

THE IMPLEMENTATION OF IPA (*International Phonetic Alphabet*) BASED PHONETIC TRANSCRIPTION IN TEACHING PRONUNCIATION FOR EFL STUDENTS AT APHRODITE ENGLISH CLUB

THESIS



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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
MALANG
July, 2021

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Alphabet) BASED PHONETIC TRANSCRIPTION IN
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THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for
the Degree of English Language Teaching (S.Pd.) in the English Education
Department



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July, 2021

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BASED PHONETIC TRANSCRIPTION IN TEACHING
PRONUNCIATION FOR EFL STUDENTS
AT APHRODITE ENGLISH CLUB**

THESIS

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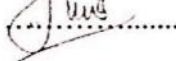


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Assalamu 'alaikum Wr.Wb

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
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Malang, June, 28th 2021
The Researcher,



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DEDICATION

I proudly dedicate this thesis to
Allah Swt. and Prophet Muhammad Saw.
My lovely father, Alm. K. Munir and my great mother, Ny. Alfiah
who always pray and support me every time.

MOTTO

“Do the best, god the rest. - Aning

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ ۗ إِنَّ اللَّهَ
عَلِيمٌ خَبِيرٌ
[الحجرات: ١٣]

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despite (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full of knowledge and is well acquainted (with all things)”.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah SWT, The Beneficent, The Merciful

Alhamdulillah robbil 'alamin, all praises and thanks to Allah, the Lord of the world, who has given me opportunity and ability to write and complete a thesis entitled *The Implementation of Phonetic Transcription Method Based on IPA (International Phonetic Alphabet) in Teaching Pronunciation for EFL Students at Aphrodite English Club* as a requirement to obtain a *Sarjana Pendidikan* (S.Pd) in English Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Hopefully, *selawat* and *salam* will always be delivered to the Great Prophet Muhammad, the best man on earth, who has brought people from the realm of darkness to the realm of brightness with the Islamic religion.

I am as the researcher realizes that this thesis will not be completed without any support and guidance of various people and colleagues, especially from the advisor, Dr. A. Nurul Kawakip, M. Pd, M.A. I would like say thank you very much to him, who tirelessly guided and provided knowledge, suggestions, and corrections so that this theses could be completed. I also express my gratitude to the head of English Education Department, Dr. H. Langgeng Budianto, M.Pd and all lecturers who have provided valuable knowledge to me while studying at Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

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Finally, I realize that this thesis is not perfect. Therefore, I will always accept criticism and suggestions. Hopefully this thesis can provide benefits and contributions to people.

Malang, June, 28th 2021

A handwritten signature in black ink, appearing to read 'Aning Riza', with a stylized flourish at the end.

Aning Riza

LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

Words:

ا = A	س = S	ل = L
ب = B	ش = Sy	م = M
ت = T	ص = Sh	ن = N
ث = Tsa	ض = dl	و = W
ج = J	ط = th	ه = H
ح = H	ظ = zh	ء = ,
خ = Kh	ع = ‘	‘ي = Y
د = D	غ = gh	
ذ = Dz	ف = f	
ر = R	ق = Q	
ز = Z	ك = K	

Long Vowels:

Long vocal (a)	: â
Long vocal (i)	: î
Long vocal (u)	: û

Diphthong Vocals:

او	: aw
اي	: ay
او	: u
اي	: î

LIST OF ABBREVIATION

Abbreviation	Meaning	Page
IPA	International Phonetic Alphabet	3
AEC	Aphrodite English Club	4
EFL	English as a Foreign Language	5
LCD	Liquid Crystal Display	5
TLC	Teacher Led Classroom	76

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ABSTRACT

Riza, Aning (2021) The Implementation of Phonetic Transcription Method Based on IPA (International Phonetic Alphabet) In Teaching Pronunciation For EFL Students At Aphrodite English Club. Undergraduate Theses. English Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. A. Nurul Kawakip, M. Pd, M.A

Keyword: Phonetic Transcription, IPA Symbols, Pronunciation, Students perspectives

Pronunciation includes as one of important skills of English. It is essential to be acquired particularly for students who broaden English. As it affects to the comprehensibility of communication, therefore teacher should teach pronunciation properly to correct students' pronunciation.

There are three aims of this study (1) to know how the implementation of IPA (International Phonetic Alphabet) based phonetic transcription in learning pronunciation for students in the pronunciation class of Aphrodite English Club (2) it is intended to know the teacher's perspectives during teaching pronunciation using the phonetic transcription and (3) to explore students' perspectives toward the teacher's pronunciation teaching system.

The study's design is descriptive using a qualitative approach. The subjects of this study are a pronunciation teacher and 30 students of a pronunciation class who learned pronunciation using IPA based phonetic transcription. To obtain the data, the researcher conducted observation and interviews toward the pronunciation teacher and 15 selected students.

The findings revealed that the implementation of IPA based phonetic transcription using several techniques and helps students to learn pronunciation properly. Moreover, both teacher and students have good perspectives toward the use of this pronunciation learning system in their classroom because of easier to technology, large number of students, and the language used by teacher.

ABSTRAK

Riza, Aning. (2021). Pengimplementasian Metode Transkripsi Fonetik Berdasarkan IPA dalam Pembelajaran *Pronunciation* Untuk Siswa Aphrodite English Club. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. A. Nurul Kawakip, M. Pd, M.A

Kata kunci: Transkripsi Fonetik, Simbol IPA, Pronunciation, Perspektif siswa

Pronunciation termasuk salah satu keterampilan penting bahasa Inggris. Keterampilan ini penting untuk dikuasai terutama bagi siswa yang menekuni bahasa Inggris. Karena kemampuan ini berpengaruh terhadap komunikasi, oleh karena itu guru harus mengajarkan *pronunciation* dengan baik sehingga siswa mampu berbicara bahasa Inggris dengan benar.

Penelitian ini memiliki tiga tujuan utama (1) untuk mengetahui bagaimana penerapan IPA (*International Phonetic Alphabet*) berbasis transkripsi fonetik dalam pembelajaran pengucapan bagi siswa kelas *pronunciation* di lembaga Aphrodite English Club (2) untuk mengetahui perspektif guru selama mengajar *pronunciation* dengan menggunakan sistem pembelajaran transkripsi fonetik (3) untuk mengetahui perspektif siswa mengenai sistem pembelajaran *pronunciation* yang digunakan guru.

Desain penelitian ini adalah deskripsi dengan menggunakan pendekatan kualitatif. Adapun subyek penelitian ini adalah guru *pronunciation* dan 30 siswa kelas *pronunciation* yang belajar pengucapan dengan menggunakan teknik transkripsi fonetik berdasarkan IPA. Untuk mengumpulkan data dalam penelitian ini, peneliti melakukan observasi dan interview terhadap guru *pronunciation* dan 15 siswa yang dipilih oleh peneliti.

Hasil dari penelitian ini menunjukkan bahwa penerapan transkripsi fonetik berbasis IPA menggunakan beberapa teknik dan membantu siswa belajar *pronunciation* dengan benar. Selain itu, baik guru maupun siswa memiliki perspektif yang baik terhadap penggunaan sistem pembelajaran *pronunciation* yang digunakan di kelas mereka karena lebih mudah untuk akses terhadap teknologi, sesuai dengan jumlah siswa yang banyak, dan bahasa yang dipakai guru.

نبذة مختصرة

ريزا، أنينج. 2021. تنفيذ طريقة النسخ الصوتي على اساس العلوم الطبيعية في تدريس المكالمة على الطلبة بدار اللغة الإنجليزية. الاطروحة لرائد التدريس للغة الإنجليزية كلية التربية والمدرس بجامعة العلوم الإسلامية الحكومية مولانا ابراهيم مالنج. المشرف : الدكتور أحمد نور الكواكب الماجستير

الكالمة الدالة : النص الصوتي، العلوم الطبيعية، مهارة الكلام، نظرية الطالبات.

النطق هو مهارة إنجليزية ثانوية. هذه المهارة مهمة لإتقانها خاصة لطلاب الذين يدرسون اللغة الإنجليزية. لأن هذه القدرة تؤثر على التواصل ، لذلك يجب على المعلم تعليم النطق بشكل صحيح حتى يتمكن الطلاب من التحدث باللغة الإنجليزية بشكل صحيح وفصيح.

هذا البحث يجري على كيفية تنفيذ طريقة النسخ الصوتي في التدريس مهارة الكلام لدى الطالبات بدار اللغة الإنجليزية، خاصة في الفصل المكالمة. وبجانب ذلك اراد الباحث ان يعرف الاراء والخبرة في نفس المدرسين طوال اجراء التعليم في مهارة الكلام بطريقة النسخ الصوتي. وتاليا اراد الباحث ان يكتشف نظريات الطالبات لتنفيذ طريقة النسخ الصوتي في فصلهن.

هذا البحث على شكل الوصوف بطريقة النهوج النوعي. وموضوع هذا البحث هو المدرسون و ثلاثون طالبات في الفصل مهارة الكلام على طريقة النسخ الصوتي. ولجمع البيانات في هذا البحث بطريقة المقابلة للمدرسين وخمس عشرة طالبات التي اختارها الباحث.

فالخلاصة من هذا البحث ومعالجة البيانات ان تنفيذ طريقة النسخ الصوتي يتكون على كثير من الطرائق، مثل المدرسين الذين يقودون الدرس في الفصل، وواجبوا وظيفة للطالبات ويجهزون مثلا وردود الفعل وكذلك التدريب على الطالبات. وبجانب ذلك ان المقابلة بين الباحث والمدرسين حصلت على الخبرة من قبل المدرسين في اجراء التعليم بطريقة النسخ الصوتي، والمدرسون قد الفوا ثلاثة المناهج التعليمية مثل مقدمة التعارف الرموزية، التعارف الرموزية والختام على التعارف الرموزية. ومن هذا المنطلق يرتجي المدرسون ان يستطيع الطالبات في المكالمة الفصحى حتى ان يحصل هذا الفصل على ما يرام. ومن تنفيذ طريقة النسخ الصوتي استطاعت الطالبات ان يقمن الاراء جيدا لان هذه الطريقة جديرة لدى الطالبات التي لهن حد في استخدام التكنولوجيا، والطالبات الكثيرة وكذلك لغة التي استخدمها المدرسون.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, objective of the study, significance of the study, scope of the study, definition of the key terms and the organization of the study.

1.1. Background of the Study

English has four skills: speaking and writing as the productive skills, listening and reading as the receptive skills. These skills are important to be mastered in learning English language, and pronunciation has a significant role with all four skills. As a proof, students can listen to native speakers and understand the message conveyed because of pronunciation.

The error in writing and reading can be reduced when they know the pronunciation of each word, phrase or even sentence. Some researchers (Goswami, 1993, 2000; Wood & Farrington-Flint, 2002) have pointed out that pronunciation refers to orthographic analogies that someone employs while reading. Furthermore, students will improve their communication skills because they produce understandable pronunciation. This consideration is in line with what Kenworthy (2005) who said that pronunciation is integrated in all English skills. However, it is often neglected and reluctant to be drilled, particularly in the context of education.

Many teachers ignore to correct the pronunciation, moreover some of them still teach wrong pronunciation to their students. In previous years and until

today, they often apply the traditional drilling *repeat after me* method to teach pronunciation. Sometimes, they instruct students to pronounce the word one by one in which it consumes precious classroom time (Mompen & Lintunen, 2015). This drilling method does not provide strong evidence that the teacher's pronunciation is correct, unless it is supported by audio or video related to the right pronunciation. Consequently, the chance for mispronunciation can still occur among EFL students. Other factors that may affect students' pronunciation are elaborated by Yoshida (2015), they are intrinsic and extrinsic factors. The intrinsic factors are the age of students, motivation, personality, and aptitude, while the extrinsic factors include the method and quality of teaching, the exposure of target language, and the influence of the students' language. These factors can cause mispronunciation which leads to miscommunication among speakers. When students have mispronunciation, their speech will no longer be comprehensible for the listeners (Safari, 2013, p.19). This is the evidence that pronunciation includes one of secondary skills of English that highly affects students' communication manner (Hinofotis & Baily as cited in Gilakjani 2011). So, it is important for teachers as educator to use the appropriate teaching method for improving students' pronunciation skill. Regardless of human need to have smooth communication, Allah SWT commands all human to speak correctly to create prosperity between them.

وَلِيَحْشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا

9. (*An-Nisa': 4*) *And let those fear (in their behavior toward orphans) who if they left behind them weak offspring would be afraid for them. So let them mind their duty to Allah, and speak justly.*

Having good pronunciation does not mean students have to speak like a native, as long as the students achieve the minimum requirement of good pronunciation. To achieve the good pronunciation, the students should know the features of pronunciation that include segmental features: consonants, vowels, diphthongs and clusters as the most influence features toward students' pronunciation.

Meanwhile, every language has their own number of sounds. For instance, English has 44 (forty-four) language sounds and only 26 (twenty-six) letters in the alphabet. Furthermore, the alphabet sometimes cannot represent the different sounds within English language that is originally called mismatching, such as the letter *u* in the word *buy* and *u* in the word *cute*. The single vowel *u* in above example represents two distinct sounds. Other examples are in the word *brood* and *brewed* that are represented by different spellings, but they are pronounced in the same vowel sound. Thus, it is no wonder if students will have problems with their spelling and written form of English.

To avoid such above difficulties of pronunciation which lead to mispronunciation, IPA (International Phonetic Alphabet) based phonetic transcription is introduced for facilitating the representation of English pronunciation, and has been applied or examined by some researchers in their

studies (Jahan, 2011). As a proof, some current previous studies have addressed phonetic transcription. The first is a research that has been conducted by Ahsana (2018). In her research, she used phonemic transcription within vocabulary. She found that phonemic transcription could improve students' pronunciation ability because it could show the precise visual written record of the sound itself. In line with Ahsana, Yusuf (2019) used the application called *Tophonetics* to determine how it affects students' learning pronunciation. *Tophonetics* is an application to transcribe English pronunciation by using phonetic transcription. In his findings, he noted students are encouraged and motivated to study pronunciation.

Two previous studies above are examples that IPA based phonetic transcription has been used to improve students' pronunciation by freely integrating either modern technology (hand phone, laptop, and projector) or traditional technology (paper, white board and etc.). These previous studies show that students have better pronunciation performance by using phonetic transcription and some supported media. Phonetic transcription is not only used in a research, but it is also implemented by educational places as a teaching method. One of these educational sites is Aphrodite English Club (AEC) as one of the intensive English course that is located in Annuqayah Latee II Islamic boarding school, Sumenep, Madura. Aphrodite English Club (AEC) has implemented IPA based phonetic transcription since 2018 to teach pronunciation. This teaching method is used for replacing the old method "repeat after me" to help the teachers and students know how to pronounce words correctly. IPA based phonetic transcription precisely shows how the word should be produced and pronounced.

Because of that, this study aimed to observe Aphrodite English Club in applying IPA based phonetic transcription during pronunciation teaching and learning. This English club is located in Annuqayah Islamic boarding school of Latee II that has limited access to such modern technologies such as Laptop, LCD projector, speaker and etc. Whereas, these tools are quite needed to support the implementation of phonetic transcription in pronunciation class.

Based on the gap identified by the researcher, there are three focus of this current study. Firstly, observing the pronunciation teacher on how phonetic transcription is implemented in the class. Secondly, conducting semi-structured interview toward the pronunciation teacher to know the teacher's opinion and or experience during implementing the phonetic transcription method. Thirdly, as this method has been applied more than three years, the researcher also explored students' perspectives of pronunciation class regarding the implementation of IPA based phonetic transcription to learn pronunciation.

1.2. Identification of the Problem

Based on the gap identified from previous studies, the researcher formulated the research questions as below:

- 1.2.1. How is the implementation of IPA based phonetic transcription in teaching pronunciation for EFL students?
- 1.2.2. What is the teacher's perspective regarding the implementation of IPA based phonetic transcription during pronunciation teaching for EFL students?

- 1.2.3. What are the students' perspectives about the implementation of IPA based phonetic transcription during their pronunciation learning process?

1.3. Objective of the Study

In line with these three formulated research questions above, the objectives of this research are as follows:

- 1.3.1. To explore the implementation of IPA based phonetic transcription during teaching pronunciation for EFL students
- 1.3.2. To explore the pronunciation teacher's perspective about the implementation of IPA based phonetic transcription during teaching pronunciation for EFL students
- 1.3.3. To explore EFL students' perspectives about the implementation of IPA based phonetic transcription during their pronunciation learning process

1.4. Significance of the Study

This study is expected to provide benefits both theoretically and practically in the teaching and learning of pronunciation.

1.4.1. Theoretically

The findings of this research are expected to enrich the important theory during the implementation of IPA based phonetic transcription in teaching and learning pronunciation.

1.4.2. Practically

The results of this study are expected to be beneficial for the traditional education systems:

a. Teachers

The result of this study provides teachers with engaging and purposeful teaching approaches for implementing phonetic transcription method in teaching pronunciation.

b. Students

This study benefit students through either an advice, recommendation, or the research result related to the learning pronunciation by using IPA based phonetic transcription.

c. Readers

This study is expected to provide readers with reference information regarding the positive attributes of using phonetic transcription based on IPA in pronunciation teaching and learning.

1.5. Scope of the Study

This study focused to know the implementation of IPA based phonetic transcription in teaching pronunciation for EFL students at Aphrodite English Club (AEC), to know the teacher's perspective about teaching pronunciation by using IPA based phonetic transcription, and to explore 10 EFL students' perspectives toward the use of IPA based phonetic transcription in their pronunciation class that is located in Annuqayah Islamic Boarding School, Latee II.

1.6. Definition of the Key Terms

1.6.1. EFL Students

EFL students are students of pronunciation class at Aphrodite English Club (AEC) who learn English pronunciation by using IPA based phonetic transcription in.

1.6.2. Pronunciation

Pronunciation is the process of producing speech sound that is articulated through the controlled friction of airstream of humans' speech organs. The English pronunciation is supposed to be understandable, intelligible, and comprehensible to create good communication for both speaker and listener and to reduce miss communication among them.

1.6.3. Phonetic Transcription

Phonetic transcription is concerned with how the sounds used in spoken language that are represented in written form by using IPA (International Phonetic Alphabet). It shows how the words should be pronounced (from normal English orthography). Unlike spelling, phonetic transcription does not express linguistic-semantic meaning. However, it expresses an analysis of pronunciation and comprises symbol categories such as aspirated alveolar plosive, close-mid front closing diphthong, lax, etc.

1.6.4. IPA (International Phonetic Alphabet)

IPA is the abbreviation of 'International Phonetic Alphabet'. IPA is a

a standard phonetic symbol that pronunciation students of Aphrodite English Club (AEC) learn when they are taught to differentiate between the sounds they speak and hear in English language. Furthermore, the IPA facilitates students to know the standard sound of English language.

1.7. Organization of the study

This study showed how IPA based phonetic transcription was applied to facilitate and help student learn pronunciation easily. The organization of this study is as follow.

Chapter I, presents the background of the study, identification of the problem, objective of the study, significance of the study, scope of the study, and the definition of the key terms.

Chapter II, reviews related literatures and some previous studies that show how this research is distinguished form others.

Chapter III, provides detail explanation of the research methodology including design of the study, subject of the study, instruments of the study, data collection and data analyses used in this study.

Chapter IV, presents the findings of the study about the teacher's classroom technique, the role of teacher, the role of students in the classroom, and the instructional material in which obtained through observation. Besides, the findings are about teacher opinion, experience, and students' perspectives related to their pronunciation learning by using

IPA based phonetic transcription and conclusion of the study to enclose this chapter.

Chapter V, the last chapter consists of the conclusion of the study and suggestions for better future pronunciation learning and teaching by using IPA based phonetic transcription.

CHAPTER II

LITERATURE REVIEW

This chapter reviews some theories used in the study related to the nature of pronunciation learning system, phonetic transcription, IPA (International Phonetic Alphabet) as the standard writing symbols of languages, and the role of phonetic transcription based on IPA in improving EFL students' pronunciation skill. In addition, the researcher reviews some previous studies that also focus on using phonetic transcription in learning pronunciation. Finally, the researcher closes this chapter with a summary to support the current research and its potential contribution to the field.

2.1. Pronunciation Skill

2.1.1 The Nature of Pronunciation

Pronunciation is significantly important as it is generally recognized as the pervasive feature of communication. There are many definitions of pronunciation that are useful to support the researcher. According to Kristina, Diah, et al. (cited in Pratiwi, 2012; p. 12) "pronunciation is the manner of pronouncing words and utterances of speech in order to produce understandable speech sounds. When the speaker utters the understandable speech sound, the listener will understand the speaker's message easily". Producing an understandable pronunciation is one of the basic requirements of a speaker's competence and it is one of the important communication skills to be mastered,

because producing incorrect pronunciation can lead to miscommunication among the speakers.

Kelly (in Sihombing, 2014) specifically defines pronunciation as someone's ability for producing the correct stress, rhythm, and intonation of words in a spoken language. These three suprasegmental features are often used in the context of speech to make it more meaningful and even effective. Pennington & Rogerson (2019) explain that pronunciation is the foundation of messaging in speech. It is the production of English sound system for making a good meaning (Yates, 2002 as cited in Gilakjani, 2016).

Based on the definitions of pronunciation above, it can be concluded that pronunciation is a method for uttering a correct sound. The sound is important as a part of a code of particular language and achieves a certain meaning in the context of use. Furthermore, producing the correct pronunciation in communication is an obligation for the speaker because the aim is to provide a good meaning in both an audible and an understandable form for the listener. Thus, pronunciation of people enhances clarity for the listener by picking out the words from the stream of speech and bringing them together in the meaningful, understandable and comprehensible pattern of language.

2.1.2 Teaching Pronunciation

Since English has become a permanent subject established in Indonesian education curriculum, English teachers should teach many skills (grammar, vocabulary, speaking, listening, reading, and writing) of English into their limited class time. However, pronunciation sometimes get pushed to the bottom of the list. Many teachers argue that pronunciation is simultaneously the most difficult of the English skills. It is one of the reasons why pronunciation is rarely taught in class. This fact is in line with what Gilakjani (2011) has stated in his paper that pronunciation is sometimes ignored during learning English. Fortunately, several studies about pronunciation have been recently launched, such as journal of L2 pronunciation (Levis, 2015), a steady stream of pronunciation is published, and numbers of pronunciation materials in the form of handbooks have been appeared on the markets (Derwing & Munro, 2015; Grant, 2014, 2017). These developments support teachers to eagerly teach pronunciation and encourage student interest to learn pronunciation by utilizing an appropriate method and teaching materials. It is supposed to produce students with good English pronunciation that leads to learning. In vice versa, bad pronunciation promotes great difficulties in language teaching (Gilakjani, 2012). It indicates that pronunciation has a key role in language learning.

Pronunciation is taught to produce students with good pronunciation skill. The good pronunciation has many meanings. The first

meaning was elaborated by Yoshida (2013) that good pronunciation means sounding like a native speaker. Nevertheless, this meaning is still problematic for some reasons. The teacher may find it difficult to define what native speakers' sounds like. There are so many varieties of English pronunciation in which it is almost impossible for defining the elusive ideal pronunciation. Another reason is EFL students have small opportunity to sound exactly like their preferred pronunciation model, because they do not live in an area where they constantly hear English. The more realistic meaning of good pronunciation was pointed out by Gelce-Murcia (2010) they are intelligible (the speaker produces a sound patterns that are recognizable as English), comprehensible (the listener understands the meaning of what speaker says), and interpretable (the listener is able to understand the purpose of what is said) pronunciation. To achieve these three goals of pronunciation, teachers should introduce and teach students the two main pronunciation features, namely segmental and suprasegmental features (Ramelan, 1985, as cited in Ma'lah, 2016). Meanwhile, the more reviewed feature by previous researchers is the segmental features because the segmental errors seem to have a much bigger impact on intelligibility of pronunciation (Derwing & Munro, 2015; Jenkins & Setter, 2005; Leather, 1999; Walker, 2010).

To sum up, teachers should prioritize two things during teaching pronunciation toward EFL students, they are the goals (to produce an intelligible and comprehensible, and interpretable pronunciation) and the

materials (segmental and suprasegmental features) for teaching pronunciation. Both are extremely important to highlight as a guide improving students' pronunciation. However, these goals depend on the teacher's method used for presenting the materials.

2.1.3 The Errors and Approaches in Teaching Pronunciation

All teachers cannot deny that severity of pronunciation errors in terms of how it directly affects communication is as the first criterion to consider. Pennington & Revell (2019) argued that recognizing the learners' common pronunciation errors is obvious criterion for teachers to decide the teaching priorities, particularly the materials and methods of teaching pronunciation. Many experts have identified some common pronunciation errors encounter by EFL students:

a. Features of English

Gilakjani (2011) has reviewed some articles related to the pronunciation errors. Within his research, English features are found problematic during producing English language by EFL students. Many language features are exactly cataloged by linguists, however it is not possible to symmetrically predict the particular area of English features that is difficult to produce. Some proponents believe this problem arises because of the differences between the EFL students' language and target language. To solve this problem, some researchers have applied a contrastive analysis of two languages as a proper approach to identify the potential pronunciation errors (Crystal, 2003),

because the different elements of both languages have been realized before. The finding of this approach is that Asians struggle to produce the sounds /l/ and /r/, while Spanish have difficulty producing the sounds /j/ and /ʃ/. Based on the previous finding, we assume that features of English has a potential to cause pronunciation problems by EFL speakers, because some English features do not exactly exist in the speakers' first language.

b. Students' Attitude

Harmer (2007) as cited in Ma'lah (2016) explained some pronunciation errors during teaching and learning activity:

1. What students can hear

EFL students have difficulty to produce the unfamiliar sounds they have just heard, particularly, to utter the sounds in which obviously different with the students' first language. To solve this problem, there are two teaching methods that can be provided by teacher. Firstly, the teacher can teach students either through demonstration, diagram, and explanation to show how the sounds are produced. Secondly, the teacher can draw certain sounds when they appear whether on a recording or in a conversation. These two ways gradually train students' ears and improve their pronunciation.

2. What students can say

When babies are born, they have an ability to make the whole arrangement of sounds available to humans. However, they can only focus on one or two languages during the growing up process. They slowly lose the habit of making variety of sounds and focus in only the language they use. Although they later learn the English language, they will normally undergo a physical unfamiliarity which means difficult to produce the sounds by using particular articulations, such as uvula, nasal, or cavity. To counter this problem, showing, explaining and teaching the English features based on the place and the manner of articulation are the proper ways to counter this problem.

3. Intonation error

Intonation errors are usually encountered by both English teachers and EFL students. This problem is the most problematic area of pronunciation for teachers, because it is difficult to distinguish the rising or falling tones in the sentence. As the solution, intonation can be improved by listening to native speaker recordings.

2.1.3 The Factors Causing Pronunciation Errors

Many researchers have widely observed that foreign language students might have differing pronunciation abilities. But, these abilities can be improved by considering certain factors identified by some researchers.

a. Attitude

Schumann (1986) in Gilakjani, (2012) explained that the relationship of attitude and pronunciation lay on acculturation and its role during the English learning process. Acculturation means the students' openness to a target culture as well as a desire to be socially integrated in English they want to acquire and use. In other words, when students are more concerned and have a positive attitude during learning pronunciation, they tend to have a better English pronunciation. Some related studies conducted by Suter (1967), Sparks & Glachow (1991) also produce the same result that positive attitude of students will lead to their success in learning pronunciation.

b. Motivation and Exposure

The students' motivation can determine their pronunciation development. As has been cited in Gilakjani (2012), some studies by Marinova-Todd et al. 2000; Masgoret & Gardner, 2003; Bernaus, et al. 2004; Gatbonton et al., 2005 have found that students' personal goals in learning English influence the need and desire of learning pronunciation. Another related study was conducted by Moyer (2007) that students' experience and positive orientation for the language is an important factor in developing native-like pronunciation. Shively (2008) also argued that students' first exposure to the target language significantly relates to students' pronunciation accuracy, because the degree of students' exposure can support and even impede the improvement of

their pronunciation skill. By all these results above, it is assumed that students' pronunciation is also affected by students' motivation and their first exposure to the target language. However, many EFL students view pronunciation with little importance in a communicatively oriented classroom (Gilakjani, 2012).

c. Instruction

Generally, pronunciation teaching only focuses on four main instructional areas, they are listening, reading, speaking and writing. The pronunciation instruction curricula emphasizes on English Language's alphabet and sounds system, but rarely continues beyond the introductory level. According to Elliot (1995), English teachers pay less attention toward pronunciation. Therefore, EFL students are reluctant to pronounce and learn the new words. This stagnancy occurs due to many reasons, in terms of general lack of fervor on the part of the second language acquisition researchers, teachers' and students' second language, and the exposure to the target language (Gilakjani, 2012).

d. The curriculum and course material

Muhammad (2014) declares that curriculum and course material are highly important to develop students' pronunciation. Teachers have to be able to provide both curriculum and course material as the means to improve students' pronunciation. However, the important step before compiling curriculum and material, teachers need to observe and identify the common pronunciation problems encountered by students. It aims to

give an appropriate materials that match with students' needs. Such as teaching the features of pronunciation, stress, pitch, or intonation as the significant materials to be mastered in learning pronunciation.

e. Age

The age of people on language acquisition and specifically pronunciation can cause pronunciation difficulty. For example, adult people might more difficult to produce correct pronunciation than the young people. Since baby to adulthood, the biological development is closely related with their language production. Around seven to eight weeks of age, the baby will start cooing (produce the sounds that resemble vowels and consonants). While, around six month old, the baby is babbling (producing a sound in a syllable), and then the baby will produce a sound that can be identified as word when she or he is one year old. This biological process proves that age of people influences people's production of sounds. Apart from biological factor, neurology also plays a role in producing a sound when the brain functions to acquire and produce understandable words. The brain controls the language process starts with semantic encoding, grammatical encoding, phonological encoding, then continues with phonological decoding, grammatical decoding, and ends with the semantic decoding (Mubarok & Cahyaningrum, 2016). Gilakjani (2011) also stated the same point that "Critical Period Hypothesis" in which proposed by Lenneberg (1967) explained that the biological or neurological period ends around twelve

years old. It indicates that foreign language can be extremely difficult to attain the complete mastery of English pronunciation. In contrast to this previous argument, Bialystock (1997), Bongaerts, Planken & Schils (1997) showed that adult people are also capable to achieve native-like pronunciation. However, the degree of adult pronunciation accuracy may be lower than the young age students (Gilakjani, 2011).

f. Mother Tongue Interference

Mother tongue is the first language that is used habitually. Gilakjani (2011) argued when EFL students learn and try to speak with another language, the sound pattern of their first language transferred into their second language. The first language interference usually influences their production of English in three ways. Firstly, EFL students will not be able to produce or perceive the sound when it does not exist in their first language. Secondly, the different rules of constructing sounds such as phonetic constrains or rules can cause pronunciation problem for learners. Thirdly, the students' rhythm determines the pattern of stress and intonation, and students may transfer these patterns into their foreign language. These three factors help teachers to consider the variety of students' background, enable the teacher to identify students' pronunciation errors, and to provide an efficient pronunciation instruction to overcome these problems and design a good teaching method based on students' needs.

2.1.4 The Materials for Teaching Pronunciation

All of the spoken features of language from syllables up to a whole discourses are classified into two main categories, they are segmental (micro) and suprasegmental (macro) features (Pennington & Rogerson, 2019) such as the sketched figure below.

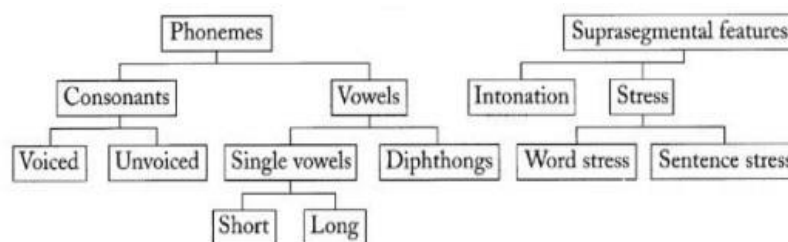


Figure 2.1 Feature of Pronunciation

(Adapted from Kelly, 2000:1)

Phonemes or segmental and suprasegmental features are a means of having an intelligible and correct pronunciation. They are extremely important to teach for reaching the goals of pronunciation learning. However, the current study will only focus on the segmental features as the major focus for teaching pronunciation.

According to Wahyukti (2008) as cited in Ma'lah (2016), phoneme or segmental feature is a sound unit that are arranged in a sequential order. It is classified into consonant and vowel, based on the way of production of each feature that will be explained in detail below:

a. Consonants

Consonant and vowels are produced in completely different ways.

Producing consonant sounds involves some parts of the mouth, they are

the tongue, teeth, lips, palate, tooth ridge, velum and uvula. These parts are called the points of articulation (Dardjowidjodjo, 2009). Consonants are very important in an arrangement of word. O'Connor as cited in Ma'lah (2016) elaborates two reasons related to the importance of consonants. The first, consonants give more contributions to produce understandable English. The second, consonants are easy to be described and understood as they are generally made by a definite interference of the vocal organ with the air stream. Consonant sounds are classified into the place of articulation and the manner of articulation that will be explained below:

1. The Place of Articulation

The place of articulation refers to an area in one of the resonating cavities where an articulators are opposing some obstacles toward the passing of air. It is the place description of the vocal tract obstruction. The place of articulations (speech organs) are as follow;

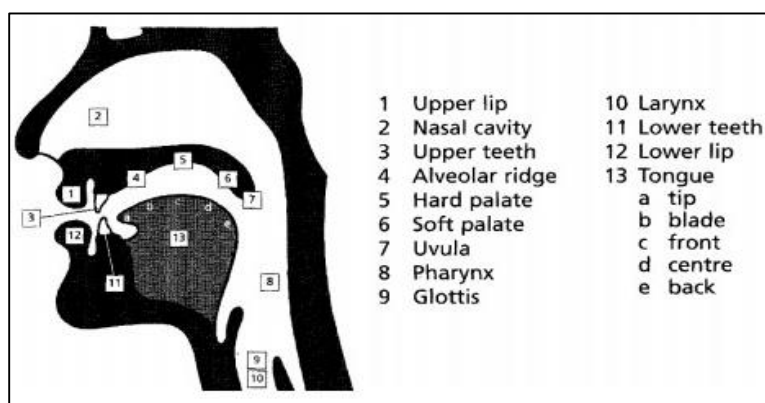


Figure 2.2 The Place of Articulation

(Adapted from Kelly, 2000:4)

From the place of articulation description above, the consonant

sounds or phonemes are classified in terms of;

a) Bilabials

When the consonant sounds are articulated by using the closing movement of lips, they are called as bilabial. The bilabial sounds are /p/, /b/, /m/, and /w/.

b) Labiodentals

Labiodental refers to the sounds that are articulated by the lower lip with the upper teeth in case of touching each other. Such as the sound /f/ and /v/.

c) Dentals

Dental is a sound which is articulated by the tip of the tongue (lower articulator) with the teeth that imply a very soft contact of both articulators. The dental consonant sounds are /θ/ and /ð/.

d) Alveolars

When the tip of the tongue against the alveolar ridge, therefore they articulate the /t/, /d/, /z/, /s/, /n/, and /l/ consonant sounds.

e) Palato-alveolars

The palato-alveolar happens when the blade or tip of the tongue is used only behind the alveolar ridge. The consonant sounds /tʃ/ and /dʒ/ are include to this classification.

f) Palatals

Palatal refers to a sound that is articulated with the front of the tongue against the hard palate. The only palatal sound is /j/.

g) Velars

The sounds that are produced with the back of the tongue against the soft palate are called velar consonant sounds. They are /g/, /k/, /w/ and /ŋ/.

h) Glottal

Glottal refers to the glottis. The glottal consonant sound is only /h/ in which produced by the close contact of a focal folds that produce friction. English /h/ often appear in syllable initial position or the beginning of a word, and rarely place in the middle of the word.

2. The manner of Articulation

The manner of articulation means the way of the air when released a sound. It represents the degree of constriction of articulation (Dardjowidjodjo, 2009). There are several ways of articulations;

a) Plosives or stops

Plosive involves a complete closure of articulators, prevent the escape of the air and then release explosively after the closure. There are six oral plosives or stops, they are /p/, /b/ (bilabial), /t/, /d/ (alveolar), /k/, and /g/ (velar).

b) Fricatives

Fricative happens when two vocal organs are closely together for the air movement. Fricative sounds are /f/, /v/, /θ/, /ð/, /h/, /s/, /z/, /ʃ/, and /ʒ/.

c) Affricatives

Affricates are the sequences of the plosive and fricative. Both articulators are together to be progressively done the release stage. The affricate consonants are /dʒ/ and /tʃ/.

d) Nasal

Nasal consonants are considered as a different type of articulation. It is due to the raising of the soft palate and makes the velic opening does not take place. The airflow escapes only from the nose because the velic opens with a complete obstruction at the same point within the mouth. Nasal consonant sounds are /m/, /n/, and /ŋ/.

e) Lateral

Lateral consonant sound is only /l/. It is articulated by the blade of the tongue against the alveolar ridge. So that, the air is freely flow around the sides of the tongue.

f) Glide

An approximant is produced when the vocal organs are not too close to cause an audible friction. English has four approximant consonant sounds, they are /r/, /w/, (w) and /j/.

The classifications of consonant sounds or phonemes above are together summarized in the following figure:

English Consonants Phonemes								
Manner of Articulation	Front → Back							
	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V
Stops	p b			t d			k g	
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Affricatives					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral				l				
Glides	(w)				r	j	W	

Figure 2.3 The English Consonant sounds
(Adapted from Kelly, 2000:7)

Kelly (2000) also stated that learners should recognize the consonant cluster. Consonant cluster is a group of two or more consonants that belong to one syllable and occur together. It can appear in the beginning as in the word *scratch*, in the middle such as *matchbox* or even in the end of words such as *glimpsed*.

b. Vowels

The word *vowel* comes from Latin word *vocalist*, which means *speaking*. Most language words use the vowel in the arrangement of words (Yuniarti, 2009). Vowel is defined as sounds in which the air stream moves without any blocking or constricting it during the production (Yoshida, 2019). It is produced with the vocal tract open. It shows that vowel is really important to know in the language, particularly English language. One of the only possible articulation for vowel is the tongue position. According to Dardjowidjodjo (2009) there are four

parameters for the vowel production that is represented in the vowel figure below;

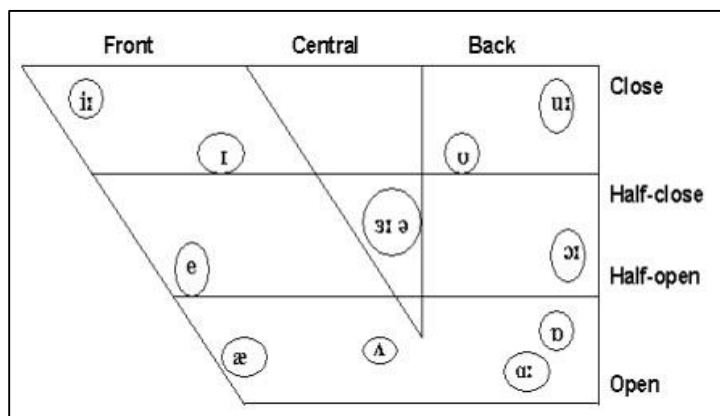


Figure 2.4 The Cardinal Vowel Scale

(Adapted from Kelly, 2000:5)

1. The height or of the tongue

Based on the height point of view, the tongue can be placed in high, middle and low. These positions bring the different degree of resonance. When the tongue is high, the resonance space within the mouth is at its minimal, such as the sound /i:/. In other hand, the resonance will be in its maximum when the tongue is low such as the sound /a/, and an air space will be halfway when the tongue is in between high and low such as the sound /e/ or /ɛ/.

2. The position of the tongue

The second parameter is the position or location of the tongue that is whether it is in the front such as the sound / i:/ (Produced by the high tongue and front part of the mouth), central such as the sound / ɪ / (Produced by the middle tongue and the central part of the mouth), or

back part of the mouth such as the sound /u/ (Produced by the low tongue and the back part of the mouth).

3. The rounding of the lips

The sounds that are produced by the back part of the mouth are usually accompanied by the lip rounding, such as the sound /u/ in the word 'zoo'. However, this category varies from one language to another. In English language, the sound /ɪ/ originally produced through center and middle part of the tongue, while in French this sound is accompanied by the lip rounding.

4. Tense and lax

The tense and lax category are necessary to be considered in some cases. It aims to distinguish two vowels in which belong to the same category, such as the letter /i:/ as in *beat* and /ɪ/ as in *bit*. This category refers to the state of the muscles in the speaker's mouth. When the speaker tries to produce the sound /i:/, the muscle is tense and the muscle is lax when the sound is /ɪ/.

On the other hand, Gilakjani (2012) simply categorized the English vowels into two main categories, these are monophthong (pure vowel) and diphthong.

1. Monophthong (pure vowel)

The pure Vowels are represented by a single character. It is categorized within the long and short vowels. There are five long vowels that are marked by the colon (:).

- a) /ɑ: / For example: All, art, heart
- b) /i: / For example: Queen, eat, people
- c) /u: / For example: Pool, spoon, feudal
- d) /ɔ: / For example: Call, law, door
- e) /ɜ: / For example: Dirty, earth, fur

Meanwhile, English has seven short vowels, these are:

- a) /ɪ/ For example: Kill, fifth, rhythm
- b) /ə/ For example: Cadet, brotherer, the
- c) /ʊ/ For example: Stop sorry, knowledge
- d) /ʌ/ For example: Suck, cut, rough
- e) /ʊ/ For example: Push, full, woman
- f) /e/ For example: Egg, any, realm
- g) /æ/ For example: Cap, man, cash

2. Diphthongs

A diphthong is a combination of two vowels that meets a glide /j/ or /w/. There two basic requirements of diphthongs, these are (1) The vowels should belong to the same syllables and (2) The stronger stress must be in the first vowel (Dardjowidjodjo, 2009). Diphthong is classified according to the following parameters:

a) Close diphthongs

Close diphthongs are those diphthongs whose final position is a close vowel. When the vowel is produced, the tongue moves from more open to the close position of the tongue. The close diphthongs are included;

- 1) /aɪ/ For example: Buy, file, sight
- 2) /eɪ/ For example: Vein, fail, day
- 3) /ɔɪ/ For example: Voice, foil, join
- 4) /aʊ/ For example: Now, how, clout
- 5) /eʊ/ For example: Go, slow, coat

b) Centering diphthongs

Centering diphthongs are those diphthongs whose final position is a central vowel. The movement of the tongue starting either from the front or back to the center of the tongue. The centering diphthongs are;

- 1) /ɪə/ For example: Near, dear, hear
- 2) /eə/ For example: dare, stair, air
- 3) /ʊə/ For example: Cure, tour, pure

2.2. Phonetic Transcription

2.2.1 The Nature of Phonetics

Learning phonetics is important to acquire correct pronunciation, because phonetics deals with the sounds that are produced by the speakers.

Many experts have defined phonetics as the study of speech sounds. Forel & Puskas, (2005) define phonetics with how the sounds are produced, transmitted, and perceived. Similar to this previous definition, Fromkin, Rodman, & Hyams, (2011) all agreed that phonetics is a science about human sounds that are produced by generating an air stream from their lungs.

Phonetics are elaborated into three sub-branches, namely: articulatory phonetics, acoustic phonetics, and auditory phonetics (Crystal, 2008 & Dardjowidjojo, 2009). Articulatory phonetics relates to how sounds are articulated through the vocal organs. It discusses the role and function of lungs, mouth, or other human articulatory. The next branch is acoustic phonetics that relates to the physical properties of sounds in the form of sound waves through the production of sounds. When the speaker begins to speak, the sounds create air waves traveling to his or her mouth to the listener's ears. This process makes the listener listen to what exactly has been said by the speaker. The third branch of phonetics is called auditory phonetics which deals with the perceptual response toward the speech sounds or how the sounds are perceived by the listener's brain for analyzing the sounds whether the sounds is [p] or [b] for example. From these three types of phonetics above, it can be assumed that phonetics is the subfield of linguistics that deals with the physical properties of speech sounds. Hamka (2016) explained that phonetics has some important elements, they are vowels (short and long vowels), consonant, diphthong, syllable, length,

stress, tone, intonation, vocal tract articulation, place of articulation, and manner of articulation. Regardless to some previous elements of phonetics, vowels, consonants, and diphthong are significantly important toward students' pronunciation. Thus, students should comprehend these three elements (vowels, consonants, and diphthong) well.

According to Yusuf (2019), there are several reasons why studying phonetics is quite important during in pronunciation learning system. The first reason is because phonetics is the study of all languages. Besides, studying and understanding phonetics improve the students' ability to hear and correct their pronunciation errors. At last, phonetics is a means for teaching English pronunciation.

2.2.2 The Definition of Phonetic Transcription

Vowels, consonants, and diphthongs are the most important elements of phonetics as previously described. Besides, they are also as the basic phonological concept that EFL students should learn (Sulukiyyah & Mardiningsih, 2018). In regard to pronunciation, these three elements should be transcribed by using phonetic symbols to represent the sounds of words. Many experts have exactly defined phonetics differently. In the book titled "Pronunciation Games" by Hancock (1996) explained the phonetic scripts means representing each phoneme in the language by using an alphabet in the form of symbol. The normal English alphabet is conventional, that is, the words are spelt based on the agreed convention. He has also explained in detail that a phonetic script is needed by students to

show how the words are pronounced. Moreover, it is a language learning tool that enables students to analyze pronunciation of words clearly as it makes students refer to the dictionary.

In 2008, Crystal in her dictionary, *A Dictionary of Phonetics and Linguistics* defined transcription as “a method of writing down the speech sounds in a systematic and consistent way” (p. 516). The transcription is also known as *notation* or *script* (Crystal, 2008 as cited in Widyananda, 2018). This previous definition is in line with what has been written by Petter (2002) in Widyananda, (2018). He defined phonetic transcription as “writing down a spoken utterance using a suitable set of symbols” (p.82). Lintunen (2004) in Pelttari (2015) have stated that phonetic transcription is an umbrella term that refers to any kinds of transcription. It refers to a phonemic transcription.

2.2.3 Types of Phonetic Transcription

According to Crystal (2008) as cited in Widyananda, C. 2018, there are two kinds of phonetic transcriptions that are found useful for ESL or EFL classes: they are narrow and broad phonetic transcriptions.

a. Narrow Phonetic Transcription

The narrow phonetic transcription aims to record the phonological features of utterances in detail, whether it affects the meaning of word or not. This kind of transcription is useful mainly when a teacher aims to know students’ foreign accents, or contrasting English accents, and even comparing English accents with other language

(Sulukiyyah & Mardiningsih, 2018). The angle brackets “[]”, enclose phonetic symbols in the narrow phonetic transcription, namely allophones, e.g. [h] or even phoneme of word (Tench, P. 2011). For example, [p^heɪ] as the narrow transcription of the word “pay” or [k^hʌm] transcribing the word “come”. These two examples are narrow phonetic transcription which are characterized by the angle brackets “[]” and allophone [h].

b. Broad Phonetic Transcription

The second form of phonetic transcription is broad transcription. Hesselwood (2013) stated that broad phonetic transcription documents only a sound to distinguish meaning of words. This broad phonetic transcription focuses on how words are normally pronounced. In contrast to the narrow phonetic transcription, this transcription does not transcribe the tiny pronunciation features that introduce the foreign or regional accents (Sulukiyyah & Mardiningsih, 2018). In a broad transcription, the slant brackets “/ /” enclose phonetic symbols such as phonemes /t/, and also enclose a whole word, e.g. /ræt/ (Tench, P. 2011). Above all, the broad phonetic transcription is used in pronunciation keys and indeed dictionary to show the pronunciation of words. Such as /tɪ:/ as the broad transcription of the word “tea” and /sprɪŋ/ transcribing the word “spring” as they are enclosed by the slant brackets.

In conclusion, both narrow and broad phonetic transcriptions capture the phonological difference and phonetic quality of the sounds.

They are useful for teaching and improving ESL or ESL students' pronunciation, because they both aim to represent students' pronunciation by using alphabetic writing systems.

2.2.4 Transcribing Pronunciation by Using IPA (International Phonetic Alphabet)

Transcribing is a simple activity in teaching and learning pronunciation. Students only need to write the symbols of the sounds from either the spoken language they hear or from the normal orthography of English language. In any transcription, the sounds will be distinguished by its own symbol. Therefore, this activity requires both teachers and students to be familiar with IPA as the standard set of phonetic symbols in using phonetic practically. Hanumanthappa (2014) stated IPA is the standard sound representation of each English alphabet that are written by using the Latin symbols.

The IPA has 44 sounds which consist of 24 consonants, 12 vowels, and 8 diphthongs. Thus, phonetics can be a useful tool to transcribe the English pronunciation because several symbols are the same as the English letters or alphabets, for example [p] as in *pick*, [b] as in *bow*, and [v] as in *Visual*. But some symbols are invented to cope with the range of sounds heard in speech, for example [ʃ] as in *cheap*, [ʒ] as in *ship*, [θ] as in *thumb*. Because of this similarity between IPA symbols and several English sounds, phonetic transcription based on IPA is an appropriate method to teach pronunciation for EFL students (Wells, J. C. 2018). One more benefit to

Atkielski (2005) has elaborated some rules to transcribe the English pronunciation by IPA, they are:

- a. Several symbols represent a single consonant or vowel, such as /b/ or /l/.
These two symbols are some of the simplest symbols of IPA. At least, EFL students can predict the sounds each of them without knowing the IPA itself.
- b. The colon symbols ‘:’ and ‘ː’ indicates the long sound duration of both vowels and consonants
- c. The apostrophe symbols “ ’ ” and ‘ , ’ show the stress of the syllables. The up symbol indicates the primary stress, while the low symbol indicates the secondary stress of words, and the period ‘.’ shows a division between syllables.
- d. The slashes “//” indicates each sound of words.
- e. In addition, the space can be used or omitted while transcribing the sounds of words. Whether with the use of space or not, it will never change the represented sound by the transcription (Sulukiyyah & Mardiningsih, 2018). However, regardless to the above rules, both teachers and EFL students should comprehend all IPA symbols correctly in order to have a better transcription result that matches pronunciation.

2.2.5 IPA based Phonetic Transcription as Pronunciation Learning System

IPA based phonetic transcription is a valuable system for teaching pronunciation. It is a useful to show EFL students how to pronounce the

words correctly, because teachers require students to use the modern dictionary that has a phonetic transcription inside as the basic way to introduce the phonetic symbols. In other words, there is a deep correlation between pronunciation and phonetic transcription shown when teachers involve phonetic symbols during transcribing the sound of word. By recognizing the manner of studying pronunciation using IPA, it helps students avoid mispronunciation, enhances a self-correction, and diminishes fossilization mistakes (Mompean, 2005).

Using a phonetic transcription in teaching pronunciation also creates a visualization for students (Mompean, cited in Putri, 2016). Moreover, phonetic transcription helps to measure the standard of pronunciation by monitoring the sounds through symbols. Because one symbol represents a single sound unit, EFL students will gain clarity of the sound and easily utter the correct pronunciation. As Brown (1992) stated that teaching pronunciation by using a phonetic symbols guides students to be independent learners in learning a new word, difficult words, mispronunciation, spelling, the stress pattern of word, and idioms. Particularly, EFL students will realize their own pronunciation errors when they see laid out in static visual form. Therefore, the use of IPA based phonetic transcription in pronunciation class is as an appropriate system for improving students' pronunciation; moreover, students will be independent to produce their pronunciation precisely.

2.2.6 Techniques for Teaching Pronunciation by Using IPA based Phonetic Transcription

Generally, language teachers make use of the phonetic alphabet, some activities such as transcription practice, recognition or discrimination tasks, or detailed description of the articulatory systems to teach pronunciation. These teaching approaches can help students reach the goals of pronunciation learning by using variety of classroom techniques properly.

Various classroom techniques that can be used by teacher to teach pronunciation by using IPA based phonetic transcription has been explored by Arimili & Kokkirigadda (2016), they are; Teacher Led classroom (used at the beginning of the class for introducing materials, such as introducing set of phonetic symbols and the sound of each), Addressing mistakes (aimed for strengthen students' understanding about the given material by teacher, particularly the sound of IPA symbols when it is applied in the transcription of word or sentence), Modelling (it is useful for demonstrating students to practice pronunciation and reading transcription), Providing Feedback (it is helpful to support students' motivation and improve their pronunciation achievements), and Assessment (written and oral pronunciation practice are important to recognize, evaluate, and analyze students' understanding about the phonetic symbols and its sound, phonetic transcription and transcribing both word or sentence by using IPA).

Several techniques above are based on teachers having their students learn each sound and then apply them in the real speech. Furthermore, these

techniques benefit and facilitate both teacher and students to have the systematic and structuralized pronunciation class during teaching and learning pronunciation by using IPA based phonetic transcription.

2.2.7 Roles of Teacher and Students in Teaching Pronunciation by Using IPA based Phonetic Transcription

In teaching pronunciation, teachers play a pivotal role to improve students' pronunciation improvement. They can differ their teaching methods by applying some attractive techniques and activities as well media to practice based on their portion of role properly. According to Agei & Rindu (2018), in teaching pronunciation by using IPA based phonetic transcription, it is possible for teachers to play several roles such as the following:

a. As Coach

Coaching in teaching pronunciation by using IPA based phonetic transcription relates to how teacher helps students improve and correct their pronunciation by assisting them to develop the necessary lesson-design skills, instructional, and technology integration strategies related to phonetic symbols and phonetic transcription, such as providing students a great resource for learning activity they are planning or checking and guiding students' learning process.

b. As Organizer

Teaching requires the organization of learning. Thus, it follows that important role of the teacher as the organizer. The task of any organizer

in the pronunciation class is to enable a group or an individuals to function effectively together for producing correct sounds of English. In this concern, teaching can be made up of some parts, such as opening activity, main activity, and closing activity. The order of these activities surely help teacher having the structured class in which can be managed well.

c. As Controller

Being a controller in teaching pronunciation by using IPA based phonetic transcription, teacher should be actively in charge of the class particularly in controlling the students' pronunciation activities and attitude during practice pronunciation. This role is helpful for both teacher and students to have the conducive class that lead them reaching the learning of the day lesson.

d. As Resource

One of the teacher's main role in teaching pronunciation is as resource of material or students' facilitator. It is vital that teacher should provide students some significant materials such as phonetic symbols, roles of phonetic transcription, guiding students to practice pronunciation, correct students' transcription and so on. This teacher's role much help students to learn, practice, and pronouncing English sounds consistently based on the teacher's guidance.

e. As Model

Teacher being role model is not new concept, and has inspired

students to go into this field for ages. There are some reason why teacher usually become a model in the pronunciation class. One of the biggest reason is the desire of students to look up to teacher's pronunciation, to learn from the trusted source, and to remember all things teacher has taught. Therefore, teacher as role model has a big impact in improving students' pronunciation.

f. As Motivator

Motivation is a very strong factor for the educators to educate the students, particularly for those who learn pronunciation and have lot of practices during learning. In this case, the teacher should motivate students by giving an attractive and useful activities such as advising students' attitudes, guiding students' activities, and correcting students' pronunciation errors, so that they can pay a proper attention toward all the class activities. This is the proof that motivation is powerful and strong that make an easy and comfortable class.

Regardless of the teacher's roles above, Agei & Rindu (2018) stated that students might play two important roles during learning pronunciation as follow:

a. As Class Participant

When students play a role as participant, students' responsibility is to obey teacher's instruction and join all the activities provided by teacher. Generally, the pronunciation teacher provides students some

practices of both pronunciation and transcription, so the students should be actively participate in all these activities arranged by teacher.

b. As Member of group

Other role of students during learning pronunciation is being a member of group. This role is very helpful for students to build an active communication with their partners or their friend next to them. Besides, students can help, correct, motivate, and advice toward other student regarding to his or her pronunciation or worksheet. Finally, this role is proper to be selected and formed by teacher to support students' learning, moreover to improve their pronunciation.

Both teacher and students' roles above are important to be considered properly because these also as factors that affect all the class activities.

2.2.8 The Advantages in Using Phonetic Transcription in Teaching

Pronunciation

Phonetic transcription method closely relates with pronunciation teaching, because it involves students to recognize the phonetic symbols as the basic knowledge to produce the correct sound of word. Moreover, there are many benefits can students can get in utilizing this method. Hesselwood (2013) has elaborated several advantages that can be reached by applying the phonetic transcription to correct EFL students' pronunciation, they are:

a. Phonetic transcription represents the sounds clearly. One symbol is only

for a single sound. This eliminates ambiguities for similar sounds heard by EFL students.

- b. Phonetic transcription can also show EFL students how to pronounce the word or even phrase. It helps students to learn independently with correct pronunciation, and without being affected by their individual or teacher's accent.
- c. Phonetic transcription is a useful method for diagnosing EFL students' pronunciation errors, because they will understand their mistakes by looking at the visual fact of transcription.
- d. EFL Students will have an effective time when phonetic transcription has been applied by the teacher in their pronunciation class. It is because the teacher does not use the *repeat after me* method anymore in which consumes so much times. Moreover, the teacher can directly instruct students to the sound and correct their pronunciation errors by using phonetic transcription.

The above benefits show how useful of IPA based phonetic transcription is in teaching and learning pronunciation. Moreover, it expands EFL students' opportunity to improve their pronunciation proficiency.

2.3. Previous Studies

There are several previous studies that have conducted research regarding phonetic transcription in teaching and learning pronunciation. The recent researcher has highlighted selected studies as the comparison and guidance of this research to avoid the repetition of similar study.

The first study was conducted by Por & Fong's (2011) that explored the modern use of phonetics symbols in Multimedia based English Pronunciation Learning Management System (MPLMS). This study found that MPLMS has successfully maximized the potentials of phonetics symbols that have existed over a century. Moreover, MPLMS increased the students' accessibility for their pronunciation learning without waiting for teacher instructions. Therefore, students ensure themselves about the benefits of this innovative approach to enhance their pronunciation.

The difference between Por & Fong (2011) study and the current research is in the research methodology. The current study used qualitative methodology to gain the data. So, the researcher did not develop an interactive technique to introduce and teach phonetics such the previous research. In other words, the similarity was realized when both the previous and current studies discussed the phonetic symbols to overcome students' pronunciation problems and made the pronunciation class more effective and fun.

Also in 2011, Jahan conducted the study about "Teaching and Learning Pronunciation in ESL/EFL Classes of Bangladesh". His purpose was to determine the difficulties that were faced by teachers and students during teaching and learning pronunciation. The researcher used qualitative research methods by distributing questionnaires and surveys for teachers to obtain the data. The questionnaire was about the teachers' opinion about the difficulties he or she faced in using the phonetic transcription method.

There were several differences between Jahan (2011) and the current study. This study included more general information during the implementation of IPA based phonetic transcription, such as what are teacher's techniques, the roles of both teacher and students, teacher and EFL students' perspectives toward the implementation IPA based phonetic transcription in their pronunciation learning. Although the focus and object are different, the similarity lied in the use of IPA symbols as the standard symbols of transcription.

The third study was conducted by Lintunen (2013) who investigated the effect of phonetic awareness on evaluating pronunciation problems based on Kozłowska's research finding. This research focused on reviewing the research finding in observing the improvement of students' pronunciation awareness and how it was affected by phonetics teaching in class. This study aimed to compare students' pronunciation with their subjective evaluation of their pronunciation problems. Finally, the study found that the subjective evaluations were partly affected by students' awareness-raising.

The difference of Lintunen (2013) and the current study lied on the primary objective of the study. The current study aimed to explore the way of IPA based phonetic transcription was implemented by doing a field observation, determining teacher's perspective, and identifying EFL students' perspective toward their pronunciation learning techniques by conducting structured interview. In other words, the researcher did not evaluate the certain research such as the previous one. The similarity of both studies was addressing students' pronunciation performance correlated with the phonetics symbols. Besides, the

researcher also used qualitative research method by doing an observation and interview to accomplish this study.

The fourth study about the phonetic symbol was conducted by Maskara (2013), “Introducing English Pronunciation Teaching in Indian Educational System”. The study’s purpose was for exploring the existing pronunciation problems undergone by Indian students, to find their needs in pronunciation learning, and then propose various solutions to solve their problems. Finally, the research found that learning pronunciation was burdensome for a majority of Indian students. Therefore, the researcher proposed phonetics symbols of IPA to be a part of the Indian education system to overcome the problem.

The difference of Maskara (2013) and the current research lied on the background of the research participants. The research participants conducted by Makara (2013) were only learn English in class. On other hand, the current research investigated EFL students who studied English intensively and have accustomed to speak English in their daily activities. The similarity of both studies was the discussion of the IPA symbols as a tool to learn English pronunciation.

The fifth related study was conducted by Pelttari (2015) about phonemic transcription in a Finnish upper secondary school. The researcher elaborated some important points: phonetic transcription, the relationship between phonetic transcription and pronunciation, the benefits of learning phonemic transcription, and the use of phonemic transcription as the teaching method in Finland. The

result of the study showed that phonemic transcription was not an appropriate strategy in learning pronunciation for Finish students. It was only burdensome students and created more pronunciation problems. In addition, teaching was difficult with many new student questions related to the phonemic transcription. From this finding, the researcher recommended future research to reform the curriculum of teaching pronunciation.

There were two highlighted points of the current research that were different with Peltari's study. First, the current research aimed to know how the implementation of phonetic transcription method based on IPA by doing a class observation. Second, the researcher interviewed the teacher to determine her perspective of pronunciation teaching. Meanwhile, the similarity of the previous and the current study lied on the research qualitative method and the focus to observe students' pronunciation that was affected by phonetic transcription.

The sixth related study was conducted by Putri (2016) to investigate students' perception in using phonetic symbols in teaching pronunciation. This research focused on how college students comprehended the usage of phonetic symbols to represent the pronunciation of words. The study found a positive perspective of the college students to use phonetic symbols in learning pronunciation. But, in pronunciation practice this method did not help students to easily produce the correct pronunciation and only increased difficulty in learning pronunciation. This result happened because many students never knew and learnt the phonetic symbols previously.

The focus of Putri (2016) and the current research were different. The current research observed the students' perspective after utilizing IPA based phonetic transcription during pronunciation learning and teaching. Moreover, majority of the research participant consists of high school students who study English intensively. On the other hand, there was a similarity between the two studies as both utilize phonetic transcription in teaching pronunciation.

The seventh related study was also about teaching English pronunciation through the International Phonetic Alphabet symbol at Man-1 Murung Raya by Najmuddin (2017). This research aimed to help teachers in teaching pronunciation, explore the reasons why many EFL students struggle to acquire the good pronunciation, and how the English sounds are produced. In his research, Najmuddin found that some students have already learnt the International Phonetic Alphabet (IPA) symbols. Therefore, they were able to pronounce English words with any pronunciation styles in both British and American accents. In vice versa, IPA symbols are troublesome for students' pronunciation who never studied it before.

The difference with the current research was the approach to introduce IPA toward students. In the previous study, some students have learnt IPA independently and then the researcher only explained IPA briefly. While as descriptive qualitative research design, the researcher gave detail description about how the pronunciation teacher applied phonetic transcription method within the class during pronunciation teaching and learning. Meanwhile, the researcher also emphasized to gain the data from both observation and interview related to

media and all equipment used in the class. The similarity of this research was utilizing the IPA symbols as the standard symbol to teach pronunciation by transcription.

The eighth research conducted by Sulukiyyah & Mardiningsih (2018) pointed out the improvement of students' pronunciation ability. This classroom action research provided students phonetic exercises within two cycles. Students were given two kinds of tests which were reading aloud and phonetic transcription exercises. Questionnaires were also given to the students to obtain data related to their response about phonetic transcription exercises. The result of the research showed that in the first cycle, students still had some pronunciation errors. While in the second cycle, there was a significant improvement of students' pronunciation because they had been accustomed toward the phonetic symbols. As the conclusion, phonetic exercise improves students' pronunciation ability.

The difference between Sulukiyyah & Mardiningsih and the current research lied on the research focus. The current study focused on the implementation of IPA based phonetic transcription in pronunciation teaching, what was the teacher's opinion during using this method and what were EFL students' perspectives dealing with IPA based phonetic transcription. In the class observation, the researcher noticed more how IPA symbols were discussed and classified by teacher to ease students' understanding, and etc. One more thing to be thought seriously was when the previous researcher provided inappropriate test material during the research. The fourth semester students were only instructed to read the vocabularies related to the numbers, colors, and animals in which easy for

university students. So, they had an opportunity to guess the pronunciation of these easy vocabularies. Based on the weakness of the previous research, the current researcher also noticed the accordance between the teaching materials given by teacher with EFL students' level. Meanwhile, the similarity of the study lied on the IPA symbols that are used to transcribe the pronunciation of words.

The final study on the use of phonetic transcription for improving pronunciation was completed by Yusuf (2019). He conducted the research focused on English pronunciation based on the phonetic transcription application. This research aimed to facilitate students' English pronunciation learning by using 'toPhonetics' application on a smart phone. The 'toPhonetic' facilitated students to find the words' phonetic transcription by typing the intended word or text, selected the menu and clicked it for the transcription finding. The researcher used descriptive qualitative method with ten participants. To obtain the data, the researcher used the interview as an instrument. The finding of the research was the students were motivated to look for the phonetics transcription by using this 'tophonetics' application. The result of this study showed that 'tophonetics' application facilitated students for transcribing the vocabulary or text in order to produce the correct pronunciation. During the research, students were satisfied to use this application as it was downloadable and practical.

There are several differences between yusuf (2019) and the current study. The research that was conducted by Yusuf tried to examine the certain application called 'tophonetics' to transcribe English pronunciation, while the current researcher only observed the implementation of IPA based phonetic transcription

without giving any test or exercise toward the research participants, interviewing teacher for knowing her opinion and experience and also interviewing students to understand what were their perspectives toward the use IPA based phonetic transcription. Meanwhile, the similarity lied on the focus to facilitate and improve students' pronunciation by using phonetic transcription.

In conclusion, pronunciation is a fundamental skill that deals with one's oral ability in English. It is an important skill to be acquired by EFL students, because it is the manner of how students should pronounce the word correctly. Producing the correct pronunciation, particularly in communication practice leads them to clarity, intelligible and comprehensible pronunciation. Unfortunately, many students pay less attention to the importance of pronunciation during learning process, moreover they struggle to produce the correct English sounds. Many researchers have exactly conducted the study about how to improve students' pronunciation by using the certain method such as chain drill, repetition drill and so on. But the current researcher addressed IPA based phonetic transcription as one of system for teaching pronunciation toward EFL students. IPA based phonetic transcription involved pronunciation features that are highly important to be learnt comprehensively as the basic pronunciation concept. Based on the research results of the nine previous articles about improving students' pronunciation by using phonetic transcription, the current researcher realized many researcher did not give detail explanation about the pronunciation features and how to pronounce them correctly. Meanwhile, some studies provide students the certain tools either modern technology or traditional technology as media to

support the use of phonetic transcription based on their needs. Furthermore, the collected data of this study through observation of EFL students at pronunciation class aimed to contribute the better implementation of phonetic transcription for the future research, particularly on how to apply this method within the certain place that has limited technology, and other necessary tool to create consistence transcription. In addition, recommendations were provided based on the interview result toward the pronunciation teacher and ten EFL students for better phonetic transcription implementation in the future. Because of that, the researcher hoped the implementation of IPA based phonetic transcription could aid students with comprehensibility and correct pronunciation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the method used by the researcher in conducting this study. It covers some discussions about: (1) Design of the study (2) Subject of the study (3) Instrument of the study (4) Data collection and (5) Data analysis. Each point will be explained in detail such below explanation.

3.1. Design of the Study

In a research, the research design is used to know how to precede the data. It means, it is the plan to collect and analyze the data to answer the research question. According to Creswell (2012), the research design is the specific procedure of the research that involves data collection, data analysis, and result report writing of the research. One of the functions of the research design is to give accurate evidence to answer the initial question as unambiguously as possible. In this research, the descriptive qualitative research design was employed for the investigation of the study. Descriptive study included as scientific research that specifically describe either event, phenomena or fact in a certain area or population.

The descriptive qualitative method used in this study was aimed to find out how IPA based phonetic transcription was implemented in the pronunciation class at Aphrodite English Club (AEC). Additionally, the researcher aimed to gain the data regarding the pronunciation teacher's perspective during teaching

pronunciation by using the phonetic transcription. Furthermore, the researcher also explored EFL students' perspectives dealing with phonetic transcription method that was applied in their classroom by conducting structured interview toward ten students (33% percent of whole students) as research subjects. Within qualitative design of the study, the researcher analyzed the data and the necessary information about the object by providing a detail description of the research analysis in the form of words.

3.2. Subject of the Study

The subjects in a study are required to obtain the needed information. The researcher selected the research subjects based on the types of formulated questions for providing the key information that was essential in the study by using their knowledge which was capable to answer the research problems.

The subjects of this study were a pronunciation teacher of Aphrodite English Club (AEC). The reason of choosing the subject was that pronunciation teacher has implemented IPA based phonetic transcription during teaching pronunciation for EFL students at AEC in 2018. Besides, 33% of in the pronunciation class also involved as the subjects of this study, because the researcher aims to gain tangible data about their perspectives dealing with IPA based phonetic transcription. The majority are senior high school students who have registered since about year 2017 to 2020 to be students of AEC for improving their English skills.

Both the pronunciation teacher and EFL students were chosen by using

nonrandom or purposive selection techniques based on particular criteria. In other words, the researcher did not randomly take the subject to get an appropriate data, but still concerned some criteria to decide the subject of the study. These criteria are described in the table below:

Table 3.1 The Criteria of the Research Subject

Students	Teacher
Indonesian EFL students	Indonesian EFL teacher
Students of pronunciation class at AEC	Teacher of pronunciation at AEC
Learning pronunciation by using IPA based phonetic transcription at AEC	Implementing IPA based phonetic transcription in teaching pronunciation at AEC
Students are willing to be interviewed as the research participant	Teacher is willing to be observed and interviewed as the research participant

To determine a suitable subject of the research based on the above criteria, the researcher firstly has noticed some students during the class observation. Therefore, it was possible to obtain the administrative qualifications as the criteria to select the proper research subject. Finally, the process allowed the researcher to explore current pronunciation learning and teaching of pronunciation class at Aphrodite English Club in implementing IPA based phonetic transcription.

3.3. Instruments of the Study

An instrument is a tool that helps the researcher to gather the required information. Sugiono (2015) elaborates the research instruments as measuring instrument such as questionnaires, interview guidelines, observation guidelines,

and tests that researcher uses to collect the data. On one hand, all equipment that are used to gather the data are included as the research instruments. As it is very crucial thing in collecting the data of the study, the researcher has arranged the instruments properly, because it aimed to measure the research variables either in the form of natural and social phenomena that were observed. There were four instruments that involved in this descriptive qualitative study:

3.3.1. The researcher

The researcher was as the main instrument in this study, because the researcher directly enter the pronunciation class to obtain the data and essential information by specifically observing the implementation of IPA based phonetic transcription during pronunciation teaching and learning activity. Furthermore, the researcher also gathered all necessary data through semi structured and structured interview to complete this current study.

3.3.2. Observation guideline

The observation guideline was used by the researcher to gather information about all things that happen during teaching and learning process. The researcher observed the whole section of teaching and learning process from the opening to the end of pronunciation class and noticed how the teacher implemented IPA based phonetic transcription. Within the observation guideline, the researcher allowed to write in accordance with the research focus. Therefore, the researcher determined the general criteria for the guideline as noted in the below table.

Table 3.2 The Observation Guideline for Teacher

No.	Category	Findings	Notes
1.			
2.			
3.			
4.			

3.3.3. Interview guideline

The interview guideline of the current study is a list of questions that would be asked for pronunciation teacher and ten EFL students as the subject of the study. The list of questions are classified and explained as follows:

a. Semi structured interview

The list of questions in this semi structured interview referred to the teacher's opinion and experience in implementing IPA based phonetic transcription during pronunciation teaching. As it was a semi structured interview, the researcher might add questions for obtaining more information from the teacher. These interview guidelines were provided in table below.

Table 3.3 The Interview Guideline for Teacher

Questions	Follow up probes
1. What is your opinion about phonetic transcription as a method to teach	<ul style="list-style-type: none"> • According to you, is this method effective to improve Aphrodite students' pronunciation skill?

pronunciation?	<ul style="list-style-type: none"> • Does this method motivate students to be eagerly learn pronunciation in class?
2. How is your experience during the implementation of phonetic transcription method to teach pronunciation at pronunciation class of AEC?	<ul style="list-style-type: none"> • How is your strategy to apply this method? • What media or tool that is involved during teaching pronunciation? • What materials are involved during teaching pronunciation?
3. What are some advantages and disadvantages of using phonetic transcription method based on IPA in teaching pronunciation?	

b. Structured interview

The list of interview guideline in this-structured interview was intended for ten selected EFL students of pronunciation class to be interviewed. The interview focused on students' perspectives dealing with the implementation of IPA based phonetic transcription in their pronunciation learning. The questions are as below.

Table 3.4 The Interview Guideline for EFL Students

No.	Questions
1.	What motivates you to learn pronunciation?
2	What types of teacher's teaching approaches are effective for you as a learner during learning pronunciation by phonetic transcription?
3	What types of activities do you find the most effective in learning pronunciation by phonetic transcription?

4	What would help you as a pronunciation learner in terms of access to technology, class situation, and language use?
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c. Voice Recorder

The results of the interview of the pronunciation teacher and ten EFL students based on the list of questions above were collected by recording using the recorder application within a hand phone. The recordings then were transcribed by the researcher.

3.4. Data Collection

Data collection is an important aspect in any types of study. It allows the researcher to systematically gather all data that have been collected. In most qualitative studies, data collection and data analysis take place simultaneously (Ary, 2010). It means that the researcher is commonly able to firstly interpret the research object before collecting all data. But the current researcher aimed to complete data gathering before giving any interpretation about the current research object for making the accurate interpretation.

To collect the obtained data, the researcher conducted an observation and semi structured interview to determine how IPA based phonetic transcription was implemented in the pronunciation class of AEC. The procedures to collect the data are as follows:

3.4.1. Observation

Narbuko & Achmadi (2010) states that observation is a tool to collect the data by observing and systematically noting down the fact or phenomena that is required. Simply, observation is used to collect the data

systematically to understand and interpret the action, interaction, or meaning of the event in certain place. In this study, observation was used to know how IPA based phonetic transcription was applied by the teacher in a pronunciation class at Aphrodite English Club. The researcher was at the back of the classroom to observe, so the presence of the researcher did not disturb the teaching and learning process and payed attention toward the class activity and condition clearly. There were some steps to conduct the observation: 1) The researcher prepared the observation guidelines or sheet; 2) The researcher entered the pronunciation classroom; 3) The researcher started to observe the pronunciation teacher during teaching pronunciation by using IPA based phonetic transcription.

3.4.2. Interview

According to Gay (2010:231), interview is a form of oral, in-person, administration of a questionnaire to each member of a sample. Interviewing is used to collect the data regarding to the person's beliefs, opinions, and feeling about the certain situation by using the words of interviewee. There are some types of interviews that are elaborated by Ary (2010).

- a. Unstructured interview, is conventional type of interview in which the question arises from the situation.
- b. Structured interview, is the interview that is scheduled for the specific purpose to obtain the certain information from the interviewee. The questions are structured by the interviewer prior conducting interview.
- c. Semi structured interview, is the interview which the area of interest is

chosen and completed with the formulated questions. However, the researcher may add and modify the format or question during the interview process.

From these types of interviews above, the researcher decided to use both structured and semi structured interview to obtain the data for the current study. The interview procedure are classified into two steps:

a. Semi-structured interview

Semi structured interview was aimed to explore the pronunciation teacher's perspective in using phonetic transcription in her class. The researcher interviewed the teacher by asking formulated questions in relaxed situation and friendly manner. To collect the data from the interview, the researcher has prepared some steps as follows:

1. The researcher prepared the formulated questions to be asked for the pronunciation teacher. In addition, the researcher also prepared the recorder to record the teacher's answers.
2. The researcher conducted interview by asking and talking within a friendly manner based on the formulated questions.
3. The researcher then recorded the answer of questions by voice recorder application within the researcher's hand phone.

b. Structured interview

The purpose of conducting the structured interview was to explore EFL students' perspectives regarding the implementation of IPA based phonetic transcription. The researcher chose ten students to be

interviewed as representatives of the whole pronunciation class and scheduled the interview process after interviewing the teacher. There were four questions that were planned and created in advance by the researcher. During the interview, all ten EFL students were asked the same questions in the same order based on the formulated questions without any questions added. To collect the data from the interview, the researcher prepared some steps as follows:

1. The researcher prepared questions to be asked toward ten EFL students. Meanwhile, the researcher also prepared recorder to record their answers.
2. The researcher interviewed students based on the list of questions.
3. The researcher then recorded each students' answers through voice recorder application within the researcher's hand phone.

c. Documentation

Documentation was also needed in order to obtain data of the study. Ary (2010) states that qualitative researcher may use a written documents or other artifacts to understand the phenomena of the study. The term document in this study refers to a wide range of written, physical, and visual materials. Bodgan & Biklen (1998) have explained some categories of documents as follows:

1. Personal document

It is created by an individual for the private purpose and limited

use. For example letters, autobiographies, diaries, family photo, and other visual recording.

1. Official document

It is produced by the certain organizational employees for record-keeping and dissemination purposes such as files, memos, and yearbooks.

2. Popular culture document

It is made for commercial purposes to entertain, persuade, and enlighten the public such as TV programs, commercials, audio or video recording, and news report.

From the above types of documents, this study chose an official document as the supplementary data collection. The document that was collected by the researcher related to the teacher's teaching material and student's worksheet.

3.5. Data Analysis

Bodgan & Biklen (2006) reveal that “analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell to others”. Based on this statement, data analysis refers to the process of editing, classifying or coding, and also manipulating the data that have been collected within a study. Moreover, the purpose of data analyses is to

simplify the data that benefits the researcher for interpreting and making conclusion of the research result.

As a descriptive qualitative study, the researcher surely chose the qualitative data analysis. This technique was used to analyze the data by giving an interpretation toward the result of the study without numbers included. All data in this study were analyzed by using inductive method. It was where the analysis conducted from the specific thing that was obtained from the real phenomena or field study in pronunciation class teaching and learning activity at AEC to the general finding. Based on this explanation dealing with data analysis procedures, the researcher analyzed the data systematically. The systematic data analyses are as below:

3.5.1. Data Reduction

Data reduction is the process of selecting, simplifying, abstracting, and transforming the data that appear in the written-up field notes of transcription (Miles & Hubberman, 1994).

In this study, the researcher gathered all data from observation, interview, and documentation dealing with phonetic transcription method that is used in pronunciation class at AEC. In addition, the researcher edited and reduced the irrelevant data with the research question and analyze the relevant data. After the editing process, the researcher put a code and classified the result of the data either from observation, interview, and or documentation through comparing and checking the relevancy of the data with the research problem whether the data answer the research problem or not.

3.5.2. Data Display

In this step, the researcher displayed the data obtained from both observation and interview. The researcher presented the rough data to be the narrative form. Firstly, the researcher read the observation result, listened and transcribed interview result, and interpreted the necessary document, and then studied and analyzed all these collected data obtained carefully.

3.5.3. Data Verification

In this stage, the researcher wrote the report of the study by giving the final interpretation and summary of the study related to IPA based phonetic transcription that was implemented in teaching and learning pronunciation at AEC.

The systematic data analysis process was aimed to produce the proper interpretation and summary by the researcher based on the real field phenomena in applying IPA based phonetic transcription as pronunciation learning system at AEC.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the data analyses based on the three primary purposes of the study and discussion of the results. The findings are explained within three sections. The first section presents the detail description of how phonetic transcription method based on IPA is implemented to learn pronunciation. The second section presents the result of interviewing the pronunciation teacher's opinion and experience during applying phonetic transcription method. The third section contains of ten students' perspectives during studying pronunciation by phonetic transcription method. Meanwhile, these findings are interpreted in the discussion section as the last part of this chapter.

4.1. The Findings of the Study

The findings of this study are for answering the three research questions that are formulated by the researcher. The data are obtained based on the observation and semi-structured interview toward the research participants as the main sources of the study. From the data collection, the researcher provides the necessary information related to the phonetic transcription used in teaching EFL students' pronunciation ability that is explained separately based on three sections below.

4.1.1. The Implementation of IPA Based Phonetic Transcription

IPA based phonetic transcription is already applied in AEC

to facilitate EFL students learning pronunciation easily. In this first section, the researcher presents the result of conducting the classroom observation that was held on Monday, March 8, 2021 and on Thursday, March 11, 2021 at the pronunciation class of Aphrodite English Club (AEC). The findings relate to the teaching materials, the classroom activities, teacher's classroom techniques, students' responses, teacher's difficulties during teaching, role of teacher, role of students in the classroom, and the role of the instructional material that are used during pronunciation teaching and learning by using IPA based phonetic transcription that are explained below.

a. The Teaching Materials

Pronunciation teaching materials are regarded to have paramount roles to shape and reinforce the quality of pronunciation teaching and learning. Based on the teacher's observation on 8th of March 2021, the researcher has found the pronunciation teacher used textbook as instructional media during teaching pronunciation by using IPA based phonetic transcription. There were two main textbooks, "Pronunciation 1" and "Pronunciation 2" used by teacher as guidance for students to introduce phonetic symbols and teach each sound of it.

Firstly, before teaching students the sound of each symbol, the teacher wrote the phonetic symbols on the white board based on these classifications (vowels and consonants) written in the

“Pronunciation I” textbook. Vowels were the first materials taught by teacher and explained in detail based on its classification such as below.

1. Lax

There are seven phonetic symbols that are categorized as lax vowels, they are ə, e, ɪ/i, ʌ, ʊ/u, ɒ, and ɜ:. After writing down these symbols, teacher told students to pronounce each of these sounds in short.

2. Tense

Second type of vowel is tense that consists of æ, a:, ɔ:, i:, and u: symbols. Based on the teacher’s explanation, these symbols are also categorized as long vowels in which should be pronounced in long. The teacher added that the colon (:) is a sign of long vowels, so it makes students easy to distinguish between the short and long vowels,

3. Glide

When the phonetic symbols are categorized as glide vowels, they should be pronounced with a smooth continuous motion, typically with little noise. The glide vowels are eɪ, aɪ, əʊ, aʊ, ɔɪ, ɪə, eə, and ʊə. The teacher added that glide vowels are also called as diphthong because each sound is formed by the combination of two vowels in a single syllable.

After brief explanation of each type of vowel, the teacher then instructed students to listen carefully to teacher's pronunciation and continued to pronounce each symbols. After in every symbols pronounced by teacher, the teacher also explained the manner and the place of articulations of each. To test students' understanding, the researcher asked all students to pronounce loudly the symbols based on the teacher's designation. However, when teacher found a more difficult symbol, the teacher tested every student's pronunciation or according to a row of students' benches. This strategy helped students to analyze which students already understand and pronounce correctly and those who did not.

After all vowels were explained completely, the teacher then moved to teach consonants. In this section, the teacher firstly wrote all symbols of consonants based on its classification. Based on the "Pronunciation I" textbook, consonants are classified into voiced and voiceless as below explanation.

1. Voiced

Several consonant that are categorized as voiced are b, d, g, dʒ, l, m, n, r, v, w, j, z, ʒ, ð, and ŋ. The teacher explained that these consonant symbols require the use of vocal cords to produce their signature sounds.

2. Voiceless

Other type of consonant is voiceless that should be pronounced without any vibration passing through people's throat. There are nine voiceless consonants, they are p, k, f, s, ʃ, t, θ, h, and tʃ.

To teach students the sounds of both voiced and voiceless consonants, the teacher firstly asked students together pronouncing these symbols prior the teacher's pronunciation. This strategy was applied because majority of consonant symbols are similar with students' Indonesian alphabet. At least, the teacher expected students can guess these sounds, moreover to produce the correct pronunciations of each symbol. After students' pronunciation practice, the teacher only taught several consonant symbols that were thought strange and difficult for students, such as the sound of ʃ, θ, ð, dʒ, ʒ, and ð.

At last, teacher explained about the types of American T that has for types of sounds, they are (T is T, T is soft "d/r", T is held, and T is silent or mute). In this part, the teacher guided students by firstly pronouncing the pronunciation of each. Meanwhile, the students repeated teacher's pronunciation for several times based on the teacher's instruction.

To sum up, the teacher provided the detail explanation regarding to phonetic symbols that are classified into vowels and consonants based on the printed textbook (Pronunciation I) and American T (Pronunciation 2) chosen by teacher. Afterwards, the teacher also guided students to be able for pronouncing each sounds of phonetic symbols correctly.

b. The Teacher's Classroom Techniques

In teaching and learning activity, technique becomes the important skill to be noticed and acquired by a teacher. It is exactly the teacher's strategy to facilitate students for easily receive and understand materials delivered by teacher in the classroom. Furthermore, it can be a factor to engage students during their learning process.

Based on the classroom observation, the researcher found that the teacher has used five techniques to implement IPA based phonetic transcription in the pronunciation classroom. These techniques are as below:

1. Teacher-Led Classroom (TLC)

Teacher-Led Classroom (TLC) is one of the teaching techniques used by pronunciation teacher of Aphrodite English Club (AEC) to teach pronunciation by phonetic transcription. This strategy made the teacher as the center of the students' attention in systematically delivering the materials to the

students about the importance of producing the correct sounds, introducing phonetic transcription method, explaining the classification of phonetic symbols and pronouncing each of them, guiding students to transcribe some words, and reading practice of phonetic transcription based on IPA in the form of words that are written by teacher. This technique was used to facilitate students learning through the reliable sources of knowledge. Although this technique was teacher's led classroom, it still allowed students to have some interactions either with the teacher herself or other students such as in question and answer session. Moreover, the teacher sometimes gave students an opportunity to do an individual practice in pronouncing the phonetic symbols after teacher's explanation. So the students were still given the chance to actively participate in the class activities.

In spite of using TLC techniques, the researcher found several benefits that can be useful for both teacher and students during teaching and learning process, they were; the teacher was responsible for what students' need, the teacher fully focused on the level and material development, the classroom was commanded and controlled, the minimal mistakes occurred during teaching, the students fully attended the teacher's explanation well, and students able to understand the

teacher's explanation easily.

2. Addressing Mistakes

Through the classroom observation, the researcher found that the teacher also used Addressing Mistakes technique to strengthen EFL students' understanding about the sound of phonetic symbols and phonetic transcription. This technique was used when the teacher randomly wrote ten phonetic symbols and the transcription of ten words on the whiteboard. The list of these exercise materials is written below:

Table 4.1 The Phonetic Symbols Written by Teacher

Phonetic Symbols	The symbol was pronounced
Æ	e
ɒ	ɒ
u:	ʊ
ʌ	ʌ
i:	i:
ʃ	s
ð	θ
ɔʒ	ʃ
ʃ	ɔʒ
ɒ	ŋ

These phonetic symbols above were pronounced loudly by teacher. However, the teacher sometimes intentionally produced the wrong sounds. Meanwhile, students were

instructed to listen carefully then identify between the correct and wrong pronunciations. To find out how well students could identify these sounds, the teacher randomly appointed student with one phonetic symbol for each to be guessed. Overall, ten students were instructed to say “correct” if the sound was pronounced correctly, in vice versa they were assigned to correct the wrong sound by their own pronunciation. From this technique, the researcher found that ten selected students understood and could distinguish between the correct and wrong sounds of phonetic symbols correctly.

3. Modelling

By the satisfactory result of the students’ answers in identifying the sound of phonetic symbols, the teacher then continued to write phonetic transcription of ten words on the whiteboard. Students needed to do was to pronounce loudly the sound of each phonetic transcription and continued to write its English orthography or ordinary spelling. But, the teacher firstly demonstrated one example in completing the exercise by pronouncing the transcription of /rɪ'fju:z/ and writing its ordinary spelling on the whiteboard. Therefore, students could easily complete the task based on what the teacher expected. Here are some lists of phonetic transcriptions that consisted of both mono and poly syllabic words such as below table.

Table 4.2 The Phonetic Transcription Written by Teacher

Mono & Poly Syllabic Word	English Orthography
/ɪgˈnɔː/	Ignore
/ˈmeɪkʌp/	Make up
/hɪə/	Here
/ɪgˈzækt/	Exact
/bɪl/	Bill
/ˈsɜːkl/	Circle
/saɪz/	Size
/ˈbɪznəs/	Business
/dʒuːz/	Juice
/ˈkʌmbæk/	Come back

From the list of word transcriptions above, the researcher has identified three pronunciation errors uttered by three students they were /ˈsɜːkl/ (was pronounced /ˈsiːkl/), /ˈkʌmbæk/ (was pronounced /ˈkəmb æk/) and /ˈɪgnɔː/ (was pronounced /ˈiːgnɔː/), however there were no errors in writing all ten English orthographies found by the researcher. These minimum mistakes indicated that students were quickly able to understand the certain pronunciation of word by using phonetic transcription method based on IPA.

4. Providing Feedback

Feedback is an important part within the assessment process of the students. It has a significant effect on students learning and to enhance their achievement progress. Based on

the researcher analyses, the teacher has also realized the importance of providing feedback toward students. It was proved when the teacher said some positive sentences such as *very good, good job, you do your best, and it is good pronunciation*. These sentences were expressed when the teacher asked students to be enthusiastic during learning, pronouncing sound of phonetic symbols, writing several transcriptions of words, guessing certain sound uttered by teacher, and whenever the teacher asked students to complete their tasks. Nevertheless, the teacher still highlighted the weakness of students works by stating a negative feedback such as *“I am sorry, you are better to pronounce”* when she got some wrong answers from students and set out some ways to repair or improve their assignments. Finally, the students learning, understanding, and achievement were developed through both positive and negative feedbacks that were provided by the pronunciation teacher. Here is a snippet of the teacher’s conversation that shows her providing feedback toward students.

“Very good! You should be enthusiastic never give up to learn, moreover to reach your dream! Ok then, let’s we back to the lesson. After I teach you how to pronounce each sound of phonetic symbol, I want you to loudly pronounce these phonetic symbols that I have wrote here

(teacher pointed the whiteboard). *Do you understand what I mean?*” (1st conversation snippet)

“Good job Arina, You do your best! And please pronounce this sound (teacher appointed Bela to pronounce /æ/ vowel)” (2nd conversation snippet)

“I am sorry, you are better to pronounce /æ/ (teacher pronounced /æ/ symbol correctly). When you will pronounce /æ/ phoneme, you should vibrate your vocal chords to create the sound. /æ/ sound of phoneme is similar to the /a:/ sound, but it is absolutely shorter. Have you understood everybody?” (3rd conversation snippet)

“It is good pronunciation!” (4th conversation snippet)

(Observation on Monday, 08 of March, 2021. *Transcribed*)

5. Assessment

In education, assessment becomes one of the important processes of documenting and creating empirical data to measure students’ skills, knowledge, understanding, attitudes, or beliefs related to learning. Assessing students was also helpful to evaluate and develop students’ ability, therefore the pronunciation teacher has assessed students’ pronunciation skill after providing an explanation about phonetic symbol and phonetic transcription materials. Before the test given, the teacher separated worksheets for students that have been

prepared before. The teacher then told students to complete two types of tasks:

a) Fill in The Blank Column

Fill in the blank column was used by teacher to evaluate students' understanding about the transcription of words. At pronunciation class of Aphrodite English Club (AEC), teacher required thirty students to write ten transcriptions of words within the blank column. In completing the task, teacher allowed students to open *Oxford Learner's Pocket Dictionary* for looking up the transcription of words based on these English orthographies. Thus, students filled in the blank column with the correct transcription. The worksheet has been documented by the researcher in below picture.

EXERCISE WORKSHEET OF PHONETIC TRANSCRIPTION MATERIAL
AT APHRODITE ENGLISH CLUB
PERIOD 2020-2021

A. EXERCISE ONE

Please fill in the blank column using phonetic transcription of each word correctly!

1. Buffalo	→	/bʌfəloʊ/
2. canary	→	/kəˈnæəri/
3. Clam	→	/klæm/
4. Cockroach	→	/'kɒkrəʊt/
5. Chameleon	→	/'kæmɪliən/
6. Pomegranate	→	/'pɒnɪgræɪt/
7. Cucumber	→	/'kju:kʌnbəl/
8. Mangosteen	→	/'mæŋgəsti:n/
9. Pineapple	→	/'paɪnæpl/
10. Rasped	→	/'re:spɪd/

Figure 4.3 The Documentation of Fill in the Blank Column Worksheet

(Source from researcher observation, 11-03-2021)

b) Pronunciation Practice

Another assessment type used by the teacher was pronouncing the transcription of both word and sentence loudly. The purpose of this assessment was to evaluate and improve students' ability in reading the transcription of words or even sentences. In this section, the teacher provided ten transcriptions of words and long sentence transcriptions to be pronounced in front of teacher. Before starting the test, the teacher called each student forward one by one and faced to each other. However, the teacher appointed three students who were rarely active in class and seven other students who volunteered themselves. Based on the observation result and the researcher analyses, there were seven students who fluently pronounced and read the transcription correctly. The other students only had five pronunciation errors that were occurred in reading the sound /ðeər/, /ɪntərli:/, dəʊnt/, /pɑʊər/, and /weəreɪvər/. The sentence transcription was documented by the researcher in the form of picture below:

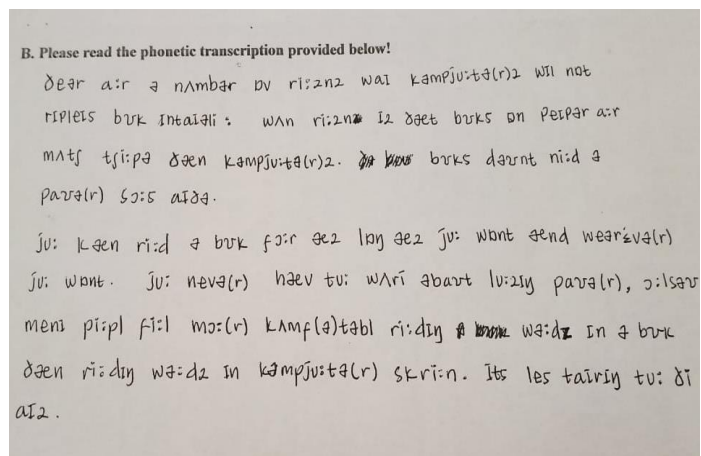


Figure 4.4 The Documentation of Sentence Transcription Worksheet

(Source from researcher observation, 11-03-2021)

Based on five techniques that were used by teacher in teaching pronunciation by implementing phonetic transcription method, the researcher then draws a conclusion that is provided in the following table.

Table 4.5 The Summary of Teacher's Teaching Techniques

No	Teacher Classroom Techniques	Purposes
1.	Teacher Led Classroom (TLC)	To facilitate students learning with the reliable sources of knowledge.
2.	Addressing Mistakes	To know how well students could understand the sound of phonetic symbols and the transcription of words.
3.	Modelling	To help students easily completed the exercise based on what teacher exactly

		expected.
4.	Providing Feedback	To give the significant effect on students learning and their achievement progress.
5.	Assessment	<p>a. Fill in the blank column was aimed to evaluate students understanding about the transcription of words.</p> <p>b. Pronunciation practice was used to expedite students' ability in reading the transcription of both word and sentence.</p>

c. The Teacher's Problems in Class

Based on the classroom observation on 8th and 11th of March 2021, the researcher has found several problems related to the teaching pronunciation by using IPA based phonetic transcription as follow.

1. Poor Foundation of phonetic symbols

Poor foundation of phonetic symbols of individuals obviously contributes to problems of English pronunciation teaching and learning. It is therefore obvious that there may be problems when this is overlooked or not properly done. The

result of the classroom observation indicated that majority of students were strange toward phonetic symbols, particularly for these symbols that do not really exist in students' first language such as the symbols æ, ɒ, ʒ, θ, Ū, ð, ɲ, ʃ and dʒ. This assumption was based on the researcher's observation during students complete the transcription exercises. As the impact, the students needed longer time to complete the exercise given by the teacher because they often to look up the Oxford Learner's Pocket Dictionary as their guidance for the consistence transcriptions.

Other impact of students' poor toward the phonetic symbols made the teacher also found students difficult to pronounce the sounds of æ, ɒ, ʒ, ð, dʒ, ʃ. In this case, the teacher pronounced these symbols several times and asked students to repeat after teacher's pronunciation. Moreover, the teacher explained its place and manner to articulate these symbols. When the teacher found there was a student who could not correctly pronounce a particular symbol yet, the teacher directly approached her seat for giving an intimate guidance. This approach helped students' to be easily pronouncing the correct sound of a particular symbol. As result, the students did not stop learning to write the symbols properly and even to utter the correct sound of it.

1. Lack of Equipment

Other problem of pronunciation teaching at pronunciation class of AEC was the lack of equipment. Realizing that learning pronunciation of IPA based on phonetic transcription is the new learning pronunciation system for pronunciation students, it was not surprising that there was not enough equipment in aiding English pronunciation teaching. Paramount amongst the equipment indicated to be lack was the Oxford Learner's Pocket Dictionary. From the observation, the researcher found the teacher expected every students to bring or have the dictionary, however only some students brought it to the class. This was considered as problem as this dictionary was very helpful for students during transcription practice.

In this consideration, the teacher allowed students to do the transcription exercise with their friend next to them. This solution facilitated students' transcription activity to run well based on the teacher's expectation.

2. Imitation of Peers

Based on the observation, the peer imitation was another problem related to pronunciation teaching by using IPA based phonetic transcription. This was a situation where students imitated their friend transcription writing and did not look up to the dictionary by their own. To solve this problem, teacher

firstly advised all students to be gather in looking up the word's transcription within the dictionary. However, when the teacher still found students still imitated their peer transcription writing, the teacher then came near to students' seats and asked them to complete the transcription exercises well as has been instructed by teacher.

In sum, the teacher had a big responsibility to solve the problems. Meanwhile, the teacher should properly manage and provide students with the best approaches and strategies, so the problems did not prevent the pronunciation teaching and learning.

d. The Student's responses

The teacher realized that response is exactly a basic element of human in which viewed as a psychological power help or create a balance, a hindrance, or a vandal of balance. The response is acquired through sensation and observation. Therefore, the researcher observed the students' responses during learning pronunciation by using IPA based phonetic transcription.

Based on the classroom observation, the researcher formulates the students' responses such as below:

Firstly, most of the pronunciation students are new students who have just learnt pronunciation by using IPA based phonetic symbols. Therefore, they often tended to be silent and only listened to the teacher's explanation. Additionally, some

students sometimes asked a confirmation and clarification about the lesson if they did not truly get it. Besides, some of them were not confident enough to speak up individually either for questioning or answering unless the teacher opened the question session. Anyway, there were still few students who fairly like to have a chance to speak up individually.

Secondly, the students fairly paid attention to and actively participated well for the whole classroom activities, such as practice pronunciation of phonetic symbols, transcribing practice, and reading transcription texts. Moreover, the students were very interested in practice pronunciation, working in pair or the kind's activity in which involved cooperation. They fairly like to go to front of the class to practice writing symbols as there were some of them who volunteer to be active in such activity. However, they appeared to be a bit shy. This thing might deliver them to a particular atmosphere, they might be afraid of making mistakes. Above all and for general, they became fairly active in the classroom activities as well as fairly motivated to improve their pronunciation.

Overall, the students obeyed and followed whatever they were ordered to do. They obeyed rules, authorities, regulations, and perceive that a teacher is the one who gave praises and awards. They centered themselves to the tasks given and never

opposed their teachers' orders. These students were neither really innovative nor creative. They also do not have high intelligences yet about the new pronunciation learning system (IPA based phonetic transcription), but they showed a satisfying result in learning.

e. The Role of Teacher

Imagining a classroom, it was quite likely we picture a teacher explaining passionately about the specific subject for students in front the class, while students sit in the rows of desks. If so, it could be to ensure that students only sat quietly, paid attention and kept everything the same. However, based on the observation that was conducted, the researcher found the teacher played several roles during teaching and learning pronunciation at pronunciation class of Aphrodite English Club (AEC). As has been concerned, teacher did not only teach or lecture but also facilitated students' learning pronunciation. Exactly, the role of teacher was like a coach, organizer, controller, prompter, resource, and model. These roles of teacher are described as follows:

3. Teacher as Coach

The teacher as coach does not mean teacher presents a specialized knowledge or giving students some answers. It is actually setting students to be on a path for reaching a goal.

Thus, this role requires the teacher to be actively engaged with students in conversations that can lead them toward an insightful action. In short, coaching in teaching and learning process focuses on facilitating learning and developing students' ability. This role was played by teacher when she coached students as a pronunciation coach.

Being the pronunciation coach, teacher has a critical role to check and guide students' modification of spoken English, particularly in sound production and sound performance. For example, after the introductory material on the phonetic symbols was complete, the teacher slowly taught student how to produce each vowel and vowel based on IPA. After every three symbols were taught, teacher consistently offered more questions and asked students such in below conversation between teacher and students that have been recorded by researcher.

Teacher : Ok then, if you have known what mean by phonetic symbols are, let's we practice pronouncing all these symbols one by one. We firstly will learn how to pronounce phonetic symbols starting from vowels. How many English symbol of vowels you have known?

Students : There are many vowels Mrs.

Teacher : Then please mention some of them?

Students : /a/, /ʊ/, /ɪ/, /ə/, /e/, /v/. What else mom?

Teacher : Exactly, there are many symbols of vowels in English that do not really exist in Indonesian language. Such as /æ/, /ɑ:/, /i:/, /u:/, /ɔ/, /ʌ/ (teacher wrote these symbols on the whiteboard). Have you known how to pronounce the sounds?

Students : not really Mrs.

Teacher : Right, just repeat after me! (Teacher pronounced these sounds and followed by students).

(Observation on Monday, 08th of March, 2021. Transcribed)

Based on some questions given by teacher, there were significant improvements of students that were identified by the researcher, they were students' motivation, confidence, achievement and self-awareness. As a result, students became more resilient and resourceful as the teacher surrounded the class from the front of the room to the sidelines, then from standing above to standing with students.

4. Teacher as Organizer

As an organizer, a teacher should be able to organize all activities happening in the classroom. Being an organizer requires a teacher to keep, arrange, and set activities within the classroom so the teaching and learning process will run smoothly and meet the teacher's expectation. In one case, when the teacher organized the class properly, it significantly

helped students to absorb learning material maximally. Therefore, the success of learning quietly depends on how well the teacher could organize the class and also on the students' skill that know what they will do next.

One of the examples of being a good organizer is providing instructions, because it plays vital role as well as setting up the class activities. In the observation, the researcher noticed that the teacher arranged several actives neatly. At first, the teacher gave students ice breaking by checking their password. After that, the teacher prepared two kinds of material to be discussed at the day. The first subject discussed the phonetic symbol in terms of its definition, the importance of it in English language, and how to pronounce each phonetic symbol. When the teacher thought students understood the given material, the teacher then continued to teach the phonetic transcription in terms of transcribing exercise, reading the transcription of word and ended by reading the transcription of sentence. Finally, to measure students' understanding, the teacher provided students assessment by giving lots of practice and doing completing the tasks.

During the class, the researcher was amazed due to the well organization of teacher in handling the activities structurally. Thus, as a proof, that the pronunciation teacher

has good preparation and has set some instructions to give beneficial activities in teaching and improving students' pronunciation skill by using IPA based phonetic transcription.

5. Teacher as Controller

Teacher as controller means the teacher should control all students' activities, keep the class conducive, and keep students focus during their learning process. In the classroom, the teacher has to be a controller. It can be either to control students' activity or students' attitude during learning. This role is aimed to minimize the possibility of being unconducive class due to the students or even caused by the negligence of the teacher in supervising every class activity.

In the pronunciation class of AEC, the teacher was the primary focus of students, as the source of materials, and as an inspiration through her knowledge and expertise. However, the teacher still provided students some activities that made students active in the classroom, such as pronunciation practice, transcribing practice and answering teacher's questions. Because of that, the teacher could manage and control students activities based on teacher's orders. Nevertheless, there were circumstances which disturbed students' focus then caused the unconducive class. Such as a time where some students were sleepy, talking to each other

while the teacher explained the learning material, and there were many questions offered by students while the teacher explained the material. To solve these problems, the teacher did some tricks by leading students password, giving an instruction to be silent by saying “Hallo, are you with me?”, “be quite please!”, “keep your attention please!”, “*adek-adek perhatikan ya biar cepat faham, ok!*” and asked students to ask later after the teacher’s explanation.

6. Teacher as Resource

Generally, a teacher was known as someone who teach and transfer his or her knowledge to students. Someone called as a teacher when he or she teaches a certain material or even has been admitted as an expertise of knowledge. Because of this, the teacher was as a resource of material. Even so, the teacher does not eliminate the book position as the main source of knowledge, but teacher is an important part of transferring information from the book to students.

Based on the observation result, the teacher was found as a fully resource of material in learning pronunciation by using phonetic transcription method based on IPA. In almost all the classroom activities, the teacher became the source of lessons, the source of answers to students’ questions, and also as a source of correcting students’ pronunciation errors. But,

the researcher also found the teacher referred to the *Oxford Learner's Pocket Dictionary* three times to ensure herself about the transcription of the word “glamour” (/’glæmə/), “spinach” (/’spɪnɪdʒ/) and “flower” (/’flaʊə/). In conclusion, the teacher was almost entirely as resource of learning who has prepared the needed materials through several books that have been determined to be the main reference.

7. Teacher as Model

Teacher as a role model is a person who always inspires and encourages students to strive for greatness, live with full potential, and students think the best. In the pronunciation class of Aphrodite English Club (AEC), the teacher was a model when she taught how to pronounce phonetic symbols and how to transcribe correctly. When the teacher started to pronounce the certain sound, students were asked to repeat her in order to directly practice pronouncing the word well. As an example, the conversation between teacher and students was recorded as following:

Teacher : just repeat after me! /θ/ (pronounced by teacher)

Students : /θ/ (pronounced by students)

Teacher : Once more! /θ/

Students : /θ/ (pronounced by students)

Teacher : To produce the correct sound of this symbol, you can put your tongue

*between your upper and lower teeth.
Letakkan lidah kasian diantara gigi atas
dan gigi bawah kalian! Then try to say
/θ/!*

Students : Iya Mrs. (students start to practice)

Teacher : ok good!

*Teacher : Please look at here! (Teacher wrote the
word "bath" and its transcription
/bʌθ/). Can you practice writing?*

*Students : ok Mrs. (Students started to transcribe
the word "bath")*

*Teacher : (Teacher surrounded the class to check
students' transcription)*

(Observation on Monday, 08th of March, 2021. Transcribed)

In addition, the teacher was also played a role as a model when she added an additional information related to the classification of "American T". The teacher taught and explained four types of "American T" and then guided students how to pronounce each of them. The "American T" are resumed by teacher in below table.

Table 4.6 The American T Written by Teacher

American T	Roles
T is "T"	a. At the beginning of word b. In the middle of word "primary stress" c. Replace "ed" in past tense preceded by "Vlc" d. In "CT, TS, TR, FT, PT,

	and NT”
T is Soft “d/r”	a. In the middle of word in weak stress
T is “Held”	a. In the end of word b. In (T + consonant, except Y) c. Before N in – “tain” and – ten endings d. In syllabic “N”
T is “Silent/Mute”	a. After N with Lax vowels

8. Teacher as Motivator

Every teacher expects students to actively participate during learning. The teacher tries his or her best by motivating and making some suggestions about how students may proceed in the class activity. This is the responsibility of the teacher being a motivator in the class.

The pronunciation teacher also realized and took a role as a prompter. When the teacher found students lost their thread or became unsure how to proceed, the teacher directly motivated students in a supportive way. For example, there was a situation where fellow students were both arguing who was the right and the wrong one. Here is the conversation that was recorded by the researcher:

Teacher : Please calm down everybody! Yuk tenang dulu, dan pay your attention to me! (Teacher tried to take an action while students were quite busy).

Students : Karna kita semangat, makanya kita sangat antusias untuk mengikuti kelas ini Mrs. (One student whose name is Firoh said)

Teacher : Ok then, I really like your spirit! Ini membuktikan bahwa kalian memiliki keinginan besar untuk memahami pelajaran ini. Terlebih lagi untuk mampu pronouncing English sounds like a native speakers. Good job everybody! Because your spirit, your enthusiast, and your action today determine your learning success in the future. Do you get it?

Students : Yes Mrs. (Students answered together)

(Observation on Thursday, 11th of March, 2021. Transcribed)

f. The Role of Students

The teaching and learning process will be effective, attractive, and even more conducive when the activities are centered on students' needs and covers their interests. To reach the goal of the class, teachers should really prepare themselves in terms of the instructional material, media, and approaches that will be used during the class. So then, students will have a role and participate actively within their learning process. The overall success of learning depends upon what roles the students play.

There were some roles of students that have been identified by the researcher:

2. Students as Participant

Students as participant means students take part and are involved in all the classroom activities. Simply, students show their active behavior and do not only keep silent during the class. Nevertheless, they are forbidden to act carelessly and should be in line with the teacher's rules that have been set prior the class.

Based on the observation, the researcher noticed that students were mostly class participants. In two meetings, the researcher found students acted based on teacher's instructions. For examples, students only kept silent and listened carefully to the teacher's explanation. On the other hand, they enthusiastically pronounced and repeated the teacher's pronunciation related to the English phonetic symbols. Moreover, students obeyed all teacher instruction to fully join the class and complete two types of assessment (fill in the blank column and pronunciation practice) given at the end of the class. Overall, the researcher concluded that the students were not passive participants because they joined the class activities well based on their obligation as students.

3. Student as Pair Group

Students as Pair group is one of collaborative techniques that is usually formed by the teacher to complete the task. This role is helpful for students to build an active communication with their partners, changes the pace of the lesson or understanding, and provides a sense of achievement when reaching a team goal.

Students at the pronunciation class of AEC played this role based on the teacher's instruction to complete the first assessment. The first assessment was fill in the blank column which required students to fill the column by writing the phonetic transcription of ten words. Before the worksheets were given, students were allowed to work together with their friends next to them in looking up the word transcription within Mini Oxford dictionary. But they had to write their own answers independently. Here is the teacher's instruction toward students to form the pair group that was recorded by the researcher:

Teacher : Now, it is time for you to do your exercise. What you need to do here is to fill the blank column with the transcription. I have provided ten words here, then you can write these transcriptions in this column (teacher showed the worksheet in front of the

class while she explained what students need to do). One more information, you may open your Mini Oxford Dictionary together with your friend next to you. Any questions so far?

Students : Nothing Mrs.

Teacher : Once more, Kalian boleh membuka kamus bareng kelompok kalian, tapi kalian harus menulisnya sendiri-sendiri ya!

Students : Of course Mrs.

Teacher : I will give you twenty minutes to do the task and good luck everyone!

Students : Thank you Mrs.

Observation on Monday, 11th of March, 2021. Transcribed)

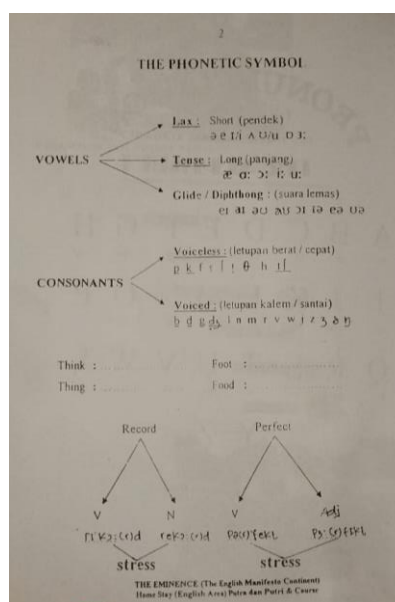
g. The Role of Instructional Material

The instructional material refers to either human or non-human materials and all facilities that are used to facilitate, encourage, improve, and even promote teaching and learning activities. On one hand, they are any resources that are organized and involved during the process of instruction. Through the classroom observation that was conducted on eighth and eleventh of March 2021, the researcher found three types of instructional printed materials used by the teacher in teaching pronunciation, they were textbook (Pronunciation 1 and Pronunciation 2 written by Mr. Dino Suryo, by Eminence English course, Pare), and *Oxford Learner's Pocket Dictionary*. These materials were used

only in some parts of teaching, furthermore, the teacher explained the material based on her own knowledge independently. The role each these instructional materials will be explained as follow:

1. A Source for the classification of phonetic symbols

Before guiding students to pronounce each phonetic symbols, the teacher firstly told them its classification. A majority of teachers divided phonetic symbols only into consonants and vowels. However, the pronunciation teacher of Aphrodite English Club (AEC) provided more detail classification based on her printed resource entitled “Pronunciation 1”. The teacher assumed that students should be able to know and understand the sound of all phonetic symbols based on their classifications. For example, on page 2, vowels were classified into lax, such as the symbol ə, ʌ, e, ɪ, ɜ, ɒ, and ʊ. So, all these symbols should be pronounced in a short way. Another example was also taken from the page 2 about consonants sounds that were classified into voice, such as the symbols p, k, t, tʃ, and θ. In accordance with the applicable regulation of pronunciation, these symbols should be pronounced without any or low vibration. The resource of the classification of both vowels and consonants was documented by the researcher as below picture.



**Figure 4.7 The Instructional Material of the
Classification of Phonetic Symbols**

(Source from Pronunciation 1, 08-03-2021)

2. A source of the classification of American T

Other printed instructional material used by the teacher was “Pronunciation 2” by Mr. Dino Suryo, Pare. This textbook was used to provide students an additional information about the classification of “American T”. Based on the observation, the researcher found that all students at pronunciation class of Aphrodite English Club (AEC) participated actively to understand this material. They listened to the teacher’s explanation and repeated every teacher’s pronunciation in uttering all four types of American T, they are “T is T, T is held, T is soft, and T is Silent.” The source of this material was taken from page 14 and 15 as below picture.

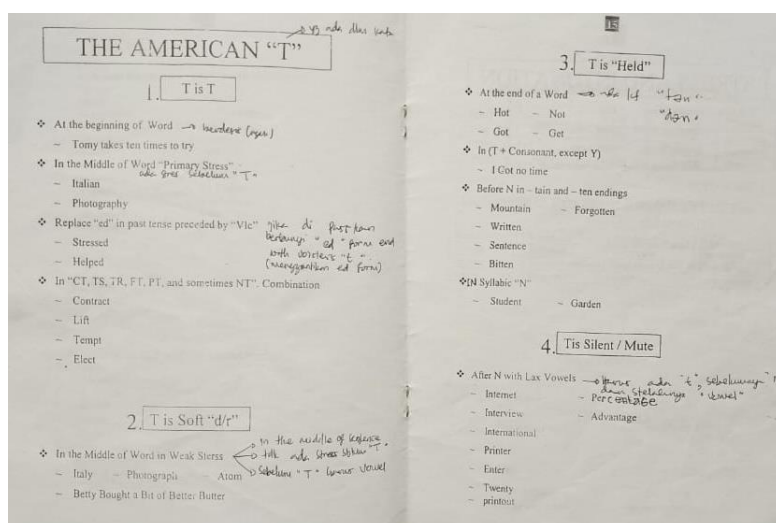


Figure 4.8 The Instructional Material of the Classification of American T
(Source from Pronunciation 2, 08-03-2021)

3. A reference source for students

Oxford Learner's Pocket Dictionary was reference source that was used by students to complete *fill in the blank column* assessment given by the teacher. The pronunciation students were freely allowed to open the dictionary within the allotted time period, which was twenty minutes. According to the researcher, the allotted time was quite enough to complete the tasks as the students commonly used the dictionary so that they could easily find the transcription of words they were looking for. Therefore, the *Oxford Learner's Pocket Dictionary* was very helpful for students to give their answers and write ten transcriptions of ten words correctly.

4.1.2. The Teacher's Perspective in Implementing IPA based Phonetic Transcription

The second section presents the data findings related to the teacher's perspective particularly opinion and experience of teacher in implementing IPA based phonetic transcription at pronunciation class of AEC. The data were obtained through conducting semi structured interview of the pronunciation teacher that was held on Friday twelfth of March 2021. However, before providing these findings, the researcher firstly presented the detail profile of teacher. The teacher's profile is important to know as she was a participant of this study.

a. The Teacher's Profile

Fina Fifitrotin is the pronunciation teacher who has been teaching in Aphrodite English Club (AEC) for four years. Formerly, she was member of AEC who broadened her English skills particularly speaking, pronunciation, and grammar during five years. Due to her preference to English language, she then continued her bachelor degree and took English education program at Malang State University. As a bachelor of English language education, she was asked to teach pronunciation and speaking by the supervisors of AEC. But, she was just willing to teach pronunciation.

In 2018, Fina began to teach pronunciation to EFL students. As being the pronunciation teacher, she toughly endeavored to teach students properly by attending some workshops or training. Several workshops she has joined are the workshop on how to build fun English class, how to create a good lesson plan, how to be arrange the good instructional material, etc. As a result, she assumed that teachers could not stop learning and should be able to adapt with any kinds of problems they faced in the teaching and learning process.

b. Teacher's Opinion on IPA based Phonetic Transcription

IPA based phonetic transcription was one of teaching system that was used by the pronunciation teacher to teach pronunciation for EFL students at AEC. This leaning system facilitated students to learn pronunciation by introducing phonetic symbols as the basic material for transcription, so that students could be able to have correct pronunciation.

Phonetic transcription method was applied since 2018 and up to now. According to the teacher's opinion, this was an effective method instead of *repeat after me* method which was applied during three meetings, but it was considered less effective to increase students' pronunciation skill at pronunciation class of Aphrodite English Club (AEC). The teacher then realized to change the method for several reasons,

such as students were less encouraged, students seemed to depend on the teacher, less attractive, and only focus to the pronunciation of words. Therefore, she started to apply phonetic transcription method based on IPA to teach pronunciation. Based on the interview, the researcher has transcribed the teacher's answer as below.

“At first, I have used repeat after me method to teach pronunciation for students and it lasts for only three meetings. When I realized that students fully depend on me, so I endeavor to find the effective method that involve students during their pronunciation class. And finally, this is the method, phonetic transcription method. And during its implementation since yesterday I found students are encouraged and motivated. So proud to have students like them!”

(Interview on Monday, 11th of March, 2021. Transcribed)

Based on the class situation and condition that was located in Annuqayah Islamic boarding school-Madura in which prohibited to involve many technologies, IPA based phonetic transcription was chosen to be the permanent pronunciation learning system for four years, but with the different generation of students. This was the right decision where phonetic transcription originally did not need many technologies in its implementation and could match students' needs from the first generation (pronunciation students of 2018) until the fourth

generation (pronunciation students of 2021) of students. The teacher assumed that students were motivated to join the pronunciation class activities although each generation of students found that this method firstly seemed difficult with phonetic symbols, particularly pronunciation students of the fourth generation. This was proven when they directly proposed some questions regarding to difficulties they faced during their pronunciation learning.

c. Teacher's Experience on Teaching Pronunciation by Using IPA based Phonetic Transcription

Teaching pronunciation for EFL students at pronunciation class of AEC, especially students of the fourth generation was quite challenging because the majority of them were fresh students of Aphrodite English Club. It means, they have just learnt and improved their English, particularly pronunciation by using phonetic transcription method. Nevertheless, the teacher has developed three main stages to present the materials so that students could easily understand what was delivered by the teacher. Based on the interview result, here are the structured stages that were arranged by the teacher;

1. Pre-introductory Stage

Most fresh students thought that it was their first opportunity to learn pronunciation by using phonetic transcription method based on IPA. It caused the teacher to

start the explanation from the basic discussion. What the teacher firstly told students was related to the definition of *phonetic* and *transcription*. But the teacher argued that she simplified the definition of both based on her own words without any theoretical definitions.

2. Introductory Stage of IPA

Introductory stage was the time when students were first introduced to phonetic symbols or set of symbols. In this stage, the teacher distributed a sheet of paper that contained IPA symbols and handled this stage with care. This was because the unfamiliar character of each phonetic symbols could rise to skepticism, indifference, and even hostility among students. Therefore, the teacher stated that it is her responsibility to build an early confidence in the use and the sound of each phonetic symbols.

3. Post-introductory Stage

The last stage was post introductory stage or the time for students to consolidate their knowledge of phonetic symbols that were used as the basis for different activities and tasks in class. It could be assumed the object of this stage was pronunciation and transcription practices as any instance of spoken or visual language of students. To facilitate their practices, the teacher allowed students to use the *Oxford*

Learner's Pocket Dictionary as needed, except in completing the assessment that had a limited time to use. During exercise activity, the teacher structured strategies of using phonetic transcription within their exercises such as below;

- a) Gave students phonemic transcription of key vocabulary items.
- b) Made students look up new words within *Oxford Learner's Pocket Dictionary* to check the transcription.
- c) Challenged students by using assessment from the basic assessment tools (fill in the blank column) to the the advance level (pronouncing the transcription of sentence).

Overall, the teacher then concluded that three stages of (pre-introductory stage, introductory stage, and post-introductory stage) were helpful for students to join and participate in the class activities. Therefore, students could build their confidences and then start to accustom themselves with the phonetic symbols and transcription based on IPA.

d. Advantages of Implementing IPA based Phonetic Transcription to Teach Pronunciation

In the implementation of IPA based phonetic transcription for the fourth-generation students at pronunciation class, the teacher has identified some benefits to correct students' pronunciation, such as following:

1. Phonetic transcription clearly represents English sound that students have heard or wrote, because one symbol contains one sound.
2. Phonetic transcription shows students the correct pronunciation of a word, phrase, or even sentence, because the transcription also represents the standard pronunciation, independent and regional accent of students.
3. Phonetic transcription can be used to analyze and recognize the particular sound of English
4. Phonetic transcription could diagnose students' pronunciation errors by the symbol of each sound and the visual transcription writing.
5. Phonetic transcription did not consume so much time, due to students have recognized and knew the visual precise transcription of either word, phrase, or sentence. Thus, the teacher only instructed students to pronounce and corrected their errors by the transcription.
6. Phonetic transcription can be practiced in both oral (producing the sound of symbols) and written (transcribing of word or sentence) activities.

Based on the advantages of using phonetic transcription method described above, the teacher concluded that phonetic transcription was an effective method to be implemented in

teaching and improve students' pronunciation skills, particularly at pronunciation class of Aphrodite English Club (AEC). So hopefully, students would be able to produce the correct sound of English using their own precise pronunciation.

4.1.3. The Student's Perspectives toward the Implementation of IPA based Phonetic Transcription

In this third section, the researcher presents the result of conducting structured interview toward EFL students of pronunciation class at Aphrodite English Club (AEC) who learnt pronunciation by using phonetic transcription method based on IPA. The data were obtained through interviewing ten selected students (33% of pronunciation students) as the representatives of thirty students to know how their perspectives are related to the method that was applied by the teacher in their pronunciation class. In order to obtain the necessary data, the researcher provided five questions that should be answered by each student consisted of students' learning motivation (1st question), teacher's effective approach (2rd question), class activities that motivate students' learning (3rd question), student's perspectives on the use of technology, number of students and language use (4th question), and students' suggestions for teacher in their further class (5th question) as the last question. Before providing the interview result, the researcher presents the background of all interviews in below table.

Table 4.9 The Background of Ten Selected Interviewees

No.	Name	Status of Students	
		As Pronunciation Students	The Order of Interviewee
1.	Lu'luah	Old member	1 st
2.	Ifatul Hasanah	Fresh member	2 nd
3.	Wardatul Jannah	Fresh member	3 rd
4.	Imelda Hasanah	Fresh member	4 th
5.	Kakhoirina	Fresh member	5 th
6.	Siti Karimah	Fresh member	6 th
7.	Linatul Jannah	Fresh member	7 th
8.	Fina Salsabila	Fresh member	8 th
9.	Ighfira Mindzalika	Old member	9 th
10.	Siska Damayanti	Old member	10 th

The table of the students' background above showed a majority of pronunciation students were fresh students. In other words, it was their first time to learn pronunciation by using phonetic transcription method based on IPA. Therefore, the researcher aimed to find out their perspectives toward phonetic transcription method by giving five structured questions. The interview result will be presented in detail based on each question as below:

a. Students' Motivation in Learning Pronunciation

The main focus in this part is to describe the motivational structure of each pronunciation student in their class at AEC, as it

was emerged for a long-term study. Finally, the researcher considered the general implication of the interview results for further development of motivation in the pronunciation construct. With regard to motivation in pronunciation learning, the researcher found several perspectives of pronunciation students.

From ten interviewees, the researcher has found several reasons regarding motivation to learn pronunciation. The 1st, 2nd, 3rd, 4th, 7th and 8th interviewees had the same two factors why they were motivated to learn and improve their pronunciation. Firstly, English is their favorite subject, therefore they like to learn everything related to English, particularly pronunciation as the fundamental skill in communication. Secondly, English native speakers were students' motivators to improve their pronunciation. This perception came out due to their hobby to watch western movies. Moreover, the interviewees have met two different natives before and have communicated using English language. Since then, they obligated themselves to never stop learning pronunciation in order to produce the correct sound like their motivators.

Meanwhile, the 5rd, 6th, and the 9th interviewees proposed the same reasons why they chose pronunciation skill to be learnt at Aphrodite English Club (AEC). They all admitted that pronunciation was an important skill to acquire because it was the first thing other people will pick up on during conversation.

Moreover, misconception among the speaker and listener might arise when anyone produce incorrect sound during speaking. Thus, being realized toward the importance of pronunciation in communication motivated the 5th, 6th, and the 9th interviewees to always broaden their pronunciation skill.

Apart from nine students above, the 10th interviewee had a different factor that motivated her learning pronunciation. According to her, pronunciation needed to be learnt in order to understand what message conveyed within other people speaking. She believed that misunderstanding in the communication occurred when the listener could not understand what was exactly meant by the speaker. In conclusion, the interviewee was motivated to learn pronunciation because of the common error that occurred in the conversation, such as misunderstanding of the listener. This data was obtained through the student's answer during interview transcribed below.

“So, I am motivated to learn and improve my pronunciation because of I found many people misunderstood in their English communication. If some days I have good pronunciation, I will not misunderstand other's speaking to me or I can diagnose their errors”

(Interview on Monday, 11th of March, 2021. Transcribed)

In conclusion toward the results of students' motivation above, there were two factors that motivated students learning pronunciation, they were internal factors (students' preference

toward English, students' hobby, and students' perception toward pronunciation) and external factors (native speakers and common errors occur in communication). Thus, these factors could encourage students to learning pronunciation enthusiastically.

b. Students' Perspectives on Teacher's Teaching Approach

As a way of looking at teaching and learning, an approach is badly needed to be chosen wisely by the teacher. The teacher should be able to use the specific approach that could motivate and help students to learn pronunciation by using phonetic transcription method based on IPA. In regard to the teacher's approaches that helped students during learning, the researcher explored the perspectives of students such as below.

There were four interviewees, the 1st, 2nd, 4th, and 6th that have similar perspectives about the teacher's approach during teaching. According to them, the teacher's exercises in both oral (pronouncing English sounds based transcription) and written (writing phonetic symbol and the transcription of English words) highly helped them as pronunciation learner. They realized the exercises were the best approaches to enhance their pronunciation and transcription skills. Here was the one of the interviewee's answer that was transcribed by the researcher.

"The best approach of teacher during teaching pronunciation by using IPA is when she asked us to practice pronouncing word, phrase or sentence.

Moreover, she also provides us the written exercise. Although it was hard to do, but I believe it benefits us, especially pronunciation and transcription”.

(Interview on Monday, 11th of March, 2021. Transcribed)

The 3rd, 5th, and 7th interviewees stated that teacher’s effort to create a fun pronunciation class was the best approach that encouraged and made students active during learning. For example, checking password, joking, and pronouncing fun tongue twister. Students found these fun activities were the best approach of teacher as it could minimize their boredom during learning. At last, the class activities ran well. To support this result, the researcher has transcribed the answer of the seventh interviewee as the following.

“Honestly, I like when teacher makes an informal class. She usually checks our password, joking with us, and guide us to pronounce new tongue twister. I like this approach, because we learn at the rest time. So, if teacher does not provide a fun approach, we will easily get bored”.

(Interview on Monday, 11th of March, 2021. Transcribed)

The rest of the interviewees were the 8th, 9th, and 10th that have different perspectives. They preferred when the teacher gave lots of explanation about phonetic transcription. In other words, students were enthusiastic to be given knowledge by the teacher because the instructional materials were new material for them. This was the reason why teacher centered was the best approach

according to them. However, in some cases, they realized to be less active during the class by only becoming the participant of the class. The transcription of the eighth interviewee is provided below.

“The best approach that help me during learning pronunciation by using this method is when teacher explains the material. All things she teaches are new for me, therefore it is very interesting. But I often keep silent during her explanation”.

(Interview on Monday, 11th of March, 2021. Transcribed)

Based on all interviewees' answers, the researcher concluded that the teacher's approach has an important role to help students as pronunciation learner, moreover to guide their learning process. With the different perspectives and expectations of students, the teacher should be able to meet every student's need.

c. Students' Perspectives on the Effective Class Activities

The class activity should be arranged well prior to class because it is the exact tool to reach the goal of the day class. But sometimes, the class activity did not really fulfil students' needs. Therefore, the researcher aimed to find out what the class activities students thought were effective that were applied in learning pronunciation class by using IPA based phonetic transcription. The students' answers were collected as follows.

1. Ice breaking

Ice breaking was a fun designed activity to welcome pronunciation students and warmed up students in the class. The ice breaker was checking students' password that was led by teacher or and students. This activity was considered effective by some interviewees (1st, 3rd, and 6th) to encourage students' learning. Consequently, the teacher did this activity more than three times in each meeting.

2. Problem based learning

Problem based learning was one of pronunciation class activities that aimed to enhance students' pronunciation by using IPA based phonetic transcription. This activity was well designed by the teacher within the class that require students to diagnose which were the *correct* and the *wrong* pronunciations produced by the teacher. According to some interviewees (2nd and 5th), the implementation of this activity was effective because the teacher could manage it well.

3. Oral practice

The oral practice was the students' responsibility to pronounce both English orthographies and transcription of words and sentences. The 4th, 7th, 8th, 9th and 10th interviewees admitted that this was the most effective activity to improve students' pronunciation skill. According to them, oral practice

was the key to acquire the correct pronunciation. Finally, the goal of pronunciation teaching and learning could be achieved based on what was expected by the teacher.

4. Written practice

The two interviewees (9th and 10th) added that the effective class activity was when the teacher required students to do lots of written practice, in terms of writing each phonetic symbol and transcribing word or sentence. The main reason was because the phonetic transcription method closely related to writing activities which enhance students' pronunciation skill.

To sum up, the researcher has obtained the necessary data about the effective class activities according to perspectives of interviewees; they were ice breaking activity, problem-based learning, and oral and written practices. Thus, these activities could enable the teacher to motivate, help, engage, and encourage students during their pronunciation learning by using phonetic transcription method based on IPA.

d. Students' Perspectives on the Use of Technology, Situation of Class Size, and the Use of Language

The majority of people thought that technology, the class situation, and teacher's class management were very important to support the teaching and learning process. These things highly facilitated and matched students' needs during learning

pronunciation class. Therefore, the researcher aimed to explore students perspectives related to integrated technology in class, the situation of class size, and the language used by the teacher during teaching that helped them as pronunciation students. By conducting the structured interview, the researcher has obtained the perspectives of students as described in the following section.

1. The Use of Modern Technology in Pronunciation Class

All ten selected students were admitted that technology was exactly needed to learn and improve pronunciation. However, the modern technology integration was not always needed in the pronunciation class as long as the teacher applied certain technique and method. This perspective was based on students' pronunciation class condition that was located in Annuqayah Islamic boarding School as the location where technologies were not allowed to be involved. Even so, this was not a concern for both the teacher and students by implementing phonetic transcription method based on IPA.

Without the integration of modern technology, they assumed that the teacher could handle students and manage the class activities through classroom techniques, teaching approaches, and exercises which mostly involve *Oxford Learner's Pocket Dictionary*. As proof, the researcher transcribed one of students' quotes as below.

“We need technology, but it was for learning speaking. In our class, teacher can explain and engage students without using any technologies. This is happened because she applied phonetic transcription method in which does need any modern technologies in its implementation. But we enjoy the class”.

(Interview on Monday, 11th of March, 2021. Transcribed)

2. The Situation of Class Size

According to all ten interviewees, the pronunciation class was uncondusive because of the large numbers of students in class. This caused the teacher difficult to monitor and check each student’s pronunciation, unless the teacher went around the class, but it consumed so much time. Therefore, students preferred a smaller class that consisted about fifteen students. Meanwhile, a student’s answer was transcribed as below.

“Sometime, I felt ignored by teacher. But then I realize myself that teacher never intends to do this. The problem is because of there are thirty students that should be taught by teacher. What can I do? The pronunciation learners are too much in this year because many students registered”.

(Interview on Monday, 11th of March, 2021. Transcribed)

In conclusion, this problem came up due to many students were interested to learn and improve their pronunciation at Aphrodite English Club. Meanwhile, the supervisor of AEC had

only one pronunciation teacher who was considered capable to teach and improve students' pronunciation skill by using IPA based phonetic transcription.

3. The Use of Teacher's Language in Class

Language is as a tool of communication. It determines the successful communication among speaker and listener. In teaching pronunciation by using phonetic transcription, the teacher often used English language either to communicate with students or to explain the material. In this part, the researcher aimed to find out students perspectives toward the use of the teacher's language during teaching and learning pronunciation. Through the interview, ten selected students expressed a positive attitude regarding the teacher's language. They believe it would make them easier to speak English with the right pronunciation that was taught by the teacher through her speaking. One of the student's answer was transcribed as below.

"I like the way teacher deliver the material to us. She accustoms us with English she produces. It is such an external motivation for me especially to never stop learning pronunciation, because I realize she has a good pronunciation".

(Interview on Monday, 11th of March, 2021. Transcribed)

To sum up, the researcher found that students still have their good perspectives although they faced some challenges in their pronunciation learning activities. In regard to the limitation of

using technology, large class size, and the language use by the teacher did not prevent students to eagerly learn and improve their pronunciation skill through learning pronunciation by using phonetic transcription method that was applied by the teacher.

4.2. The Discussion of the Findings

In this discussion session, the researcher discusses about the overall results of the study that relates to the phonetic transcription method that is used to teach pronunciation. There are three research questions proposed in this study and this discussion focuses on the findings of these formulated research questions. The first discussion relates to the implementation of IPA based phonetic transcription in teaching pronunciation. The second discussion focuses on the pronunciation teacher's perspective in applying IPA based phonetic transcription. Meanwhile, the third discussion focuses on students' perspectives toward the implementation of IPA based phonetic transcription in their pronunciation class.

IPA based phonetic transcription is pronunciation learning system that is applied by teacher to teach pronunciation for EFL students at AEC. Widyananda (2018) stated that phonetic transcription is writing down a spoken utterance using a suitable set of symbols. The aim of implementing this learning system is to correct students' English pronunciation by taking advantage of phonetic symbols within a word, phrase, and even a sentence. IPA based phonetic transcription is an appropriate learning system for

teaching pronunciation because it presents the actual sounds by transcribing the pronunciation of words (Wells, 2018). In its implementation, the teacher focuses to discuss the segmental features (consonants and vowels) as the pronunciation materials for students. This feature is a unit of sound that helps students having a correct pronunciation (Ma'lah, 2016) and has been transcribed broadly by the teacher (Hasselwood, 2013). Regarding to this pronunciation learning system, students responded differently. Some of them were only kept silent and some of them were being active participation. However, they acted based on the teacher's rules and instructions. During the classroom observation, several problems were found by teacher, they are poor foundation of phonetic symbols, lack of equipment, and imitation of peers. In this situation, the teacher should endeavor to solve these problem in order to succeed the teaching and learning process.

In order to facilitate students' learning, the teacher has used certain classroom techniques. The suitable classroom techniques are Teacher Centered Learning (stage of pre-introduction to symbols), addressing mistakes and modelling (stage of introduction to symbols), and assessment (stage of post-introductory to symbols). Thus, the teacher facilitates students pronunciation learning based on her role as a pronunciation teacher (Arimilli, M. & Kokkirigadda, W., 2016).

The role of pronunciation teacher is highly needed to help students' pronunciation learning and understanding. During the implementation of

phonetic transcription, the teacher functions in the fulfillment of teaching and learning activities, coaching over learning, as an organizer, as controller of all the class activities and motivator of students. Besides, students also play with their own roles as a participant and member of a pair group. Both the role of teacher and students are important in the delivery of the instructional materials the teacher provided. Therefore, the implementation of IPA based broad phonetic transcription helps students to have correct pronunciation as the goal of the class.

Implementing IPA based phonetic transcription in pronunciation class of Aphrodite English Club is the precious chance for teacher because this pronunciation learning system enable students to learn pronunciation easily. In an attempt to succeed the teaching and improving students' pronunciation by using broad phonetic transcription, the teacher considers some teaching stages. According to Jose (2005), there are three stages to exploit phonetic transcription in the foreign language classroom, they are (1) pre-introductory stage (2) introductory stage and (3) post-introductory stage. In this case, the pronunciation teacher of Aphrodite English Club (AEC) has considered these stages during teaching the students who have just learnt pronunciation by phonetic symbols. These stages are used to avoid the possibility of difficulty in understanding the instructional material. Therefore, the teacher was selective about the sound or symbols that studied in each stage. This is in accordance with what Kelly (2002) stated that the teacher should not introduce students all phonetic symbols at once. In

conclusion, teacher's actions in implementing the phonetic transcription method is in line with one of the principles of three introductory stages stated by Kelly (2002).

Regarding to teacher's experience and expertise in implementing IPA based phonetic transcription, there are several perspectives of students that should be taken into account. Majority of ten students have positive perspectives toward the implementation of IPA based phonetic transcription in their pronunciation class.

Firstly, students are motivated to learn pronunciation by having both external (to have like English native speaker's speech sound, and to understand other people speaking) and internal (students' preference of English, students' hobby and students' consideration toward the importance of pronunciation) factors. Secondly, some of teacher's approaches are thought as the best approaches that help students as a learner. Most of ten interviewees think that these approaches (oral and written practices, checking password, joking, pronouncing fun tongue twister, and providing lots of explanations) help them enjoy the pronunciation learning by using IPA based phonetic transcription well. Thirdly, the students' interview result indicates that students are encouraged, motivated, and engaged to learn pronunciation by using IPA based phonetic transcription when teacher provides an ice breaking, problem based learning, oral and written practices activities in their class. These activities are considered as the effective class

activities that support students to learn the correct pronunciation of words or sentences.

At last, this study also explores students' perspectives about modern technology, situation of class size, and the use of English language. Regarding to the use of technology, most of ten students agree that technology is needed in the language learning process. However, it does not prevent students' motivation to learn pronunciation. The main reason is because teacher can manage the class activities by using proper techniques then taking an advantage of *Oxford Learner's Pocket Dictionary* as a tool of transcription. This dictionary helps students to learn pronunciation and have their consistent transcriptions. In vice versa to the use of technology, students give their negative perspectives dealing with the situation of their class size. Most of students consider their class consists of too many students in which cause an uncondusive class. Finally, students prefer to have the smaller class that consists about fifteen students. Furthermore, students have positive perspectives and attitude toward the use of English language that is used by teacher during teaching. Students assume that English language that is used by teacher helps students improve their speaking, moreover to learn pronunciation by using IPA based phonetic transcription.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion of the findings and some suggestions that relate to the result of analysis. This chapter is divided into two sections. The first part presents the conclusion to summarize the findings. The second part presents suggestions to all readers, particularly pronunciation students and at Aphrodite English Club (AEC), and those who are interested in conducting a study about IPA based phonetic transcription.

5.1. Conclusion

This study shows the implementation of IPA based phonetic transcription in teaching pronunciation for EFL students at Aphrodite English Club (AEC). The findings are based on three formulated research questions. The first research question relates to the implementation of phonetic transcription based on IPA. The second research question focuses on the teacher's perspective during teaching pronunciation by using phonetic transcription, and the third research question focuses to explore students' perspectives toward phonetic transcription method that was applied in their pronunciation learning.

The first research question is answered based on the class observation related to the implementation of IPA based phonetic transcription. In teaching pronunciation by using phonetic transcription, teacher has involved vowels and consonants symbols as the main material for students. These materials

Were based on the textbook (Pronunciation I and Pronunciation 2) chosen by teacher. In regard to students pronunciation learning system, teacher found that students obeyed all the teacher's instruction and acted based on their portion as students. However, the researcher found several problems during pronunciation teaching, they are poor foundation of phonetic symbols, lack of equipment, and imitation peer. Thus indicated that the teacher should toughly endeavor to facilitate students' needs to succeed the teaching and learning process. In the implementation of IPA based phonetic transcription, the teacher used several techniques, they are teacher-led classroom (to introduce and explain phonetic symbols and transcription), addressing mistakes (to test students' understanding about the sounds of each phonetic symbols), modelling (to guide students practice pronunciation by broad phonetic transcription), providing feedback (to motivate student to learn pronunciation and transcription), and assessment for enhancing and evaluating students' understanding toward phonetic symbols and transcription. The materials of pronunciation by using phonetic transcription are delivered based on the teacher's role (coach, organizer, controller, resource, model, and motivator) within the class activities. Therefore, the various techniques and roles of teacher facilitate students' learning pronunciation correctly, moreover to help students having correct sounds of English.

The second research question relates to the teacher's perspective in applying IPA based phonetic transcription to teach pronunciation. The necessary data are obtained through semi structured interview of the

pronunciation teacher in answering three questions created by the researcher. According to the teacher's opinion, phonetic transcription is a proper learning system to teach pronunciation particularly for students of Aphrodite English Club. Although in its implementation, the teacher faced challenges some problems such as all students are fresh students. But this problems has been overcome by creating three stages of introductory (pre introductory stage, introductory stage and post introductory stage) that facilitate students' pronunciation learning. Therefore, the goal of producing students with good pronunciation ability can be achieved.

The third research question is aimed to explore students' perspectives toward implementation of IPA based phonetic transcription in their pronunciation class. Based on some formulated questions in the structured interview, the students gave their positive perspectives in regard to the teacher's best approach, effective class activities, and the limited access toward modern technology, large numbers of students, and the use of language by teacher during the class. However, these factors did not prevent students to be active class participants. Students are still motivated to learn pronunciation by phonetic transcription method based on IPA.

In conclusion, phonetic transcription method is regarded as useful and an easier method to learn pronunciation than *repeat after me* method as the old method used by teacher. This assumption is based on several students that have experienced IPA based phonetic transcription in their pronunciation learning.

5.2. Suggestions

Based on the conclusion, the researcher aims to propose some suggestions as follows:

5.2.1. For pronunciation teacher of Aphrodite English Club (AEC)

- a. It is better for teacher to provide an attractive teaching technique and minimize the lecturing technique in explaining the materials.
- b. It is better for teacher to regulate the use of dictionary based on the students' needs.
- c. Teacher is expected to create a smaller class for better class condition in the future.

5.2.2. To pronunciation students of Aphrodite English Club (AEC)

- a. Students are recommended to know each sound of phonetic symbols or set of symbols.
- b. Students are expected to do lots of exercise (oral and written) without always depending on teacher's instruction.
- c. Students are expected to obey teacher's instruction in class

5.2.3. For further research

As this study focuses on the implementation of phonetic transcription method based on IPA in teaching pronunciation, the researcher in this occasion provides suggestions for further researchers to be able to discuss phonetic transcription method with different focus and perspectives, either in terms of the use of phonetic symbols

in language learning, advantage or disadvantage of using IPA, and etc.

The researcher also hopes that this research can benefit all readers and other researchers related to the certain method that can be used by teacher in pronunciation learning, especially those related to the study phonetic transcription based on IPA. As far as the researcher observes, currently there are not many studies of phonetic symbols or IPA. In addition, the researcher also hopes that readers can take advantage of the lessons learned from this research.

Finally, as the researcher is an imperfect human, therefore, the critics and suggestions can be received wisely to make this study better. Besides, the researcher hopes that this research can provide many advantages and information for readers who are interested in researching IPA based phonetic transcription.

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APPENDIXES

Appendix I Observation Guideline

OBSERVATION GUIDELINE

The observation guideline below as the guidance of the researcher during observing the implementation of phonetic transcription method based on IPA at pronunciation class of Aphrodite English Club. The findings are written based on the real class situation and how teacher applying the method. By this interview guideline (four determined categories), the researcher can obtain the necessary data and add some important notes.

No.	Category	Findings	Notes
1.	Teacher's teaching techniques		
2.	Role of Teacher		
3.	Role of Students		
4.	The role of instructional Material		

Appendix II Interview Guideline

INTERVIEW GUIDELINES

A. Teacher Interview Guideline

The teacher's interview guideline is intended to know what the opinion and experience of the pronunciation teacher during teaching pronunciation by implementing phonetic transcription method based on IPA for students of AEC.

Questions	Follow up probes
5. What is your opinion about phonetic transcription as a method to teach pronunciation?	<ul style="list-style-type: none"> • According to you, is this method effective to improve Aphrodite students' pronunciation skill? • Does this method motivates students to be eagerly learn pronunciation in class?
6. How is your experience during the implementation of phonetic transcription method to teach pronunciation at pronunciation class of AEC?	<ul style="list-style-type: none"> • How is your strategy to apply this method? • What media or tool that is involved during teaching pronunciation? • What materials are involved during teaching pronunciation?
7. What are some advantages and disadvantages of using phonetic transcription method based on IPA in teaching pronunciation?	

B. Students Interview Guideline

The researcher has formulated four questions for ten students as interviewees in order to explore their perspectives related to the implementation of phonetic transcription method based on IPA in their pronunciation class.

1. What motivates you to learn pronunciation?
2. What types of teacher's teaching approaches are effective for you as a learner during learning pronunciation by phonetic transcription?
3. What types of activities do you find the most effective in learning pronunciation by phonetic transcription?
4. What would help you as a pronunciation learner in terms of access to technology, class situation, and language use?

Appendix III The result of the Observation

THE RESULT OF THE OBSERVATION

No.	Category	Findings	Notes
1.	Teacher's teaching techniques	TLC (Teacher Led Classroom)	Introducing phonetic transcription method
		Addressing Mistakes	Teacher write ten random phonetic symbols and their pronunciation (correct and error pronunciation).
		Modelling	Teacher demonstrate students to pronounce the word transcription loudly and write its ordinary spelling.
		Providing feedback	<i>Very good, good job, you do your best, it is good pronunciation.</i>
		Assessment	<ul style="list-style-type: none"> • Fill in the blank column • Pronunciation practice
2.	Role of Teacher	<ul style="list-style-type: none"> • As a coach • As organizer • As controller • As prompter • As resource • As model 	-

3.	Role of Students	<ul style="list-style-type: none">• Participant• Pair group	-
4.	The role of instructional Material	<ul style="list-style-type: none">• A source of phonetic symbol• A source of American T• Reference source of students (Oxford Dictionary)	-

Appendix IV Teacher Interview Transcription

TEACHER'S INTERVIEW TRANSCRIPTION

Teacher's Interview (English)

Subject	:	Pronunciation Teacher
Date	:	March, 11 th 2021
Coding	:	CI (Correspondent)
Description		RS (Interviewer)

RS : Bismillahirrahmanirrahim, Ok Mrs. Fina, firstly I would like to say thank you for your willingness to be interviewed by me

CI : It's okay, no matter Aning as long as I can answer your questions.

RS : Thank you Mrs. I have some questions for you. First question, what is your opinion about phonetic transcription as a method to teach pronunciation?

CI : Phonetic transcription method is exactly the proper method to teach pronunciation. I chose this method because this method firstly introduce the learners the basic knowledge of pronunciation, namely phonetic symbols and IPA. I started to apply this method after I realized that the old method *repeat after me* is less effective to teach students pronunciation, moreover to improve it.

RS : So then, According to you, is this method effective to improve Aphrodite students' pronunciation skill?

CI : At first, I have used repeat after me method to teach pronunciation for students and it lasts for only three meetings. When I realized that students fully depend on me, so I endeavor to find the effective method that involve students during their pronunciation class. And finally this is the

method, phonetic transcription method I think the effective method to teach and improve students' pronunciation.

RS : Does this method motivates students to be eagerly learn pronunciation in class?

CI : Yes, this method motivates them to learn pronunciation. During its implementation since yesterday I found students are encouraged and motivated to join the class activities. So proud to have students like them!

RS : How is your experience during the implementation of phonetic transcription method to teach pronunciation at pronunciation class of AEC?

CI : I enjoy teaching pronunciation by using this method. Even though I realize majority of them are new members of AEC, but overall it challenges me to make their learning easily.

RS : How is your strategy to apply this method?

CI : I have three introductory steps to teach them phonetic symbols, they are pre-introductory, introductory, and post-introductory stage. Pre-introductory is the stage to define the *phonetic* and *transcription*, interlocutory stage is to introduce some phonetic symbols based on IPA, while post-interlocutory for evaluating their pronunciation and transcription ability by giving them some practices. These are my teaching strategy.

RS : Very good strategy Mrs.! And the next question, what media or tool that is involved during teaching pronunciation?

CI : I use Mini Oxford Dictionary. It is suitable to be involved in this class as it is in the Area Islamic Boarding School. Sometimes, I use my handbooks from the *Eminance* English course.

RS : Ok, I see. Next question, what materials are involved during teaching pronunciation?

- CI : I include some materials dealing with symbols, such as phonetic symbols based on IPA, *American T*, and others. When students have understood and able to pronounce correctly, I am sure they will have good English pronunciation.
- RS : Thank you Mrs. Fina for the complete answer. I think you have prepared the all students' needs well. One last question Mrs. Fina, what are some advantages and disadvantages of using phonetic transcription method based on IPA in teaching pronunciation?
- CI : Honestly, I found some benefits in implementing this method, such as it avoids an ambiguity of similar sounds, it shows students the correct pronunciation of word, it affordable with the classroom time, moreover phonetic transcription can diagnose other people miss pronunciation. With these benefits, it motivates me to continue using this method until some years later.
- RS : Great planning Mrs. Thank you so much for your detail answers!
- CI : you are welcome.

*Appendix V Students' Interview transcription***STUDENT'S INTERVIEW TRANSCRIPTION**

Students Interview 1 (English)

Subject	:	1 st interviewee
Date	:	March, 11 th 2021
Coding	:	C1 (Correspondent)
Description		RS (Interviewer)

RS : *Bismillahirrahmanirrahim*. Are you ready to answer my questions?

C1 : Bismillah ready Mrs. Aning.

RS : Great! For the first question, what motivate you to learn pronunciation?

C1 : I was motivated to learn pronunciation because I like English language. So I think I should master English skills, particularly pronunciation.

RS : Okay I see, the second question is what types of teacher's teaching approaches are effective for you as a learner during learning pronunciation by phonetic transcription?

C1 : The best approach of teacher during teaching pronunciation by using IPA is when she asked us to practice pronouncing word, phrase or sentence. Moreover, she also provides us the written exercise. Al though it was hard to do, but I believe it benefits us, especially pronunciation and transcription.

RS : You are correct sister, doing lots of practices improve our pronunciation skill faster than it should be. Next question, what types of activities do you find the most effective in learning pronunciation by phonetic transcription?

- C1 : For me myself, I do not really like the very serious class because it often causes me bored to study in class. From several activities of teacher, I like teacher when she checks our password. By saying our password together, it awakes me from my daydreams and motivates me directly.
- RS : I see sister, the last question is what would help you as a pronunciation learner in terms of access to technology, class situation, and language use?
- C1 : For me, I realize that technology is important to be used in class or even big numbers of students it is okay for me as long as the teacher can handle it. And Alhamdulillah Mrs. Fina can manage the class situation properly.
- RS : So, your answer indicates that you enjoy your pronunciation learning using this method right?
- C1 : Sure Mrs. Aning and I like it.
- RS : Thank you for the complete answer sista!

Students Interview 2 (English)

Subject	:	2 nd interviewee
Date	:	March, 11 th 2021
Coding	:	C2 (Correspondent)
Description		RS (Interviewer)

RS : Good afternoon sista! I have three questions here for you. Can we start now?

C2 : Sure we can

RS : The first question, what motivate you to learn pronunciation?

C2 : I firstly motivated to improve my pronunciation skill when I met and communicate with the native speaker. It such make me confident that I can speak English well like them.

RS : Good start to have that experience sister.

C2 : Thank you Mrs. Aning.

RS : Okay then the second question, what types of teacher's teaching approaches are effective for you as a learner during learning pronunciation by phonetic transcription?

C2 : I like to learn pronunciation with Mrs. Fina because she provides us some practices in both oral and written. These surely improve my pronunciation skill.

RS : I also in one mind with you sister. Ok then we continue to the third question about what types of activities do you find the most effective in learning pronunciation by phonetic transcription?

C2 : I like the activity when teacher pronounces certain word and instructs us to determine which the correct and wrong pronunciation of her are. This activity can enhance my pronunciation skill to know which are the right and the wrong sounds of words.

- RS : okay I get your point, it such problem based learning activity. So, we continue to the next question what would help you as a pronunciation learner in terms of access to technology, class situation, and language use?
- C2 : Okay, I will focus to the use of technology. We need technology, but it was for learning speaking. In our class, teacher can explain and engage students without using any technologies. This is happened because she applied phonetic transcription method in which does need any modern technologies in its implementation. But, we enjoy and the class.
- RS : So you are also enjoy the class. I hope you never stop learning sister!
- C2 : thank you Mrs. Aning!

Students Interview 3 (English)

Subject	:	3 rd interviewee
Date	:	March, 11 th 2021
Coding	:	C3 (Correspondent)
Description	:	RS (Interviewer)

RS : Nice to meet you sister!

C3 : nice to meet you too Mrs.!

RS : okay directly please answer my question! What motivates you to learn pronunciation?

C3 : I have two reasons for this, firstly English is my favorite subject. So I try to learn English well. Secondly, I want to pronounce English with the correct sound like natives. I have heard directly how they speak English, so I will endeavor to learn English well.

RS : Oke the second question, what types of teacher's teaching approaches are effective for you as a learner during learning pronunciation by phonetic transcription?

C3 : Honestly, I like when teacher makes an informal class. She usually check our password, joking with us, and guide us to pronounce new tongue twister. I like this approach, because we learn at the rest time. So if teacher does not provide a fun approach, we will easily get bored.

RS : The third question is what types of activities do you find the most effective in learning pronunciation by phonetic transcription?

C3 : I like the ice breaking time. When teacher orders our friend to lead the password, we have to be spirit again. Checking password is like the thing to take our spirit back and thankfully Mrs. Fina often to order us checking the password.

RS : I think some of your friends before also like the approach. Okay then we continue to the third question, what would help you as a pronunciation

learner in terms of access to technology, class situation, and language use?

C3 : Based on the question I will command the use of language by teacher during teaching. In teaching us, Mrs. Fina always uses English language and according to me it is a good way to tell us the pronunciation of word. At least, we can hear from her the correct pronunciation.

RS : In other word, you do not mind yourself if your teacher uses English during teaching, right?

C3 : Yes, right. I think it is good idea.

Students Interview 4 (English)

Subject	:	4 th interviewee
Date	:	March, 11 th 2021
Coding	:	C4 (Correspondent)
Description		RS (Interviewer)

RS : Ok Sister I have four questions here, can we start directly?

C4 : Yes Mrs.

RS : The first question, what motivates you to learn pronunciation?

C4 : English is my favorite lesson since I was the first class of junior high school. Since then, I decided to enhance my English skill particularly speaking. Therefore, I really want people to understand my speaking through using the correct pronunciation in my speaking. This is my motivation to learn pronunciation.

RS : Okay, the second question is what teacher's teaching approach best helps you as pronunciation learners?

C4 : Doing lots of exercises between oral and written. It will strength my pronunciation skill.

RS : That is the point. The third question is what types of activities do you find the most effective in learning pronunciation by phonetic transcription?

C4 : Dealing with pronunciation, so oral practice is the most effective activities according to me.

RS : Absolutely right sister! And the last question, what would help you as a pronunciation learner in terms of access to technology, class situation, and language use? You can choose between these three focus to be answered or commanded by you!

C4 : Sometime, I felt ignored by teacher. But, then I realize myself that teacher never intends to do this. The problem is because of there are thirty students that should be taught by teacher. What can I do? The pronunciation learners are too much in this year because many students registered.

RS : So you prefer the smaller classes for yur future pronunciation class?

C4 : I think it will be better.

Students Interview 5 (English)

Subject	:	5 th interviewee
Date	:	March, 11 th 2021
Coding	:	C5 (Correspondent)
Description		RS (Interviewer)

RS : Are you ready to answer my questions?

C5 : *Bismillah* I am ready Mrs. Aning

RS : For the first question, what motivates you to learn pronunciation?

C5 : I chose to study and improve my pronunciation skill in AEC because I realize that pronunciation is an important skill to acquire. When we say wrong pronunciation, other people will not understanding our speaking well.

RS : Okay thank you for the answer, the question number two, what teacher's teaching approach best helps you as pronunciation learners?

C5 : I like the effort of Mrs. Fina when she tries to create fun class. Mrs. Fina always prepares something new to encourage her students, such as giving us new tongue twister, checking our password, or even make some jokes.

RS : The third question, what types of activities do you find the most effective in learning pronunciation by phonetic transcription?

C5 : Mrs. Fina ever instructed us to guess between the correct and wrong answers. It is effective activity according to me because it makes students know the correct and wrong pronunciation.

RS : How about the use of technology, or situation of students' numbers, or the use of language by teacher?

C5 : I like the way teacher deliver the material to us. She accustoms us with English she produce. It is such an external motivation for me especially to never stop learning pronunciation, because I realize she has a good pronunciation.

Students Interview 6 (English)

Subject	:	6 th interviewee
Date	:	March, 11 th 2021
Coding	:	C6 (Correspondent)
Description	:	RS (Interviewer)

RS : Hi sister, I want you to answer my question?

C6 : Hi Mrs. Aning

RS : For the first question, what motivates you to learn pronunciation?

C5 : I see sometimes miscommunication occurs in speaking because of the speaker produce incorrect pronunciation. Automatically, the conversation will not be run well. Therefore, I study pronunciation.

RS : Okay you are right, the question number two, and what teacher's teaching approach best helps you as pronunciation learners?

C6 : The best teaching approach is when she provides the pronunciation practice and the transcription practices. I consider these teacher's approach enhance my pronunciation skill.

RS : You are right. Then third question is what types of activities do you find the most effective in learning pronunciation by phonetic transcription?

C6 : I like the ice breaking times. Although this activity is only in a short moment, but it affects my mood to be active again in class.

RS : So, have you ever led the ice breaking time?

C6 : Only once, I like it because my friends are spirit again to continue learning pronunciation.

RS : The last question is what would help you as a pronunciation learner in terms of access to technology, class situation, and language use?

C5 : Mrs. Fina has good skill of teaching pronunciation but large numbers of students in class makes she overwhelming, it caused there are even some students who are not approached directly by her.

RS : It is such a problem sister.

Students Interview 7 (English)

Subject	:	7 th interviewee
Date	:	March, 11 th 2021
Coding	:	C7 (Correspondent)
Description		RS (Interviewer)

RS : well, you are the seventh interviewee?

C7 : Yes Mrs. Aning

RS : For the first question I will ask you, what motivates you to learn pronunciation?

C5 : Me, myself like to hear native speaker speaks English with their good pronunciation. I have ever communicated with 2 native speakers and it is very interesting. Besides, I like to watch the western movies. Therefore, it boosters me to master English pronunciation.

RS : You have a great experience!

C7 : Thank you Mrs.!

RS : My pleasure, let's we continue to the second question, what teacher's teaching approach best helps you as pronunciation learners?

C7 : When teacher create fun activities, I can enjoy the learning activity, such as giving us interesting tongue twisters. I like the relax situation but in case it gives many knowledge inside.

RS : You are right, me too exactly. Okay then let's moving on to the third question. What types of activities do you find the most effective in learning pronunciation by phonetic transcription?

C7 : the most effective activity according to me is when teacher orders us to do oral practices, such as pronouncing word or reading the transcription of word, or sentence in the assessment session.

RS : Okay sister I get your point. The last question is what would help you as a pronunciation learner in terms of access to technology, class situation, and language use?

C7 : Technology is important to facilitate the teaching and learning process. However, with the limitation of technology access, this pronunciation class still run well. I think Mrs. Fina is the proper teacher because she can adapt the teaching activity and material with the condition and situation of this class.

RS : Majority of students are in line with you sister

C7 : Yes Mrs.

Students Interview 8 (English)

Subject	:	8 th interviewee
Date	:	March, 11 th 2021
Coding	:	C8 (Correspondent)
Description		RS (Interviewer)

RS : Hello sister?

C8 : Hi Mrs.

RS : Let's we start for the first question I will ask you, what motivates you to learn pronunciation?

C8 : English is my favorite lesson and I like everything about English, especially pronunciation.

RS : I like English too, then let's just we continue to the second question, what teacher's teaching approach best helps you as pronunciation learners?

C8 : I like phonetic transcription material. So the best approach of teacher is when teacher trying to explain the materials to us.

RS : I get your point. The third question is what types of activities do you find the most effective in learning pronunciation by phonetic transcription?

C8 : Pronunciation deals with oral practice, and in my opinion it is the effective activity in the classroom.

RS : Okay, the last question is what would help you as a pronunciation learner in terms of access to technology, class situation, and language use?

C8 : The limitation of technology access and numbers of students in class do not prevent me to improve my pronunciation. In addition, like the way teacher explain the materials by using English language. Throughout Mrs. Fina's language, at least I know the correct pronunciation of words.

Students Interview 9 (English)

Subject	:	9 th interviewee
Date	:	March, 11 th 2021
Coding	:	C9 (Correspondent)
Description		RS (Interviewer)

RS : Hi sister, are you ready to help me answering some questions?

C9 : Of course, I am ready Mrs.

RS : Let's we start for the first question I will ask you, what motivates you to learn pronunciation?

C9 : I want to be a good speaker who speaking can be understood by the listener. So that, the conversation between me and the listener runs well without occurring miscommunication among us.

RS : I agree that mispronunciation causes miscommunication between speaker and listener. Okay, let's we continue to the second question, what teacher's teaching approach best helps you as pronunciation learners?

C9 : The best approach that help me during learning pronunciation by using this method is when teacher explains the material. All things she teaches are new for me, therefore it is very interesting. But, I often keep silent during her explanation.

RS : I understand your point. The third question is what types of activities do you find the most effective in learning pronunciation by phonetic transcription?

C9 : I like pronunciation the transcription of words. It challenges my pronunciation accuracy because it is a good knowledge for me.

RS : Just be brave to learn and improve your pronunciation. The last question is what would help you as a pronunciation learner in terms of access to technology, class situation, and language use?

C9 : Knowing this method, I think the use of English language by teacher helps me a lot to improve my pronunciation. At east, Mrs. Fina can be a pronunciation model for me to practice pronunciation some sounds of English.

Students Interview 10 (English)

Subject	:	10 th interviewee
Date	:	March, 11 th 2021
Coding	:	C10 (Correspondent)
Description		RS (Interviewer)

RS : Finally, it is your turn as the last participant?

C10 : Yes Mrs.

RS : I have some questions for you. The first question, what motivates you to learn pronunciation?

C10 : My purpose to learn pronunciation is to understand the message conveyed within other people speaking. When I have good pronunciation skill, I will easily understand their meanings, and of course we will have a good conversation.

RS : Ok good insight for you. The second question, what teacher's teaching approach best helps you as pronunciation learners?

C10 : I feel enthusiastic when teacher give much explanation about the material. Although I realize, I am not active during her explanation.

RS : Okay sister, Keep your spirit okay! The third question is what types of activities do you find the most effective in learning pronunciation by phonetic transcription?

C10 : The best effective activity is when I practice writing the word transcription and even writ its original orthography. It enhances my transcription writing skill as the same as the teacher's method which is phonetic transcription.

RS : I see, I also interested to learn the transcription rules. Let's we move to the last question. What would help you as a pronunciation learner in terms of access to technology, class situation, and language use?

C10 : Based on my pronunciation class now, my suggestion is only to reduce numbers of students in class. It aims to make the class concussive, moreover to make all students get proper approach from Mrs. Fina

RS : Thank you for answering all the questions sister!

C10 : My pleasure to help your research Mrs.

Appendix VI Thesis Consultation Logbook






THESIS CONSULTATION LOGBOOK











Name : Aning Riza











NIM : 17180027


Title : The Implementation of IPA (International Phonetic Alphabet) Based
Phonetic Transcription in Teaching Pronunciation for EFL Students at
Aphrodite English Club.

Advisor: Dr. A. Nurul Kawakip, M. Pd, M.A

No.	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1.	23/10/20	Consulting the topic and the brief description of the research plan.	
2.	18/11/20	Consulting the research participants and methodology	
3.	01/12/20	Consulting each theory that will be used in chapter II	
4.	15/12/20	Consulting three research questions	
5.	25/12/20	Submitting the revision of chapter I and II	

6.	29/12/20	Consulting the research design (descriptive qualitative)	
7.	03/01/21	Consulting the pronunciation teacher and ten selected students as the interviewees.	
8.	08/01/21	Consulting the research instrument (observation and interview guidelines)	
10.	11/01/21	Submitting the revision of the research instruments	
11.	17/01/21	Submitting the proposal of theses to the advisor	
12.	02/02/21	Re-submitting the valid proposal of theses and ACC by advisor	
13.	22/03/21	Consulting the brief result of the research	
14.	27/03/21	Consulting the observation result (the first research question)	
15.	03/04/21	Re-consulting the revision of the observation result	
16.	09/04/21	Discussing the writing format of the teacher's interview result (second research question).	

17.	16/04/21	Consulting teacher's interview result (pre-introductory stage, introductory stage, and post-introductory stage, advantages of using phonetic transcription method).	
18.	23/04/21	Submitting the revision interview result (grammatical error, word choice, spelling errors).	
19.	29/04/21	Consulting the result of interviewing ten selected students (third research question).	
20.	04/05/21	Submitting the revision of two sub discussions (student's motivation for learning pronunciation and their perspectives toward teacher's teaching approaches).	
21.	11/05/21	Submitting the revision of two sub discussion (the effective class activities and technology, number of students, and language used by teacher).	
22.	17/05/21	Consulting the discussion session	
23.	24/05/21	Revised <i>discussion</i>	
24.	29-Mei-2021	Consulting chapter V (conclusion and suggestion)	
25.	02-Juni-2021	Consulting the revision of chapter V	
26.	04/06/21	Re-consulting all chapters (I, II, III, IV, and V)	

27.	07/06/21	Final Theses and ACC by the advisor	
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Malang, June, 07th 2021

Accepted,
Dosen pembimbing



Dr. A. Nurul Kawakip, M. Pd, M.A
NIP. 197507312001121001

Approved,
Ketua Jurusan TBI



Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix VII Letter of Practical Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 713/Un.03.1/TL.00.1/01/2021 5 Maret 2021
 Sifat : Penting
 Lampiran : -
 Hal : **Izin Penelitian**

Kepada
 Yth. Ketua Lembaga Aphrodite English Club
 di

Jl. Makam pahlawan PP. Annuqayah
Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris - S1 Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Aning Riza
 NIM : 17180018
 Jurusan : Tadris Bahasa Inggris - S1
 Semester- Tahun Akademik : Genap - 2020/2021
 Judul Skripsi : **The Implementation of Phonetic Transcription Method Based on IPA (International Phonetic Alphabet) In Teaching Pronunciation for EFL Students at Aphrodite English Club**
 Lama Penelitian : **Tanggal 8 dan 11 Maret 2021**

diberi izin untuk melakukan survei/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu. Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb

Dekan,



Dr. H. Agus Maimun, M.Pd NIP.
 19650817 199803 1 003

Tembusan :

1. Yth. Ketua jurusan Tadris Bahasa Inggris – S1
2. Arsip

Appendix VIII Letter of Research Completion



Aphrodite English Club
 Annuqayah Islamic Boarding School of LateeII
 Guluk-Guluk Sumenep Madura

Office: Aphrodite English Club . Street. Abadi Jaya Store of PPA Latee II Guluk-Guluk Sumenep East Java 69463 Hp: 085232583082/085336577854

SURAT KETERANGAN

Nomor: 006/AEC/P2AL -II/VI/ 2021

Yang bertanda tangan dibawah ini:

Nama : Fina Fifitrotin
 Jabatan : Koord. Lembaga Aphrodite English Club

Menerangkan dengan sebenarnya bahwa mahasiswa di bawah ini:

Nama : Aning Riza
 NIM : 17180027
 Fakultas/Program Studi : FITK/ Tadris Bahasa Inggris
 Nama Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian dengan judul "THE IMPLEMENTATION OF IPA BASED PHONETIC TRANSCRIPTION IN TEACHING PRONUNCIATION FOR EFL STUDENTS AT APHRODITE ENGLISH CLUB" pada tanggal 8 dan 11 bulan Maret.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Guluk-Guluk, 15 Maret 2021

Koord. Lembaga Aphrodite English Club



*Appendix IX Instrument Validation Sheet***INSTRUMENT VALIDATION SHEET**

Name of student : Aning Riza

NIM : 17180027

Thesis Tittle : The Implementation of IPA (International Phonetic Alphabet) based Phonetic Transcription in Teaching Pronunciation for EFL Students at Aphrodite English Club

Validator : Andrea Mason Garner

This validation sheet is used to obtain an assessment from the validator on the instruments of the study including interview guideline of both teacher and ten students that will be used by the researcher. Every feedback is considered important to improve the quantity of the instruments.

Throughout the validation process, the result declared that this instruments of interview guidelines for teacher and students are proper to be used in collecting the necessary data. However, it would be wise if the researcher considers some notes given by the validator.

Notes from the validator:

1. The validator deleted sections where there was a repetition idea
2. The validator added some edits dealing with word choices, question word choice, grammatical errors, punctuation, and word or sentence reductions to make the researcher's writing clearer within the instrument of the study.
3. The validator deleted the interview questions for teacher (who firstly introduce this method?).
4. The validator choose only four the most essential questions to interview students' perspectives.

Validator,

Andrea Mason Garner

Andrea Mason Garner
English Language Fellow; US Department of State
andrea.mason.garner@gmail.com

*Appendix IX Curriculum Vitae***CURRICULUM VITAE**

Name : Aning riza
 Birthday : Sentol Daya, January 13th 1999
 Gender : Female
 Address : Jl. PP. Misbahul Munir Sentol Daya
 Kec. Pragaan Kab. Sumenep, Jawa Timur
 Email : aningriza13jan1999@gmail.com
 No. Contact : 082332743254



Education Background

No	Graduated	Education	Place
1	2011	MI Al-Ihsan V/A	Sentol daya, Kab. Sumenep
2	2014	MTS 1 Putri Annuqayah	Guluk-Guluk, Kab. Sumenep
3	2017	MA 1 Annuqayah Putri	Guluk-Guluk, Kab. Sumenep
4	2021	UIN Maulana Malik Ibrahim Malang	Kota Malang