in segmental feature can cause misunderstanding communication. Therefore, Segmental feature, in which phoneme is as its part, has an important role in pronunciation.

> “A consideration of learners’ pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. When a learner says, for example, *soap* in a situation such as a restaurant where they should have said *soup*, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.”[12]

[12] Gerald Kelly, *How to Teach Pronunciation…* 11

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5. Transcription and its Symbol

Transcription is defined as the systematic representation of a language sound in written form.[13] It uses specific symbols to represent the sound of language in written form. The symbols used are adopted from the International Phonetic Alphabet which is known as IPA, which is known as a universal system for the transcription of speech sounds.[14]

a. Kinds of Symbols

For the purpose of transcription, there are two kinds of symbols; phonemic and phonetic symbols.[15] The phonetic symbols are more details than the phonemic. The phonemic system described for RP contains forty four phonemes, while the phonetics uses extra symbols that are a lot of diacritics and marks modifying the symbols in some way. Diacritics are marks which are added to the symbols to give them a particular phonetic value. By adding these marks, it can be known the detail sound of a language in written form. However, some consider that phonemic and phonetic symbols are the same thing.

[13]Wikipedia, *Transcription*, (http://en.wikipedia.org/wiki/Transcription_(linguistics), accessed on July 7, 2012)
[14]Peter Roach, *Phonetics* (New York: Oxford University Press, 2001), 110.
[15]Peter Roach, *English Phonetics and Phonology, A Practical Course, Second Edition* (Cambridge: Cambridge university press, 1991), 39-42.

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Phonetic symbols

used in the dictionary

Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zuː/
t	tea	/tiː/	ʃ	shoe	/ʃuː/
d	did	/dɪd/	ʒ	vision	/ˈvɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	got	/gɒt/	m	man	/mæn/
tʃ	chain	/tʃem/	n	no	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔːl/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

Vowels and diphthongs

iː	see	/siː/	ʌ	cup	/kʌp/
i	happy	/ˈhæpi/	ɜː	bird	/bɜːd/
ɪ	sit	/sɪt/	ə	about	/əˈbaʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑː	father	/ˈfɑːðə(r)/	aɪ	five	/faɪv/
ɒ	got	/gɒt/	aʊ	now	/naʊ/
ɔː	saw	/sɔː/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
u	actual	/ˈæktʃuəl/	eə	hair	/heə(r)/
uː	too	/tuː/	ʊə	pure	/pjʊə(r)/

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

Table 2.1
Diacritics

DIACRITICS Diacritics may be placed above a symbol with a descender, e.g. ŋ̊

̥	Voiceless	n̥	d̥	̤	Breathy voiced	b̤	a̤	̪	Dental	t̪	d̪
̬	Voiced	s̬	t̬	̰	Creaky voiced	b̰	a̰	̺	Apical	t̺	d̺
ʰ	Aspirated	tʰ	dʰ	̼	Linguolabial	t̼	d̼	̻	Laminal	t̻	d̻
̹	More rounded	ɔ̹		ʷ	Labialized	tʷ	dʷ	̃	Nasalized	ẽ	
̜	Less rounded	ɔ̜		ʲ	Palatalized	tʲ	dʲ	ⁿ	Nasal release	dⁿ	
̟	Advanced	u̟		ˠ	Velarized	tˠ	dˠ	ˡ	Lateral release	dˡ	
̠	Retracted	e̠		ˤ	Pharyngealized	tˤ	dˤ	̚	No audible release	d̚	
̈	Centralized	ë		̃	Velarized or pharyngealized	ɫ					
̽	Mid-centralized	e̽		̝	Raised	e̝	(ɹ̝ = voiced alveolar fricative)				
̩	Syllabic	n̩		̞	Lowered	e̞	(β̞ = voiced bilabial approximant)				
̯	Non-syllabic	e̯		̘	Advanced Tongue Root	e̘					
˞	Rhoticity	ə˞	a˞	̙	Retracted Tongue Root	e̙					

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b. Kinds of Transcription

There are two kinds of Transcription; broad transcription and narrow transcription. Broad transcription is known as phonemic transcription, while narrow transcription is known as phonetic transcription. However, some consider that there is no difference between phonemic and phonetic transcription.

Meanwhile, for specific purpose, broad transcription which is known as phonemic transcription is defined as the transcriptions containing only phonemes consisting of vowel and consonants, in which only phonemic symbols are used. This kind of transcription is written between slants. Narrow transcription which is known as phonetic transcription is the transcription containing amount of phonetics detail such as diacritics. This transcription is written between the square brackets. Phonetic transcription really represents a small family of sound. However, the transcription which is generally recommended to be used as the technique in teaching pronunciation of a foreign language is the broad transcription.[16]

[16] Daniel Jones, *The Pronunciation of English* (Cambridge: Cambridge University press, 1998), 29.

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Examples:
The transcription of *little*:

Phonemic transcription : /ˈlɪtəl/

Phonetic transcription : [ˈlɪt̪ɫ]

The transcription of *cat*:
Phonemic transcription : / kæt /

Phonetic transcription : [k^hæt]

The mark on l sound (~) in phonetic transcription indicates velarized (dark), while in phonetic transcription of 'cat', the k with h means aspirated (details).

c. The Importance of Transcription

Transcriptions with its symbols have an important role in pronunciation. It is helpful to use it than ordinary spelling in teaching pronunciation.[17]

> "Since English is bedevilled, for many students (and even first language speakers), by problems of sound and spelling correspondence, it may make sense for them to be aware of the difference of the different phonemes, and the clearest way of promoting this awareness is to introduce the various symbol.[18]
>
> There other reasons for using phonemic symbols too. Dictionaries usually give the pronunciation of their words in phonemic symbols. If students can read these symbols they can know how the word is said even without having to hear it. When both teacher and students know the symbols it is easier to explain what mistake has occured and why it has

[17]Peter roach, *Phonetics*… 5

[18]Jeremy harmer, *The Practice of English Language Teaching, Third Edition, Completely Revised and Updated* (England: Longman, 2001), 185-186.

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> happened; we can also use the symbols for pronunciation tasks and games."

Knowing phonemic symbols are very important for the students. Alan suggests that there are five good reasons why students should know phonemic symbols[19]:

a. It will make the student using dictionary effectively. They will get information maximally about how to pronounce.
b. The students can find how to pronounce by themselves, so that they will be independent learner.
c. The students can find out the pronunciation of the same letter in different words is different.
d. Since the students have vocabulary and grammar dictionary, so they need reference for learning pronunciation such as phonemic symbols.
e. It is very valuable to know the phonemic transcription for speaking skill.

Meanwhile, Pekka Lintunen indicates that pronunciation and phonemic transcription mastery correlates. He shows that it is effective in teaching method for foreign language learners of English by using phonemic transcription. The students who are able to transcribe well are able to

[19]Alan Stanton, "*Teaching English with phonemic symbol"*, (http://www.teachingenglish.org.uk /articles/teaching-pronunciation-phonemic-symbols, accessed on November 25, 2011)

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develop their pronunciation. Therefore, using phonemic transcription to improve students' pronunciation is very useful.[20]

B. The Previous Study

There are some previous studies about pronunciation:

Irawati Lutvia conducted a research about *the Effectiveness of Using Songs in Teaching English Pronunciation to the Fourth Grade Students of Elementary School***.**This research was conducted at SD Negeri Cengklik 1 Banjarsari 2008 /2009. The aims of this study are to know whether there is significance difference in the ability of pronunciation achievement between the students taught pronunciation by song and taught by drilling, and to find out which group of the students has the higher achievement in pronunciation. It was used experimental as the type of the study. The students of grade four in which there are 77 students are taken as the sample.It can be concluded that using songs is more effective than drilling in teaching pronunciation.[21]

Muhammad Yaklu, in his research by the title *comparative study on suprasegmental phonemes in English speech between native and non native speaker teachers in BSNP*, found that there are some similarities and differences in intonation and speech which is produced by native speaker and non native speaker. The common similarities are in stressing, while the differences are more in

[20]PekkaLintunen, "*Phonemic Transcription and Its Effect on Learning*" (http://www.phon.ucl.ac.uk /home/johnm/ptlc2005/pdf/ptlcp30.pdf, accessed on 28 April 2012)

[21]IrawatiLutvia, *The Effectiveness of Using Songs in Teaching English Pronunciation to the Fourth Grade Students of Elementary School*, 2009,**(**http://www.englishfkipuns.ac.id/index.php/research/ 7-research-mahasiswa/220, accessed on July 11, 2012)

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juncture. Descriptive qualitative was chose as the design of the study. Meanwhile, it was used adobe audition program in which it can be used to analyzed the sound, then it shows the higher and lower intonation, and stress frequencies.[22]

FitriyahRiskiWahyuni conducted a research under the title *Error Analysis of English Students' Pronounciationat SMPN I Pamekasan*.[23] This research was aimed to find out what types of errors made by the students on pronouncing English words and to find out the most dominant errors made by the students in pronouncing English words. This research was conducted at SMPN 1 Pamekasan and 52 students were taken as the sample in which it was used random sampling as the technique of sampling. From the research conducted, it can be concluded that the most dominant in making errors is in pronouncing vowel sounds.

In his research whose title is *the teaching of pronunciation to Chinese students of English*,[24] Cheng Fangzhi conducted an approach to the pronunciation to the Chinese students of English. First, he compared both Chinese and English sound system, then he uses perception before production, and he teaches pronunciation in a meaningful and motivating way: providing meaningful materials; using songs, games, and tongue twisters; and assessing students' progress. According to him, it has worked. However, if it is applied to the

[22]Muhammad Yaklu, *Comparative Study on Suprasegmental Phonemes in English Speech Between Native and Non Native Speaker Teachers in BSNP*, (http://lib.uin-malang.ac.id/thesis/fullchapter/03320067-muhammad-yaklu.pdf, accessed on July 11, 2012)

[23]FitriyahRiskiWahyuni, *Error Analysis of English Students' PronounciationatSMPN I Pamekasan*,(http://digilib.umm.ac.id/gdl.php?mod=browse&op=read&id=jiptummpp-gdl-s1-2004-fitriyahri-1042&q=pronunciation, accessed on July 11, 2012)

[24]Cheng Fangzhi, "*The Teaching of Pronunciation to Chinese Students of English".* EnglishTeaching Forum. January-March 1998, 37-39.

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Indonesian students, it is needed to identify anymore in comparing both Indonesian and English sound system. Meanwhile teaching pronunciation in a meaningful and motivating way needs creativity. So, as the pronunciation teachers of English, it is needed creativity.

K. James Hartshorn conducted a research about *pronunciation matters: English consonant production by AUAP students*.[25] In this research, he focused exclusively on English consonants since they are produced much more consistently by English native speakers than vowels, but the consonants which were focused are the consonants that are responsible for the most error. Those consonants are /l/, /r/, /v/, /f/, /ð/ and /ø/. The result of this study should be of interest to all those who teach or develop materials for AUAP (Asian University America Program) students. Unfortunately Most of the AUAP students are Japanese students. So, this study cannot represent the Asian students, because it only focused on the Japanese students.

Mohamed Yeou has conducted a research by the title *pronunciation instruction in moroccan higher education: students'attitudes and teachers' views*.[26] In his research, he investigated (a) the attitudes of a group of Moroccan university students toward pronunciation; and (b) the views and practices of

[25]K. James Hartshorn, "*Pronunciation Matters: English Consonant Production by AUAP Students"*, (http://www.asia-u.ac.jp/cele/cele_assets/CELE%20Journal%202006%20Vol%2014/002 Ponunciation%20Matters%20AUAP%20James.pdf, accessed on November 25, 2011)

[26]Mohamed Yeou , "*Pronunciation Instruction in Moroccan Higher Education: Students'Attitudes andTeachers'Views"*,(http://ucd.academia.edu/MohamedYeou/Papers/459522/Teaching _pronunciation_in_the_New_Educational_Reform_Students_attitudes_and_current_practice, accessed on November 25, 2011)

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teachers in regard to pronunciation instruction. Attitudinal measures such as the perceived utility of pronunciation, level of confidence and interest in pronunciation were explored. Overall, students valued pronunciation as an important part of learning (both segmental features and suprasegmental features), aimed for functional intelligibility and wanted pronunciation teaching be improved. Teachers did not pay any attention on teaching pronunciation, particularly suprasegmentals. The reasons include lack of confidence, lack of time, scarcity of teaching materials and resources, and large groups.

Raheela Ahmed in his paper, *Using Proper Pronunciation*,[27]intended to look at the place of pronunciation in accordance with the student's needs and pronunciation in practice with reference to the multi- ethnic background of Pakistani students and role of pronunciation in Pakistan. It also intended to discuss the issues involved in keeping pronunciation as a separate sub-skill and teaching it as part of listening and speaking skills. It was noted that there was significant improvement in pronunciation of students. As a follow up, the students were interviewed. It was noted that they were also satisfied and maintained that this should be compulsory so as the students of multi ethnic backgrounds may overcome the difficulty in learning right kind of pronunciation. However they believed that learning pronunciation involves fullest willingness.

[27]Raheela Ahmed, "*Using Proper Pronunciation*", (http://www.usindh.edu.pk/irjah/irjah_38/File-03.pdf, accessed on November 25, 2011)

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In his article, *Pronunciation: What Are the Expectations?*[28] In light of the current research and opinions, Marcus Otlowski asked the question 'Is it reasonable to expect all students to do well in learning the pronunciation of English?' The article consists of an examination of the role of pronunciation in current and past language programs, recent research on pronunciation and the learner, current pedagogical thinking on pronunciation and learning, and some proposed new roles for the teacher and student in the communicative classroom. He concluded that all students can do well in learning the pronunciation of a foreign language if the teacher and student participate together in the total learning process. Success can be achieved if each has set, respectively, individual teaching and learning goals.

In their article by the title *The Importance of Teaching Pronunciation to Adult Learner*,[29] Tim Thompson & Matt Gaddes supposed that Adult ESL and EFL learners may never sound like native speaks. Therefore many language teachers read to reevaluate their teachers' goals in respect to pronunciation. Educators must focus on helping students improve their pronunciation and their ability to monitor and correct their own pronunciation. Language teachers can improve their students' pronunciation by drilling minimal pairs in order to help them improve their intelligibility.

[28]Marcus Otlowski, "*Pronunciation: What Are the Expectations*?" The Internet TESL Journal, Vol. IV, No. 1, January 1998, (http://iteslj.org/Articles/Otlowski-Pronunciation.html, accessed on November 25, 2011)

[29]Tim Thompson & Matt Gaddes, "*The Importance of Teaching Pronunciation to Adult Learner*",Asian EFL Journal, Vol. II, No. 1, February2005), (http://www.asian-efl-journal.com/pta_feb_04_mgtt.php, accessed on November 25, 2011)

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Meanwhile what makes this study different from the researches above is that this study researches about how the English pronunciation of the students of PBI IAIN SunanAmpel from the point of view of segmental feature and their ability in mastering the phonemic transcription are. Then it is found out whether there is correlation between both of them.

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CHAPTER III

RESEARCH METHOD

This chapter provides the design used in this study, data and source of data including population and sample, data collection technique and the instrument used, and the technique of analyzing data.

A. Research Design

As the data is in the form of numeric, the approach used in this study is quantitative. Meanwhile, correlation is used as the type of the study since the aim is to find out the correlation between two variables; phonemic transcription mastery and English pronunciation.

Variable is defined as "any entity that can take on different values."[1] Independent variable is the variable that affects the change of the dependent variable. Dependent variable is the variable that is affected by independent variable.[2] Therefore, phonemic transcription is as the independent variable and English pronunciation is as the dependent variable.

The data obtained from the phonemic transcription and English pronunciation is in the form of interval. Hence, the type of the correlation is

[1]William M. K. Trochim, *The Research Methods Knowledge Base*, 2nd *Edition* (Ithaca, N.Y.: Cornell Custom Publishing, 1999), 8
[2]Sugiyono, *Statistika untuk penelitian* (Bandung: Alfabeta, 2010), 4

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Pearson Product Moment. This type of correlation is used to find out and prove the hypothesis between two variables if the data of both variables are in the form of interval and ratio, and the source of the data from the two variables is same.[3]

To find out the correlation between two variables or more, it is obtained by calculating the correlation between the variables which is used to find out the correlation. The correlation indicates the strength of the correlation between the variables.[4]

The correlation of two variables is positive if the value of one variable is increased, it will increase the value of the other variable. On the contrary, if the value of one variable is decreased, it will decrease the value of the other variable. Meanwhile, the correlation of two variables is negative if the value of one variable is increased, it will decrease the value of the other variable. On the contrary, if the value of one variable is increased, it will decrease the value of the other variable. Yet, if one variable changes while the other variable is constant, so it is called no or zero correlation. [5]

[3]Sugiyono, *Statistika untuk penelitian*... 228
[4]Sugiyono, *Statistika untuk penelitian*... 224
[5]Sugiyono, *Statistika Untuk Penelitian*... 225-226

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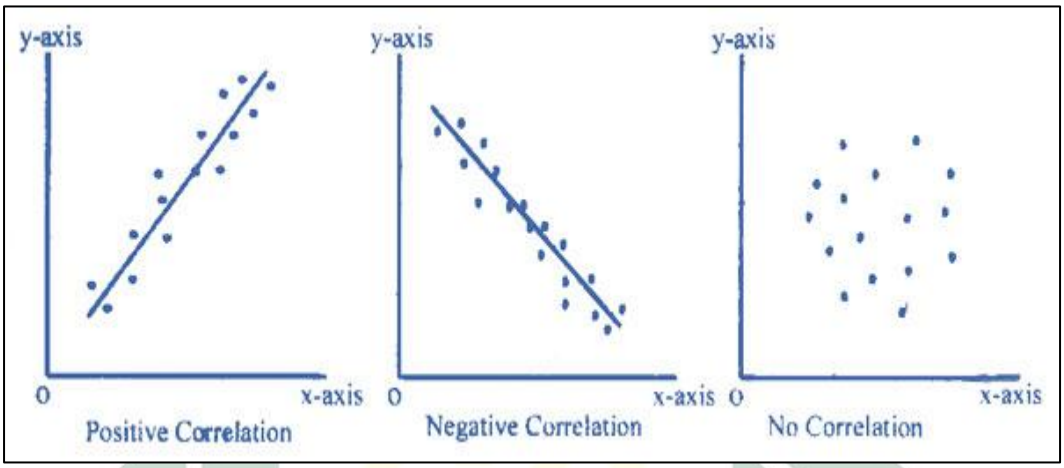
Figure 3.1

Coefficient correlation in scatter diagram



B. Setting of The Study

In research method, Setting is one of the parts which play an important role. It includes place and time. Setting of the place of this study was at PBI, IAIN Sunan Ampel, Surabaya, while setting of the time was on Tuesday-Wednesday, June 5th-6th, 2012.

C. Data and Source Data

The data of the first research question is the pronunciation score of the students of PBI IAIN Sunan Ampel obtained from the test conducted. The next is the scores of the written phonemic transcription of the students of PBI IAIN Sunan Ampel which used to get the data of the second research question. The data from the first and second research questions are in the form of interval. To know the level of the students' competencies, it is designed a likert scale.

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"Likert scaling is a unidimensional scaling method."[6] There are some steps in developing the likert scale:

1. Defining the focus: in this research, what is measured is the score of the English pronunciation and the phonemic transcription. Each of the score used to get the data from the first and second research questions.
2. Generating the items: the scores are rated on 0 – 100 bad-good response scale.
3. Rating the items: having a group of judges rates items.

   81 –100 : the English pronunciation and the phonemic transcription are classified as very good if the score are at this rate.

   61 – 80 : the English pronunciation and the phonemic transcription are classified as good if the score are at this rate.

   41 – 60 : the English pronunciation and the phonemic transcription are classified as average if the score are at this rate.

   21 – 40 : the English pronunciation and the phonemic transcription are classified as bad if the score are at this rate.

   0 – 20 : the English pronunciation and the phonemic transcription are classified as very bad if the score are at this rate.
4. Selecting the items
5. Administering the scale: the scale is ready to use.

   81 – 100 : very good

   61 – 80 : good

[6]William M. K. Trochim, *The Research Methods Knowledge Base*, 2nd *Edition* ...145

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41 – 60 : average

21 – 40 : bad

0 – 20 : very bad

Meanwhile, to get the data of the last research question, it is used the correlation between the first and the second data. The interval data obtained from the first and second research question are used to answer the last research question, which is the correlation between the English pronunciation and the phonemic transcription mastery.

The population which is used as the source of this study is the students of PBI IAIN Sunan Ampel, while the sample of this study is the students of semester 4 of PBI IAIN Sunan Ampel Surabaya. The reason for taking semester 4 as the sample is because they have got phonology class in this semester in which they had been taught about phonemic symbols. Moreover, the students of semester 4 were the students who were still fresh in learning the phonemic symbols, because the teaching of phonology class was in semester 4. Therefore, purposive sampling is used as the technique of sampling.[7] The number of the students of semester 4 joining phonology class was 57. However, 7 of the students used as the sample could not come on the day when the test held. Therefore, the students joining the test are 50.

[7] Sugiyono, *Statistika Untuk Penelitian...* 68.

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D. Research Instrument

To get the data from the first and second research question, it used tests as the instrument. The tests are in the form of written test. Meanwhile, after the interval data from the first and second research question were obtained, it was used to answer the last research question, which is the correlation between English pronunciation and the phonemic transcription mastery.

The valid instruments means the measuring instruments used to get the data are valid. Valid means the instruments can be used to measure what will be measured. Meanwhile, the instruments are reliable if it is used several times to measure the same object, it will generate the same data. By using the valid and reliable instruments, it is expected that the result of the result will be valid and reliable.[8]

To test construct validity, it can be used the judgment experts. The test of content validity can be done by comparing between the content of the instrument and the subject taught. Meanwhile, it can be used test-retest to test the reliability of the instrument.

The tests used as the instrument in this research have been validated by an expert to test the construct validity of this instrument. It has been validated by a lecturer of phonology at PBI, IAIN Sunan Ampel, Surabaya. Actually, some of the items and the key answers of the instruments were not valid, but other items are used to change the items and the key answers which are not valid. The content of

[8] Sugiyono, *Statistika Untuk* Penelitian... 348.

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the instruments have also been compared with the phonology subject taught in semester 4. This is used to test the content validity of this instrument. Meanwhile, the reliability of the instruments of this research is tested by using test-retest. Hence, the instruments were tested to 20 students of PBI, IAIN Sunan Ampel, Surabaya. Ten of the students are from semester 6, while the others are from semester 8. The results indicate that the tests used are reliable.

The students needed more or less 45 minutes to do the English pronunciation and phonemic transcription.

E. Data Collection Technique

In collecting the data, the researcher used tests as the technique. Test is the technique that was used to collect the first and the second data of the first and the second research question.

1. Testing the English pronunciation which is used to answer the first research question.

   A good test should test what should be tested. It is realized that ideally, the way of testing English pronunciation is asking the learner to produce the English words by testing them orally. However, it is not always possible and suitable. This is caused by one of the greatest problem that is administration. Even managing the large number of the students to be tested is not often possible. Beside, testing equipment used to test pronunciation is scarce. Therefore, it was used the alternative way to test the English pronunciation from the point of

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view of segmental feature, such as; finding the word which is different from the others.

E.g. a. How b. cow c. low d. now

In this example, the answer is c. low.

2. Testing the ability of phonemic transcription mastery which is used to answer the second research question

   This test is about the phonemic transcription. The respondent was provided some words in which one or some of the letters are underlined, and they have to transcribe the underlined letters into the phonemic symbol.

   Eg. C<u>a</u>t / æ /

   Testing the English pronunciation and the ability of phonemic transcription were held at the same time. They have 45 minutes to do the tests. The students as the sample of this research were divided in to three classes; class A, B, and C. Each class had same treatment. The seats of the students were arranged so that the opportunity in cheating was limited. Beside, the researcher easily monitored the students when doing the tests. Before doing the tests, the students told that the results of the tests done had not affected to their score of phonology. They were also told that they had been in research.

3. After the data from the first and second research question are collected, it was used to answer the last research question.

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F. Data Analysis Technique

The data gathered from each test were used to answer the first and the second research question, in which those were analyzed by using descriptive statistics. The data was served in the form of table and diagrams.

There were some steps in analyzing the data from the oral and written test:

1. Drawing table and diagram to serve the data.
2. Judging the results using likert scale whether the pronunciation performance and the ability of using phonetic symbols of the students are good.
3. Drawing table to serve the result.
4. Analyzing the result.
5. Drawing conclusion.

After the data from the first and second research question gathered, then it was found the correlation to answer the last research question. Because the data was interval, so the kind of correlation was person product moment. The steps were:

1. Calculating coefficient of correlation (r)[9]

$$r_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left\{n\sum x_i^2 - (\sum x_i)^2\right\}}\sqrt{\left\{n\sum y_i^2 - (\sum y_i)^2\right\}}}$$

[9] Sugiyono, *Statistika Untuk Penelitian...* 228

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Where:

r_{xy} is the correlation coefficient between X and Y.

n is the size of the sample.

X is the individual's score on the X variable.

Y is the individual's score on the Y variable.

XY is the product of each X score times its corresponding Y score.

X^2 is the individual X score squared.

Y^2 is the individual Y score squared.

2. Developing hypothesis

   Ho : There is no correlation between the ability of phonemic transcription mastery and the English pronunciation performance.

   H1 : There is correlation between the ability of phonemic transcription mastery and the English pronunciation performance

   Ho : r = 0

   H1 : r ≠ 0

3. Determining α

4. Testing hypothesis

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The criteria of t test:

$$t = \frac{rxy\sqrt{n-2}}{\sqrt{(1-r^2)}}$$

5. Drawing conclusion

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and the discussion. It provides the data found from the research. In addition, it discusses data description and presentation, analyzes English pronunciation and phonemic transcription data, and the correlation between the ability of phonemic transcription mastery and the English pronunciation.

A. Research Finding

From the research conducted, it was obtained some data. There are two kinds of data source which was obtained; the data from pronunciation and phonemic transcription. The data is in the form of score, so it is included of interval data. After the data from pronunciation and phonemic transcription test were obtained, it was used to calculate the correlation between both of them.

1. The ability of English Pronunciation

Here is the table of pronunciation score of semester 4 students from the smallest to the largest one:

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Table 4.1

Pronunciation score

No.	Names of the students	Pronunciation score
1	Yunyta Wahyuningtyas	40
2	Royana Damayanti	41
3	Fitria Nur Sholikhah	41
4	Kartiny Twin	42
5	Nasruddin	43
6	Ulum Arifatus Sakinah	44
7	Siti Kumrotun Amelia	45
8	Firda Nur Iflakha	46
9	Ari Setiawati	47
10	Feny Rahmawati	48
11	Mukhlasul Imam M.	49
12	A. Muammar S.	49
13	Alice Rohma Y.	49
14	Novi Fatimah	49
15	Haykal	51
16	Mochammad Isnendy Aziz	51
17	Nur Aini	52
18	Ita	52
19	Novella Wati	52
20	Ni Putu A.	52
21	Firda Ayu Wahyuni	52
22	Wulansari Wilujeng	52
23	Balyatul Uyun Agustin	54
24	Aris Bahari Rizki	54
25	Rasetyo Okta	54
26	Laily Indah R.	55
27	Dian Ayu Puspa	55
28	Karunia	56

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29	Puji Windriyati	56
30	Hudi Agung F.	56
31	Elok F.R.	57
32	Zuhairah	58
33	Muhammmad Fikri Fahmi	59
34	Sofiaturosalina	59
35	Nurul Fadilah	60
36	Rosalia Agustina	60
37	Nofi Pebriyanti	60
38	Kurrotul Ainiyah	61
39	Elis Rahmawati	62
40	Fiqih Martilova	63
41	Silfi Sutanti	63
42	Khusnul Chotimah	64
43	Moch. Ryan Hidayat	65
44	Santi Dwi Rahayu	65
45	Devi Kusetyo	66
46	I'anatul avifah	67
47	Ni'matul illiyyun	69
48	Khusnaini Mufarrokhah	72
49	Ummu Chabibah	74
50	Cindy Rizky K.	81

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From the table presented above, based on the likert scale that has been arranged, it can be classified as follows:

Table 4.2

Qualification of Students' Pronunciation

No.	Range of score	Qualification	Frequency	percentage
1.	81 – 100	Very good	1	2%
2.	61 – 80	Good	12	24%
3.	41 – 60	Average	35	70%
4.	21 – 40	Bad	1	2%
5.	0 – 20	Very bad	-	-

It can be seen from the table that the score range 81-100 is 'very good' qualification in pronunciation, in which only one student or 2% of the students belong to this qualification. There are 12 students whose qualification between the score range 61-80. It means that 24% of the students have 'good' qualification. Most of the students have 'average' qualification which is between the score range 41-60, in which there are 70% of the students or 35 students are included into this qualification. Meanwhile, the number of the students who has 'bad' qualification, in which the score range is between 21-40, is same as the number of the students who has 'very good' qualification, which is 2% or only one student. However, no student has 'very bad' qualification whose score range is between 0-20.

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2. The Ability of Phonemic Transcription Mastery

Besides the ability of pronunciation which was found out, it was also carried out the test which was conducted to know the students' ability of phonemic transcription mastery. Here is the table of phonemic transcription score of semester 4 students from the smallest to the largest one:

Table 4.3

Phonemic Transcription Score

No.	Names of the student	Phonemic Transcription score
1	Nur Aini	9
2	Nasruddin	10
3	Ulum Arifatus Sakinah	10
4	Yunyta Wahyuningtyas	13
5	Royana Damayanti	15
6	Laily Indah R.	17
7	Novella Wati	20
8	A. Muammar S.	20
9	Firda Nur Iflakha	20
10	Kartiny Twin	21
11	Muhammmad Fikri Fahmi	22
12	Fitria Nur Sholikhah	22
13	Elis Rahmawati	23
14	Wulansari Wilujeng	24
15	Aris Bahari Rizki	27
16	Mukhlasul Imam M.	27
17	Elok F.R.	28
18	Alice Rohma Y.	28
19	Mochammad Isnendy Aziz	29
20	Ari Setiawati	30
21	Haykal	35

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22	Khusnul Chotimah	35
23	Firda Ayu Wahyuni	36
24	Novi Fatimah	36
25	Devi Kusetyo	37
26	Siti Kumrotun Amelia	37
27	Hudi Agung F.	37
28	Rosalia Agustina	38
29	Ita	38
30	Feny Rahmawati	39
31	Santi Dwi Rahayu	40
32	Ni Putu A.	40
33	Balyatul Uyun Agustin	41
34	Moch. Ryan Hidayat	41
35	Kurrotul Ainiyah	44
36	Sofiaturosalina	44
37	Puji Windriyati	45
38	Dian Ayu Puspa	46
39	I'anatul avifah	46
40	Zuhairah	48
41	Karunia	51
42	Rasetyo Okta	53
43	Nofi Pebriyanti	53
44	Fiqih Martilova	55
45	Ummu Chabibah	55
46	Ni'matul illiyyun	57
47	Khusnaini Mufarrokhah	60
48	Silfi Sutanti	64
49	Cindy Rizky K.	65
50	Nurul Fadilah	68

Based on the data presented in the table, it is obtained the data classification below:

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Table 4.4

Qualification of Students' Phonemic Transcription

No.	Range of Score	Qualification	Frequency	Percentage
1.	81 – 100	Very good	-	-
2.	61 – 80	Good	3	6%
3.	41 – 60	Average	15	30%
4.	21 – 40	Bad	23	46%
5.	0 – 20	Very bad	9	18%

The table shows that no student has 'very good' qualification, in which the score range is 81-100. 6% of the students are between the score range 61-80. It means that only 3 students are included into 'good' qualification. 15 students or 30% of the students are between the score range 41-60, in which it is included 'average' qualification. 'Bad' qualification, which is between the score range 21-40, is 46% of the students or exactly 23 students. 18% of the students are 'bad' in phonemic transcription, in which there are 9 students whose score range is between 0-20.

3. Normality test

Before it is decided to use parametric statistic to calculate the correlation, it should be tested by the normality test.[10] Therefore, it has been test for the normality. Here is the result:

[10] Sugiyono, *Statistika Untuk Penelitian*... 75.

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Table 4.5

Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation	.089	50	.200*	.978	50	.455
Transcription	.074	50	.200*	.978	50	.466
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

It can be seen from the table, based on the calculation of SPSS 16 by using kolmogorov-smirnov test, the data distribution is normal since the value of sig. presented in the table is more than 0.05.

4. The Correlation between the Ability of Phonemic Transcription and the English Pronunciation

Data from the ability of pronunciation and the phonemic transcription mastery was used to answer the last research question. It was used to analyze whether there is correlation between the ability of pronunciation and the phonemic transcription mastery. Here are both of the data:

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Table 4.6

Pronunciation and Phonemic Transcription Score

No.	Names of the Student	Pronunciation Score	Phonemic Transcription Score
1	Haykal	51	35
2	Balyatul Uyun Agustin	54	41
3	Ni'matul illiyyun	69	57
4	Mochammad Isnendy Aziz	51	29
5	Aris Bahari Rizki	54	27
6	Muhammmad Fikri Fahmi	59	22
7	Elok F.R.	57	28
8	Nasruddin	43	10
9	Elis Rahmawati	62	23
10	Mukhlasul Imam M.	49	27
11	Nurul Fadilah	60	68
12	Rosalia Agustina	60	38
13	Laily Indah R.	55	17
14	Moch. Ryan Hidayat	65	41
15	Nur Aini	52	9
16	Rasetyo Okta	54	53
17	Ita	52	38
18	Zuhairah	58	48
19	Khusnul Chotimah	64	35
20	Khusnaini Mufarrokhah	72	60
21	Royana Damayanti	41	15
22	Novella Wati	52	20
23	Nofi Pebriyanti	60	53
24	Cindy Rizky K.	81	65
25	Fiqih Martilova	63	55
26	Dian Ayu Puspa	55	46
27	Karunia	56	51
28	Ummu Chabibah	74	55

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29	Santi Dwi Rahayu	65	40
30	A. Muammar S.	49	20
31	Ulum Arifatus Sakinah	44	10
32	Ari Setiawati	47	30
33	Yunyta Wahyuningtyas	40	13
34	Ni Putu A.	52	40
35	Fitria Nur Sholikhah	41	22
36	Firda Ayu Wahyuni	52	36
37	Kartiny Twin	42	21
38	Wulansari Wilujeng	52	24
39	Puji Windriyati	56	45
40	Kurrotul Ainiyah	61	44
41	Devi Kusetyo	66	37
42	Sofiaturosalina	59	44
43	Silfi Sutanti	63	64
44	Alice Rohma Y.	49	28
45	I'anatul avifah	67	46
46	Siti Kumrotun Amelia	45	37
47	Feny Rahmawati	48	39
48	Novi Fatimah	49	36
49	Hudi Agung F.	56	37
50	Firda Nur Iflakha	46	20

From the data presented in the table above, it can be drawn a scatter diagram which shows the correlation between pronunciation and phonemic transcription. Below is the diagram of pronunciation and phonemic transcription score:

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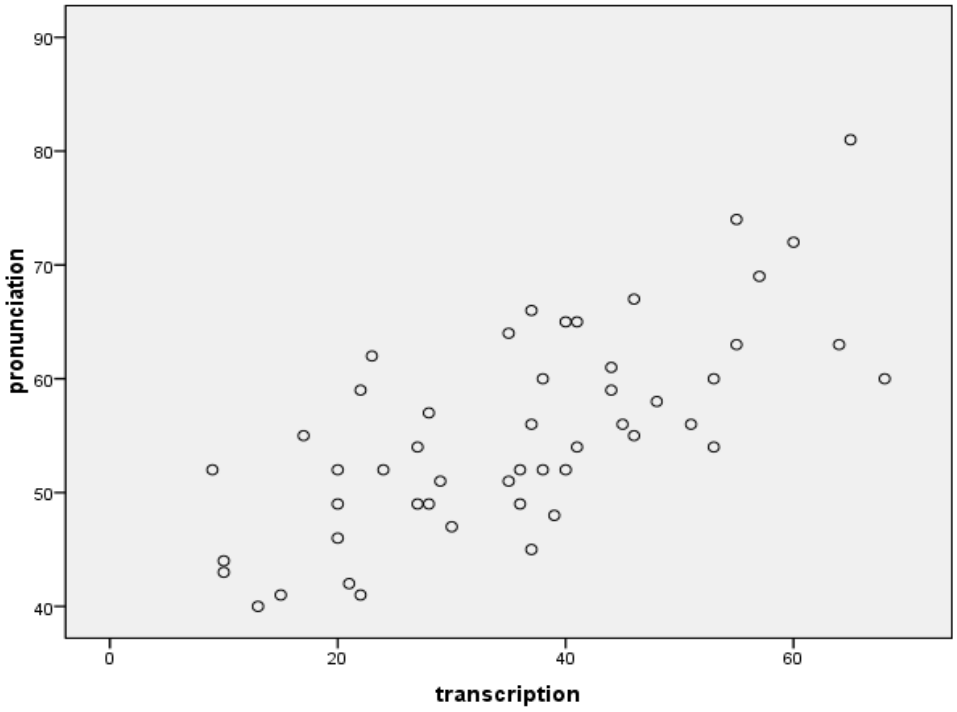
Figure 4.1

Scatter plot showing the Correlation between Phonemic Transcription and Pronunciation



It can be seen from the diagram that there is correlation between pronunciation and phonemic transcription. Meanwhile, the correlation formed is positive correlation. However, to make sure that there is correlation, it needs calculation to find out the correlation and to see whether the correlation is significant.

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From the data obtained, it was calculated by using SPSS 16 to know whether there is correlation between pronunciation and phonemic transcription. The result of the calculation is as follows:

Table 4.7

The Value of Correlation

Correlations			
		Phonemic Transcription	Pronunciation
Phonemic Transcription	Pearson Correlation	1	.714**
	Sig. (2-tailed)		.000
	N	50	50
Pronunciation	Pearson Correlation	.714**	1
	Sig. (2-tailed)	.000	
	N	50	50
**. Correlation is significant at the 0.01 level (2-tailed).			

According to the table, product moment correlation between phonemic transcription and pronunciation is 0.714. Meanwhile the value of sig. presented in the table is 0.000. Furthermore, there are two stars at the value of correlation in which it shows that the correlation is significance at the level 0.01.

Besides calculating the correlation by using SPSS 16, it is also calculated manually. Here are the calculations:

Phonemic transcription = X

English pronunciation = Y

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Table 4.8

The calculation of X as Independent Variable (Phonemic Transcription) and Y as Dependent Variable (Pronunciation)

X	Y	X^2	Y^2	Xi.Yi
35	51	1225	2601	1785
41	54	1681	2916	2214
57	69	3249	4761	3933
29	51	841	2601	1479
27	54	729	2916	1458
22	59	484	3481	1298
28	57	784	3249	1596
10	43	100	1849	430
23	62	529	3844	1426
27	49	729	2401	1323
68	60	4624	3600	4080
38	60	1444	3600	2280
17	55	289	3025	935
41	65	1681	4225	2665
9	52	81	2704	468
53	54	2809	2916	2862
38	52	1444	2704	1976
48	58	2304	3364	2784
35	64	1225	4096	2240
60	72	3600	5184	4320
15	41	225	1681	615
20	52	400	2704	1040
53	60	2809	3600	3180
65	81	4225	6561	5265
55	63	3025	3969	3465
46	55	2116	3025	2530
51	56	2601	3136	2856
55	74	3025	5476	4070

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40	65	1600	4225	2600
20	49	400	2401	980
10	44	100	1936	440
30	47	900	2209	1410
13	40	169	1600	520
40	52	1600	2704	2080
22	41	484	1681	902
36	52	1296	2704	1872
21	42	441	1764	882
24	52	576	2704	1248
45	56	2025	3136	2520
44	61	1936	3721	2684
37	66	1369	4356	2442
44	59	1936	3481	2596
64	63	4096	3969	4032
28	49	784	2401	1372
46	67	2116	4489	3082
37	45	1369	2025	1665
39	48	1521	2304	1872
36	49	1296	2401	1764
37	56	1369	3136	2072
20	46	400	2116	920
1799	2772	76061	157652	104528

To find out the coefficient correlation, it is used the formula:

$$r_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left\{n\sum x_i^2 - (\sum x_i)^2\right\}}\sqrt{\left\{n\sum y_i^2 - (\sum y_i)^2\right\}}}$$

$$r = \frac{50 \times 104528 - 2772 \times 1799}{\sqrt{(50 \times 76061 - 3236401)\,(50 \times 157652 - 7683984)}}$$

r = 0.714121

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Because r = 0.714121 and r table with α= 5% is 0.279, so, it is very close to the significance test.

After the value of the correlation was found out, then it was calculated the significance of correlation coefficient test. The steps are:

1. Developing hypothesis

   Ho : r = 0

   H1 : r ≠ 0

2. Determining α

   The alpha used is 0,05 (5 %).

3. Statistic test

   The formula of T test:

$$t = \frac{rxy\sqrt{n-2}}{\sqrt{(1-r^2)}}$$

$$t = \frac{0.714121\ \sqrt{50-2}}{\sqrt{(1 - 0.714121^2)}}$$

t = 7.067742

t 0.05/2, (50 – 1) = t 0.025 ; 49 = 2.000

t table = 2.000

Because t test > t table, so Ho is rejected, and H1 is received.

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4. Conclusion

Based on the calculation, in can be concluded that there is significant correlation between the ability of phonemic transcription and the English pronunciation.

B. Discussion

The students of PBI, IAIN Sunan Ampel are used as the population in this study. However, the students who have characteristics needed are the students of semester 4. This is because they have got phonology class, in which they have been introduced to pronunciation and also phonemic transcription. Meanwhile, in syllabus of phonology, it is mentioned that pronunciation and phonemic transcription based on IPA are included of the materials that the students of semester 4 have to achieve in phonology class. Moreover, this research was conducted at the end of semester so that they have got the entire teaching of phonology.

Substantively, there were 57 students of semester 4 joining the phonology class. However, at the time when the research was being conducted, there were seven students who could not join the test of pronunciation and phonemic transcription. Therefore, there are 50 students used as the sample. These 50 students are divided into 3 classes; A, B, and C class. The students joining pronunciation and phonemic transcription test of A class is 10, 19 students are from B class, and 21 is from C class. Each class is in different time when the test

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held, but they were treated equally. The seats they use to sit were arranged so that it could minimize cheating. They had 45 minutes to do the test.

Based on the research finding obtained from the test, then it is discussed the result of the finding. It covers the ability of pronunciation and phonemic transcription, and the correlation between those two variables.

1. The Ability of Pronunciation

Based on the result of research finding on the ability of pronunciation, it can be seen that only 2% of the students has 'very good' pronunciation. 24% of the students are classified into 'good' pronunciation. 'Average' is the largest classification that belongs to 70% of the students. Meanwhile, the number of the students who is classified into 'bad' pronunciation is same as 'very good' classification. The last, no student has very bad pronunciation. In conclusion, most of the students have 'average' classification in mastering pronunciation, in which the range of average is 41 – 60.

2. The Ability of Phonemic Transcription

The table shows that no student has very good ability in phonemic transcription mastery. 6% of the students have good ability. It means that it is only 3 students whose phonemic transcription mastery is good. 15 students are average, in which if it is put into percentage, 30% of the students has average ability, five times more than the students' classified into 'good' classification. 'Bad' classification is achieved by 23 students or 46% of the students. This number is included of the highest rate in data classification. Meanwhile, the

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lowest classification shows that 9 students are included of 'very bad' classification. In other words, 18% of the students have 'very bad' ability in mastering phonemic transcription. Overall, most of the students have 'bad' ability in transcribing into the phonemic symbol.

3. The Correlation between the Ability of Phonemic Transcription and the English Pronunciation

After calculating the normality test, in which it shows that the data distribution is normal, it is calculated the correlation between the ability of phonemic transcription and English pronunciation.

From the data calculated, it was found that the value of product moment correlation between phonemic transcription and pronunciation is 0.714. It means that the change of phonemic transcription mastery is positively followed by the ability of pronunciation. Furthermore, after testing the significance, the correlation between those two variables is significance since the value of sig. is 0.000 or less than α that was put, which is 0.05 (5%). It is also shown by two stars (**) at the value of correlation. It also can be seen in the scatter plot below.

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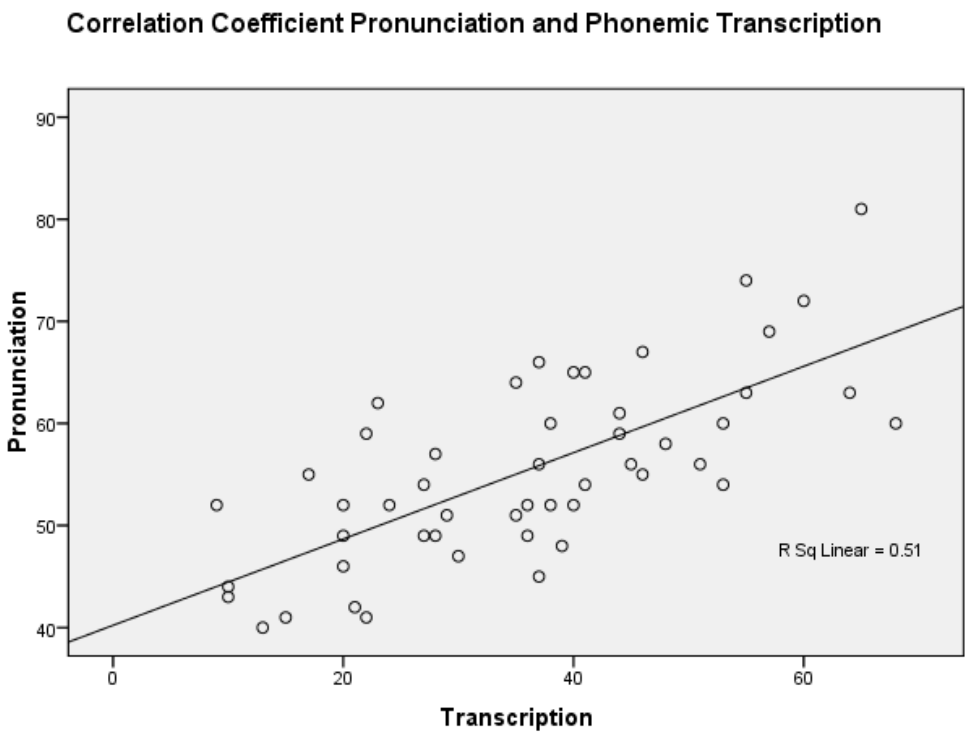
Figure 4.1

Scatter plot showing the Correlation between Phonemic Transcription and Pronunciation with the Regression Line



Product moment correlation between English pronunciation and phonemic transcription as it was obtained is 0.714 positive. The graph above also shows that there is positive correlation between pronunciation and phonemic transcription, in which the correlation is significance. It can be seen at the regression line which has skewed slope. It proves that there is significance correlation between English pronunciation and phonemic transcription.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion resulted from the research conducted to the students of semester 4, PBI, IAIN Sunan Ampel, Surabaya, it is found out that 70% of the students are in the level of average in English pronunciation. It means that most of the students of PBI, IAIN Sunan Ampel, especially semester 4, have average level of competency in English pronunciation. According to the Likert scale, the average level is between the ranges of the score 41 – 60.

Beside the English pronunciation, it is conducted a test to find out how the level of the students' competency in phonemic transcription. From this research, it is found out that 46% of the students are in bad qualification. It means that most of the students are in bad level. Based on the Likert scale, the range of bad level is between the score 21 – 40.

The data obtained from the English pronunciation and the phonemic transcription tests are used to calculate the correlation between both of them. From the calculation of those data, it can be concluded that there is a positive correlation between English pronunciation and the phonemic transcription mastery at the students of PBI, IAIN Sunan Ampel, Surabaya. It means that the better the

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students master the phonemic transcription, the better they are in English pronunciation.

B. Suggestion

Based on the conclusion above, there are some suggestions as follows:

1. For the students

   The result of this study can give an input for the students of PBI IAIN Sunan Ampel to further study the English pronunciation to make their pronunciation more intelligible and be able to differentiate among the words whose spellings are almost the same. Besides, they should further study the phonemic symbols. This is very useful when they become an English teacher in which they can teach their students about the phonemic symbols in order that they can study how to pronounce English words from the dictionary independently. Besides, it can help to clarify the speech sound of a word in written form when it is pronounced orally. Moreover, the better the students master the phonemic transcription, the better they are in English pronunciation

2. For the lecturers and the department

   The lecturers and the department are suggested to go on trying to make an effort in improving the students' pronunciation of PBI, IAIN Sunan Ampel, Surabaya. It is also suggested that the improvement is not only in how to pronounce the English words, but also the phonemic transcription mastery. It

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can be done by setting pronunciation as one of the subject that have to be taken by the students of PBI, IAIN Sunan Ampel, so that there is pronunciation class. Therefore, there are not only structure and vocabulary class in English department, but also the pronunciation class.

3. For the next researcher

For the next researchers who are interested in the same topic, it is suggested to conduct a research not only in segmental feature, but also in supersegmental one. In addition, it is suggested to do the tests orally although it is difficult to manage the large number of the students when doing the pronunciation tests orally. Hopefully, you can do it, seeing that "we are what we think, if you think you can, you can."

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