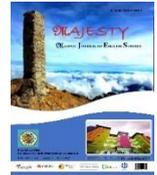




# MAJESTY

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## Enhancement Students Pronunciation Ability through Phonetic Symbols at the Second Semester of English Department University of Muhammadiyah Sidenreng Rappang

Hasan<sup>1</sup>; Salma<sup>2</sup>; Sadapotto<sup>3</sup>; Usman M<sup>4</sup>

<sup>1</sup>Universitas Muhammadiyah Enrekang, Indonesia

<sup>2,3,4</sup>Universitas Muhammadiyah Sidenreng Rappang, Indonesia

Email: [achank.hasan80@gmail.com](mailto:achank.hasan80@gmail.com)<sup>1</sup>; [almhaputri8@gmail.com](mailto:almhaputri8@gmail.com)<sup>2</sup>; [sadapotto.andi@yahoo.com](mailto:sadapotto.andi@yahoo.com)<sup>3</sup>; [stkipusman@gmail.com](mailto:stkipusman@gmail.com)<sup>4</sup>

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### ABSTRACT

The objectives of the article were to find out: (1) To find out whether or not phonetic symbols increase pronunciation ability at the second semester students of University of Muhammadiyah Sidenreng Rappang. (2) To find out whether or not the students interested in the use of phonetic symbols in learning pronunciation at the second semester students of University of Muhammadiyah Sidenreng Rappang. The researcher applied quasi experimental method using two groups namely an experimental and a control group. Both of groups were given pretest and posttest. The article was conducted at English Department of University of Muhammadiyah Rappang academic year 2019/2020. The researcher applied cluster sampling technique and the second semester is taken as the sample of the research with total numbers 22 students. This article was divided the number of sampling into to group namely Group A and B, where the group A and B consisted 11 students. The students' result obtained and stated in the research, the researcher used t-test in inferential statistic through SPSS 21.0 program for Windows evaluation version to test the hypothesis. In pre-test, the researcher found that the t-test value was lower than the t-table ( $0.487 < 2.021$ ). While in relation to the finding of post-test, the t-test value was higher than the t-table ( $3.948 > 2.086$ ). The result of the findings also showed that the students had high interest on the application of Phonetics Symbol materials in English pronunciation. It was proved by the mean score of the questionnaire was 85.91 which was classified into strongly interested category.

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## INTRODUCTION

Pronunciation is the main feature of speaking skill which is the oral mean of communication and the first language skill to be developed, pronunciation has great influence in making speaking comprehensible and acceptable. On the other hand, mispronunciation errors may lead to significant misunderstanding. Harmer (2004) highlight the essence of pronunciation instruction as "pronunciation teaching not only makes students aware of different sounds and some features, but also can improve their speaking immeasurable." Pronunciation needs to be taught and deserves more attention in a language course because poor pronunciation distorts meaning and causes misunderstanding of messages.

Anna Baker and Sharon Goldstein (1990) "The primary objectives of the most language learners are to understand & to be understood-to hear and speak the language clearly." So, pronunciation according to them is the knowledge of knowing the production of sounds which is vital in oral communication when the speakers mispronounce the words, it can lead the misunderstanding. To resolve it, the teacher has to equip the learner with English certain degree accuracy and fluency in understanding, responding and in expressing himself in the language in a speech in other the learners communicatively in using the language.

According to Lado (1972) states that oral skill as "the ability to be used in fundamentally normal communication, stress, intonation, grammatical structure and foreign language vocabulary at normal rate delivery for native language speaker." According to his statement, necessary English learners to have a good pronunciation to help them to be a

good speaker. The English teacher teaches English as a foreign language should be sensitive in viewing and solving such problems above.

Realizing this problem, English learners have to pay attention to one of speaking feature. In this case, pronunciation is a phenomenon in all languages, especially in English. It refers to the how-to particular words are sounded or spoken. (Oxford Learner's Pocket Dictionary Fourth Edition, 2008) Pronunciation is definitely the greatest thing that people notice when they are speaking. Harmer (2001) stated native speakers notice to the people pronunciation first. To get involve in a communication, we can use simple words to say what we want to say. We do not have to use advanced English grammar because we can use simple grammar structures instead but there is no simple pronunciation.

The learners have to learn English pronunciation as much as possible in order to improve their pronunciation skill and make it acceptable. In doing this, they will need one strategy that can apply in English teaching. The teaching of pronunciation related to two knowledge namely recognition or understanding the flow of speech production and fluency in spoken language. These skills rely very little on the intellectual master of any production rules. Ultimately, it is only practiced in listening and speaking which guide the learner the skill he requires.

There are many methods we can use to improve or increasing ability in pronunciation. One of them is through phonetic symbols. Phonetic symbols have a basic rule: provide students with opportunities for practicing features of pronunciation. The purpose of this method is to provide consistent means of

representing speech sounds occur practically in all languages. The phonetic symbol is standard English pronunciation, and it would help and support the students to learn pronunciation independently.

Moreover, Brazil (1987) states that mastery phonetic symbols can provide confidence to pronounce independently as exemplified phonetic keyword dictionary provides. These advantages above conform to (Mompean 2005) Provided that the values of phonetic symbols are known and that the foreign language learner can produce and discriminate the sounds symbols stand for, these advantages include, among other things, increased awareness of target language sound features, "visualization" of such intangible form as sounds, increased learner freedom when checking pronunciation in dictionaries, etc. Therefore, teaching Pronunciation through phonetic symbols is one of the interesting techniques to increase students' pronunciation.

Based on the statements above, it is seen there is one way needed to be found to solve the problem. One of the way is teaching using Phonetic Symbol. McMahan (2002) explains phonetic symbols represent how the sounds are actually said: a slight phonetic difference in a word does not necessarily create a difference in meaning. Aware of the complexity of spelling correspondence in English, some problem would arise when English Spelling system is used to represent the sound.

## METHODS

In this article, the researcher applied quasi experimental method using two

## RESULT AND DISCUSSION

**Table 4.1** The Classification of Students' Score for Experimental Group and Control Group on Pre-test

groups namely an experimental and a control group. The experimental group received treatment by using phonetic symbol in teaching English Pronunciation, while the control group received conventional technique where the students were asked to pronounce some words and phrases based on the topic given by the teacher. Both of groups were given pretest and posttest. The pretest was given to find out the students' basic achievement in English Pronunciation and posttest was given to find out the effectiveness of phonetic symbol in developing students English pronunciation. In this research, the researcher will apply cluster sampling technique and the second semester is taken as the sample of the research with total numbers 22 students. The research was divided the number of sampling into to group namely Group A and B, where the group A consisted 11 students and the same number for group B. The instrument of this article is pronunciation test. It aims to find out the students' ability to pronounce English words in form list of vocabulary. The test consists of pre-test and post-test. The pre-test is intended to see the students' ability in learning pronunciation material before the treatment and post-test is intended to see the result of the treatment on students' pronunciation. After final test the researcher will give questionnaire to measure students' interest following the method. Data analyze in this research will be analyzed through SPSS 21.0 software. SPSS is used to analyze the results of the pretest-posttest control group analysis.

| Classification | Score  | Experimental Group |            | Control Group |            |
|----------------|--------|--------------------|------------|---------------|------------|
|                |        | F                  | %          | F             | %          |
| Very Good      | 86-100 | 0                  | 0          | 0             | 0          |
| Good           | 71-85  | 1                  | 9.09       | 1             | 9.09       |
| Average        | 56-70  | 6                  | 54.55      | 5             | 45.45      |
| Poor           | 41-55  | 2                  | 18.18      | 3             | 27.27      |
| Very Poor      | 0-40   | 2                  | 18.18      | 2             | 18.18      |
| <b>Total</b>   |        | <b>11</b>          | <b>100</b> | <b>11</b>     | <b>100</b> |

Based on the table 4.1, it is known that the students' score in pre-test result of experimental group, most of them were in average category, 1 (9.09%) students were classified into good, 6 (54.55%) students were classified into average, 2 (18.18%) student was classified into poor, and 2 (18.18%) students were classified into very poor.

On the other side, most of students' pre-test score of control group were categorized in average classification too, 1 (9.09%) students were classified into good, 5 (45.45%) students were classified into average, 3 (27.27%) students were classified into poor and 2 (18.18%) students were classified into very poor.

Table 4.2 The Mean Score and Standard Deviation of pre-test for Experimental Group and Control Group

| Class              | Mean Score | Standard Deviation |
|--------------------|------------|--------------------|
| Experimental Group | 58.64      | 12.46814           |
| Control Group      | 55.91      | 13.75103           |

Table 4.2 shows that the mean score of pre-test of experimental group and control group were categorized in average level. Therefore, the researcher concluded that the students' mean score of experimental group was relatively similar with the control group. It means that there was no significant difference between the students' English Pronunciation between experimental and control groups before treatment.

**Table 4.3** The Classification of Students' Score for Experimental Group and Control Group on Post-test

| Classification | Score | Experimental Group |   | Control Group |   |
|----------------|-------|--------------------|---|---------------|---|
|                |       | F                  | % | F             | % |

|           |        |    |       |    |       |
|-----------|--------|----|-------|----|-------|
| Very Good | 86-100 | 5  | 45.45 | 1  | 9.09  |
| Good      | 71-85  | 5  | 45.45 | 2  | 18.18 |
| Average   | 56-70  | 1  | 9.09  | 7  | 63.64 |
| Poor      | 41-55  | 0  | 0     | 1  | 9.09  |
| Very Poor | 0-40   | 0  | 0     | 0  | 0     |
| Total     |        | 11 | 100   | 11 | 100   |

From the table above, it can be seen that most of the students in experimental group were classified into good and very good category, 5 (45.45%) students were in very good and good classification, and 1 (9.09%) were in average classification. There were not any students in poor and very poor classification.

Meanwhile, in the control group, only 1 (9.09%) student was in very good classification, 2 (18.18%) students were in good classification, 7 (63.64%) students were in average classification, 1 (9.09%) students were in poor classification, and none of the students were in very poor classification.

Table 4.4 The Mean Score and Standard Deviation of Post-test for Experimental Group and Control Group

| Class              | Mean Score | Standard Deviation |
|--------------------|------------|--------------------|
| Experimental Group | 85.9091    | 8.31209            |
| Control Group      | 66.3636    | 14.15820           |

The table above shows that the mean score of both groups are different after being given treatment. The mean score of experimental group in post-test was increased from 58.64 to 85.91. It means that the mean score was increased from average level to very good level.

On the other hand, in control group the mean score of post-test was increased from 55.91 to 66.36. Both of the mean scores were classified into average level. Even though it was increased, but the score was not significantly different. It proved that English Pronunciation of the students who used Phonetic Symbols method is better than did not use it.

The hypothesis stated earlier was tested by using inferential analysis. In this case, the researcher applied independent t-test analysis using SPSS 2.0 program for Windows evaluation version. The purpose is to know whether or not the difference between the result of students' mean score on experimental group and control group is statically significant at the level of significant  $\alpha = 0.05$  or non-independent sample, degree of freedom  $(N1 + N2 - 2) = 20$ . The result of calculation is shown as follow

Table 4.5 The T-test Value of The Students' English Pronunciation on Experimental Group and Control Group

| Variables | T-test Value | T-test Table |
|-----------|--------------|--------------|
| Pre-test  | 0.487        | 2.086        |
| Post-test | 3.948        | 2.086        |

Based on the students' result obtained and stated in findings above, the researcher used t-test in inferential statistic through SPSS 21.0 program for Windows evaluation version to test the hypothesis. In pre-test, the researcher found that the t-test value was lower than the t-table ( $0.487 < 2.021$ ). It means that  $H_0$  is accepted and  $H_1$  is rejected. While in relation to the finding of post-test, the t-test value was higher than the t-table ( $3.948 > 2.086$ ). This means that  $H_0$  is rejected and  $H_1$  is accepted, on significant level of  $\alpha = 0.05$ . It means that the use of Phonetic Symbol improved students' English Pronunciation in the Second Semester of English Department of Universitas Muhammadiyah Sidenreng Rappang.

The main aim to distribute the questionnaire to the students in this research is to know about students' interest toward the use of Phonetics Symbol in English Pronunciation. The questionnaire was distributed to the students of Group A (experimental group) after given a post-test.

The questionnaire was answered individually based on the students' opinion after the treatment was conducted in applying listen-read-discuss strategy as pre-reading activity. The data was analyzed by using Likert Scale. The results show that the students were interested in the application of clustering technique in writing analytical exposition text. These results can be seen in the table below.

**Table 4.6** The Rate Percentage of Students' Interest

| Category              | Interval Score | Frequency | Percentage |
|-----------------------|----------------|-----------|------------|
| Strongly Interested   | 85 – 100       | 9         | 81.82      |
| Interested            | 69 – 84        | 4         | 36.36      |
| Moderate              | 52 – 68        | 0         | 0          |
| Uninterested          | 36 – 51        | 0         | 0          |
| Strongly Uninterested | 20 – 35        | 0         | 0          |
| <b>Total</b>          |                | <b>11</b> | <b>100</b> |

In relation to the percentage analysis of students' interest on the table 4.6 above, the analysis showed that there were no students who state negative statement to the application of listen-read-discuss strategy in reading comprehension, 9 students (58.3%) were strongly interested who got score in interval 85-100 and 4 students (41.6%) were interested in interval 69-84. The table above indicates the students were strongly interested in the application of listen-read-discuss

strategy in reading comprehension. This is supported by the following table.

**Table 4.7** The Mean Score of Students' Interest

| Total Respondent | Total of Students' Score | Mean Score |
|------------------|--------------------------|------------|
| 11               | 951                      | 86.4545    |

The table 4.7 shows that the mean score of students' interest was 86.4545 which was categorized as strongly interested. Then, it can be concluded that the application of Phonetics Symbol in English Pronunciation is interesting.

## CONCLUSION

The application of English Phonetics Symbol enhanced students' English Pronunciation in the Second semester students of English Department of Universitas Muhammadiyah Sidenreng Rappang. The achievement in English pronunciation of the students who applied Phonetics Symbol and those who did not apply Phonetics Symbol had significant difference. It was proved by the mean score in post-test of experimental group was higher than the mean score of control group ( $85.9091 > 66.3636$ ) and the t-test value on post-test was higher than t-table ( $3.948 > 2.086$ ).

The application of Phonetics Symbol in English Pronunciation was interesting for the Second semester students of English Department of Universitas Muhammadiyah Sidenreng Rappang. It was supported by the mean score of students' answers in questionnaire (86.4545) which was classified as strongly interested category.

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