

**EFL STUDENTS' PERCEPTION TOWARDS IPA
SYMBOLS AS PRONUNCIATION LEARNING
SYSTEM**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M / 1439 H**

**EFL STUDENTS' PERCEPTION TOWARDS IPA
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SYSTEM**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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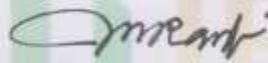
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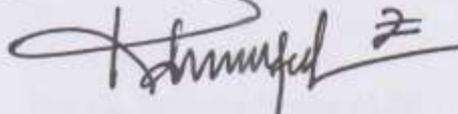
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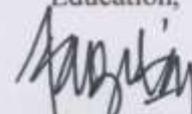
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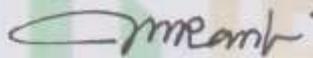
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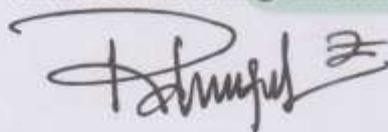


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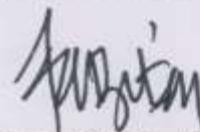
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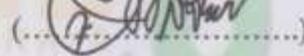
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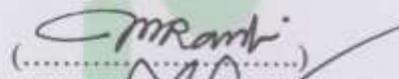
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Assalamualaikum Wr. Wb

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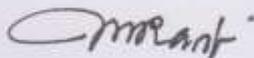
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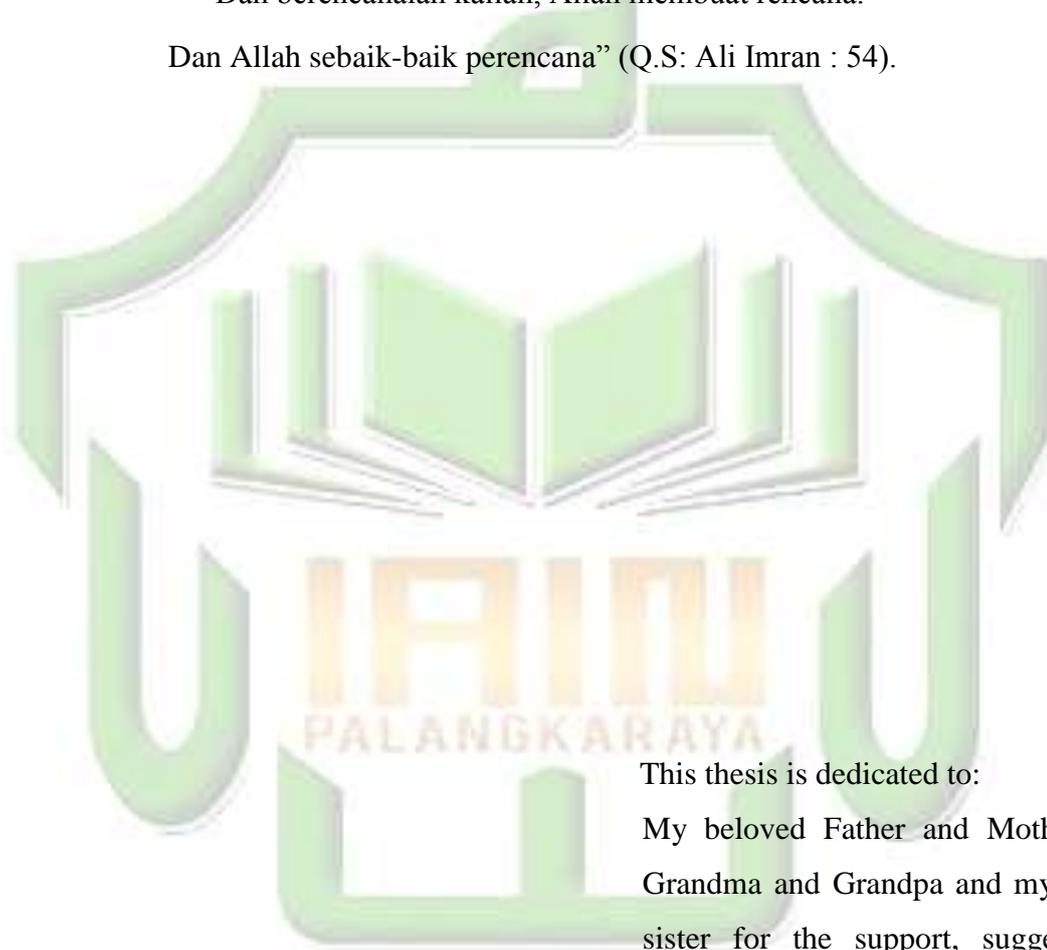


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MOTTO AND DEDICATION

“Stay strong, be positive, we all struggle sometimes. Trust Allah when things don’t work out the way you wanted. Believe that Allah have better ones because God’s plan is the perfect way”.

“Dan berencanakanlah kalian, Allah membuat rencana.
Dan Allah sebaik-baik perencana” (Q.S: Ali Imran : 54).



This thesis is dedicated to:

My beloved Father and Mother, my Grandma and Grandpa and my young sister for the support, suggest and happiness in conducting this research and also all of my lovely friends of English Education Study Program on academic year 2014 for their support and help. Thank a million!

DECLARATION OF AUTHORSHIP

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Yours Faithfully,



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ABSTRACT

Putri, Nikmah Sistia Eka. 2018. *EFL Students' Perception Towards IPA Symbols as Pronunciation Learning System*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj. Apni Ranti, M.Hum ., (II) Zaitun Qamariah, M.Pd.

Key words: EFL students, perception, IPA symbols , pronunciation learning system.

This study was conducted in order to describe the EFL students' perception toward International Phonetic Alphabet (IPA) symbols as pronunciation system in State Islamic Institute of Palangka Raya by the EFL students in English phonology course who have taken pronunciation practice course.

This design of this study is survey research by quantitative approach. The sample of study were 59 students of English Phonology subject, it was used total sampling technique. The data collections were used questionnaire, and documentation. Putri's (2016) questionnaire was taken and adopted as the data collection instrument. The data was analyzed through SPSS version 18.0. Descriptive statistics such as percentage and frequency were used to describe the EFL students' perception.

The results based on the data shown that the average score of EFL students' perception toward IPA symbols as pronunciation learning system at a very positive perspective by the score 3,70. All of the indicators show a good point above 3,40 which is answering the research question that EFL students' perception towards IPA Symbols as Pronunciation Learning System. From the average score of the IPA symbols increase EFL students' autonomy in learning pronunciation is 3,75, phonetic symbols enables EFL students to be more intelligible speak in English is 3,80, they also felt more confidence to speak English is 3,68. Besides that, phonetic symbols also give students burden is 3,48. They also felt EFL students have to master the phonetic symbols is 3,73. Moreover, they also assume phonetic symbols give EFL students benefit in learning pronunciation is 3,70.

ABSTRAK

Putri, Nikmah Sistia Eka. 2018. Persepsi Mahasiswa Bahasa Inggris Sebagai Bahasa Asing (EFL) Terhadap Simbol-Simbol *International Phonetic Alphabet* (IPA) Sebagai Sistem Belajar Pengucapan. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti, M.Hum., (II) Zaitun Qamariah, M.Pd.

Kata kunci: Mahasiswa EFL, persepsi, simbol IPA, sistem belajar pengucapan.

Penelitian ini dilakukan dalam rangka menggambarkan persepsi mahasiswa EFL terhadap *International Phonetic Alphabet* (IPA) simbol sebagai sistem belajar pengucapan di Institut Agama Islam Negeri Palangka Raya oleh Mahasiswa EFL di kelas Fonologi bahasa Inggris yang telah mengambil mata kuliah pronun.

Desain Penelitian ini adalah survei dengan menggunakan pendekatan kuantitatif. Subyek penelitian ini berjumlah 59 mahasiswa kelas fonologi bahasa Inggris, dengan menggunakan tehnik *total sampling*. Untuk mengumpulkan data dalam penelitian ini digunakan kuesioner, dan dokumentasi. Kuesioner Putri (2016) diambil dan diadopsi sebagai instrumen pengumpulan data. Data dianalisis menggunakan SPSS versi 18.0. Statistik deskriptif seperti persentase dan frekuensi digunakan untuk menggambarkan persepsi mahasiswa EFL.

Berdasarkan hasil penelitian data didapati bahwa skor rata-rata dari persepsi mahasiswa EFL terhadap simbol-simbol IPA sebagai sistem pembelajaran pengucapan adalah sangat positif dengan skor 3.70. Semua indikator menunjukkan skor poin yang bagus diatas 3.40 yang menjawab pertanyaan penelitian yaitu persepsi mahasiswa EFL terhadap simbol-simbol IPA sebagai sistem pembelajaran pengucapan. Dari hasil skor rata-rata simbol IPA meningkatkan otonomi mahasiswa EFL dalam belajar pengucapan sebesar 3.75, simbol-simbol fonetik memungkinkan mahasiswa EFL menjadi lebih dimengerti berbicara dalam bahasa Inggris sebesar 3.80, siswa juga merasa lebih percaya diri untuk berbicara bahasa Inggris sebesar 3.68. Disamping itu, simbol-simbol fonetik memberikan beban bagi mahasiswa sebesar 3.48. Mahasiswa juga berpresepsi jika mahasiswa EFL harus menguasai simbol-simbol fonetik dengan skor rata-rata sebesar 3.73. Selain itu, mahasiswa juga menganggap simbol-simbol fonetik memberikan mahasiswa EFL manfaat dalam belajar pengucapan sebesar 3.70.

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Finally, the writer realized that this study could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this study to be better. The writer hopes this study will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.



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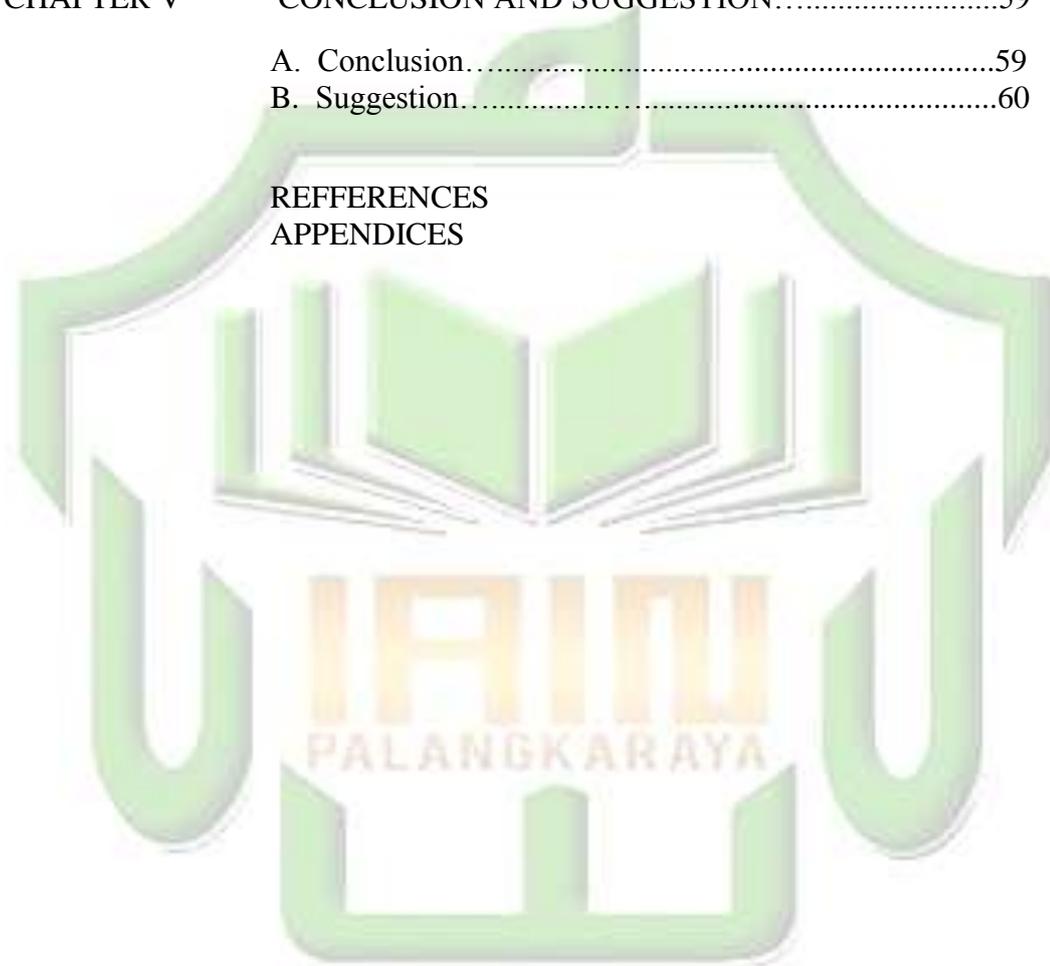
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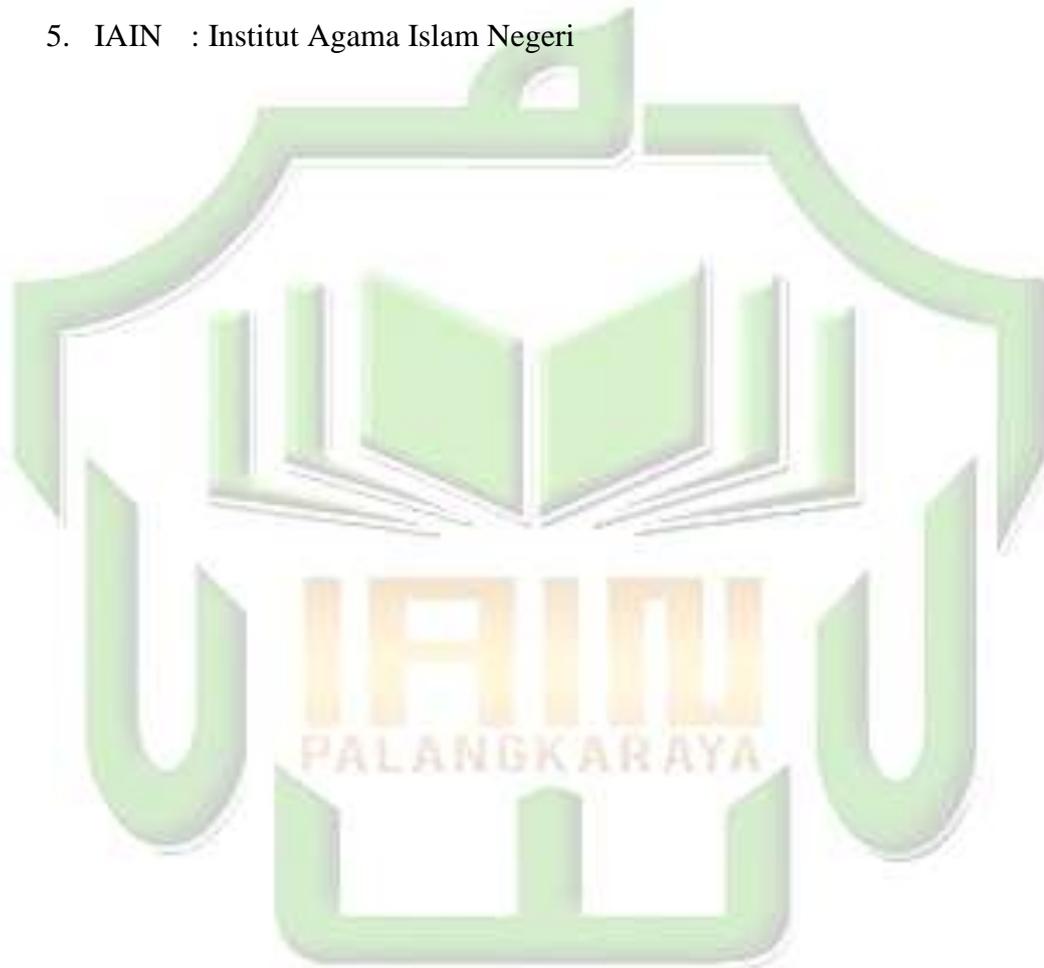
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7. Berita Acara Hasil Ujian Skripsi/Munaqasah
8. Documentation
9. Curriculum Vitae



LIST OF ABBREVIATIONS

1. EFL : English Foreign Language
2. IPA : International Phonetic Alphabet
3. SD : Standard Deviation
4. SPSS : Statistical Package for the Social Sciences
5. IAIN : Institut Agama Islam Negeri



CHAPTER I

CHAPTER I INTRODUCTION

A. Background of Study

Pronunciation is considered as a sub-talent of speaking. typically, if we want to alternate the way a learner declares words, we have to change the way they reflect on consideration on the aspect sounds of those phrase. It is important at this point in time to make a distinction between talking and pronunciation as it is from time to time wrongly applied interchangeably (Gilakjani et al.,2011, p.74). Besides that, According to Varasarin (2009, p.2) pronunciation is a key element of the learning of oral skills in a second language. Meanwhile, Gilakjani (2011, p.74) states that Many learners of English as a second language have “essential problems” with English pronunciation even after years of studying the language. From theory above indicate pronunciation is basis problem as sub-skill of speaking which contribute the sounds of oral ability.

Pronunciation is one of the most important skills in English Language Teaching. it's miles an essential a part of overseas language gaining knowledge of due to the fact it directly affects newbies' communicative competence as well as performance. If speakers have awful pronunciation, their speech will no longer be comprehensible to the listeners (Safari, 2013, p.19). Reputedly, the fault which most severely impairs the communication manner in EFL/ESL rookies is pronunciation, now not vocabulary or grammar (Hinofotis and Baily as cited in Gilakjani 2011, p. 74). Despite the reality that obtaining pronunciation is so hard, in many ESL/EFL lec ure rooms, teaching pronunciation is granted the least

attention. Moreover, many researchers have found that there are many who are and lack confidence, knowledge in pronunciation teaching.

There are two fields or sub-disciplines in linguistic concerned with pronunciation and sound, namely phonetics and phonology. Both of them describe and analyze speech from a different perspective. Phoneticians strive to find ways of describing and analyzing the sounds humans use in language in an object way. phonology focus is put on the mental representation or knowledge of sounds and sound patterns by speakers. It is assumed that different speakers have the same 'mental idea' of a sound although they might produce and hear this sound in different forms (Gut, 2009, p.6-7).

Phonology is one of discipline knowledge of linguistics, which is defined as the scientific study of language structure. Phonology is contrast with other fields within linguistics. A very brief explanation is that phonology is the study of sound structure in language, which is different from the study of sentence structure (syntax) or word structure (morphology), or how languages change over time (historical linguistics). The Phonology study eventually touches on other domains of linguistics An important feature of the structure of a sentence is how it is pronounced – its sound structure. The pronunciation of a given word is also a fundamental part of the structure of the word and certainly the principles of pronunciation in a language are subject to change over time. (Odden, 2005, p. 2).

Pronunciation includes supra-segmental features and they are: sounds of the language, stress and rhythm, intonation . Each language has a great number

of possible sounds . For instance: English has 44-fourty four-of kind sounds, while in English there are twenty-six alphabets. Since alphabets are not able to show the difference between different sounds like 'th' in this, that and 'th' in thank, throw. These difficulties can be removed by introducing International Phonetic Alphabets (IPA) (Jahan, 2011, p.36).

For the reason that sixteenth century, efforts were made to plan a regularly occurring machine for transcribing the sounds of speech. The great-recognized system, the worldwide Phonetic Alphabet (IPA), has been evolving in view that 1888. This system of transcription attempts to represent each sound of human speech with a single symbol (Stevens, 2009, p.17). college students should additionally find out about the phonemic chart to recognize the pronunciation deeper. This phonemic chart or table can assist college students to examine and outline pronunciation easier. This phonemic image also defines how the scholar can pronounce words or sentence in any language. All of the languages consists of words that have their uniqueness in pronouncing them.

A study by Hanumanthappa (2014, p.96) states that English language needs phonetic symbols because the English spelling does not tell about how to pronounce it. Phonetic transcriptions tell us how the word has to be pronounced. These phonetic transcriptions are written in IPA where each and every English alphabet has its own symbol. For example the IPA based phonetic transcription for the words such as no is nɒ, and the transcription of do is du:. Though both of these words end with same letter they have different sound and the phonetic transcriptions are different.

The introduction of International Phonetic Alphabet Symbols is taught in the pronunciation practice course in the first semester and continued English Phonology course in the fourth semester in English education study program Students of IAIN Palangka Raya. Based on pre-interview to the English Department Students, she explained that she did not know how to pronounce unfamiliar word before used the dictionary app for pronunciation that new word, she familiar with IPA symbols but it is hard to implement it in the Oxford dictionary, because when she in the junior or senior high school phonetic transcriptions is not introduced yet. In the other hand, the study focused on analyzing and describing the EFL students' perception when learning IPA in their English Course which occurred in English Department Students of IAIN Palangka Raya.

Based on the explanation above, the study is conducted EFL Students' Perception towards IPA Symbols as Pronunciation Learning system. The other reason because there is no one who writes or investigates the topic. So then the writer hopes that the result of this study can contribute in how students view of IPA symbols in learn pronunciation and English phonology faced by the students.

From the background above, the study conducted by the title: **EFL Students' Perception Towards IPA Symbols as Pronunciation Learning System.**

B. Research Problem

“How are the EFL students’ perception towards IPA Symbols as Pronunciation Learning System?”

C. Objective of the Study

Based on the research problem above, it appears the objective of the study as follow:

“To describe the EFL students’ Perception towards IPA Symbols as Pronunciation Learning System.”

E. Scope and Limitation of the Study

Based on the background of the study above, the study is made scope and limitation focus on the EFL students’ Perception towards IPA Symbols as Pronunciation Learning System of English education study program at IAIN Palangka Raya on academic year 2016. This study focus on the EFL students’ perception on the IPA symbols, With assumption that the students' of the fourth semester of English education study program which have learnt about the phonetic symbols in pronunciation practice and continued English phonology course could describe how their perception toward IPA symbols as pronunciation learning system.

D. Significance of the Study

This study expected to give both positive theoretical and practical significance as follows:

Theoretically, this study gives the real description of the EFL students’ perception towards IPA symbols as pronunciation learning system

theoretically. The IPA is a concise symbolic means of offering to and describing those sound which each alphabet represent speech sound with a single distinct symbol (Peer reviewed article by Phil Thomson “Phonetics and perception: The deep case for phonetics training).

Practically, this study expected will be implemented by the teacher to make their students have positive perception toward IPA Symbols in pronunciation and phonology classroom. Moreover, this study as a first step a literature for the next study research to increase better research for the future who interest in researching IPA symbols in Pronunciation learning system.

F. Definition of Key Terms

1. ***EFL students*** are students who learn English as Foreign Language (English education study program).
2. ***Perceptions*** are the ability to see, hear, or become aware of something through the senses. it is a process that is learned through interaction with the surrounding environment
3. ***IPA Symbols*** is the abbreviation for International Phonetic Alphabet. It defines the standard phonetic symbol for every alphabet in the English language. The IPA symbols are usually written in the Latin symbols. IPA defines the standard sound representation for oral language (Institute of Electrical and Electronics Engineers & IEEE Signal Processing Society, 2007).
4. ***Pronunciation Learning system*** is a system in learning pronunciation talk about how to pronounce the word native speakers like.

CHAPTER II

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the understanding theory used in the study concerning with IPA Symbols and Pronunciation learning system. To be more specific, this review of related literature discusses previous studies, IPA Symbols in general, and Phonetic Symbol In Pronunciation Learning System, and perception.

A. Previous Study

Some studies about IPA Symbols in learning pronunciation have been conducted. The researcher has taken some previous studies as the comparison and guidance of this research.

The first study is a discussion on Putri (2016, p.78) about students' perception of the use of phonetic symbols to teach pronunciation. This paper aims to observe how college students understand the usage of phonetic symbols to educate pronunciation. The finding shows a positive perspective or effective in using phonetic symbols to teach pronunciation, and also found that using of phonetic symbols can give a burden because of the newest exposure to the students who have not got the symbols on their previous level of study.

The differences with writer's research are the subject of this study is the sophomore of the academic year 2015 English Education Department, State Islamic University Jakarta. And the similarities are this study discusses students' perspective in using of phonetic symbols in

learning pronunciation and this study used questionnaire as the instrument for data collection.

Second, Lintunen (2013, p.55) investigate the effect of phonetic knowledge on evaluated pronunciation problems by Szpyra-Kozłowska's findings. This paper focus on the improvement of pronunciation awareness focus and how it's far affected by phonetics teaching. The purpose of the study was to compares learners' pronunciation with students' subjective evaluation of their pronunciation problem. The result show the subjects' evaluations were partly affected by awareness-raising.

The differences with writer's research are in data conducted in three parts: the subjects attended a pronunciation test and filled in two questionnaires (a pretest and a posttest on phonetically difficult words). And the similarities of this study is discussed the effect explicit phonetics teaching and practical pronunciation exercise had on the learners' subjective evaluation of student's common problem.

The third study is a discussion on Najamudin (2017, p.227) about teaching English pronunciation through international phonetic alphabet symbol at Man-1 Murung Raya. This paper aims to help the teachers in learning pronunciation process and explains why English pronunciation is very difficult to be learned especially for Indonesian students and how the English sounds are produced. The result showed the students who know the International Phonetic Alphabet (IPA Symbol) by learning pronunciation will know how to pronounce any words in English such us

pronunciation with American English speakers or British English speakers.

The differences with writer's research are use descriptive analysis methodology. And for data collected this paper are observation, interview and oral test. And the similarities of this study is both also discuss about students learning pronunciation through International Phonetic Alphabet (IPA) symbol.

Fourth, Por & Fong (2011, p.167) also explored the modern use of phonetic symbols within the multimedia based English Pronunciation learning management system. The result showed the intervention of MPLMS has maximized the potentialities of phonetic symbols which have been existed over a century but yet being underused previously. The MLPS has also increased learners' accessibility to their own pronunciation learning without needing to wait for teacher's instructions. The learners will anticipate advantaging from this innovative approach to appreciably enhance their pronunciation learners.

The differences from this study and writer research are the study conducted by developing two modes of interactive multimedia presentation. And the similarities are this study discusses phonetic symbol to overcome the problems and makes learning pronunciation effective and yet a fun experience.

Fifth, a study to investigate the impact of using phonetic transcription of phrases as footnotes on Iranian EFL inexperienced

persons' pronunciation improvement. This study suggests that phonetic transcription as footnotes in learners' can be greater effective than dictionary use as it's miles extra convenient and to be had for both learners and teachers. This study used two groups to compare between class control and class experiment in Quasi-experimental research design designed to find out the effect of using phonetic transcription of new words as Footnotes on Iranian EFL newcomers' pronunciation improvement The result confirms the significant effect of phonetic transcription as Footnotes on the experimental group learners' pronunciation improvement and show The IPA is very easy to learn, and in many situations the use of phonetic transcription can save time and facilitate the teaching of ideas associated with the spoken language (Safari et al., 2011a, p.24).

The differences from this study are used quasi-experimental to compare two groups. The similarities are discuss phonetic transcription and were analyzed the data through Statistical Package of Social Sciences (SPSS).

Sixth, Jahan (2011, p.36) researched "Teaching and Learning Pronunciation in ESL/EFL Classes of Bangladesh". The aims of this study to find out the teacher and students' difficulties faced by tertiary level in learning and teaching pronunciation. The questionnaire survey was conducted to knowing teachers' point of view and teachers' help for their students to develop their pronunciation skills.

The differences from this study use Focus Group Discussion (FGD) to know the students' point of view. And for the similarities this study explored the advantages of IPA symbols in learning pronunciation for the students.

The discussion about phonetic symbol system also found in (Varasarin, 2009) did an Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence on pronunciation training and communicative competence for Thai students studying English in Thailand. This study investigates phonetic symbol machine used within the education turned into mainly stimulated from the symbols of the IPA to be standardized and easy to apply for language teachers to help them further their understanding in their college students' getting to know behavior to gain stepped forward pronunciation. This study showed the implications of the importance of pronunciation education and the usefulness of dictionary utilization to help newcomers to enhance their competence and extra confidence to speak English.

The differences from this study are used an action research to investigated pronunciation training and language learning strategies, how they influenced the learning behavior of Thai students studying English and improved their speaking confidence. The similarities are discuss the phonetic symbol system used in the training was chiefly inspired by the symbols of the International Phonetic Association (IPA) to be standardized and easy to apply.

The phonetic dictionary is utmost crucial for any speech recognition device and therefore the important thing intention of the paper is to construct a phonetic dictionary for the English language. This study goal at building a dictionary for figuring out the phonetic transcription of worldwide IPA and American English alphabets phonetically which also give a detailed explanation about the rules of the phonemes (Hanumanthappa, 2014, p.6).

The difference from this study is to build a phonetic dictionary by applying the rules of the phonemes. The similarity is discuss Phonetic transcriptions of IPA as representation of sound structures.

The discussion about phonetic symbol system also found in Maskara (2013, p.333) researched “Introducing English Pronunciation Teaching in Indian Educational System –‘Why’ and ‘How’”. This study aims to explore the existing English pronunciation problems, to find the need addressing these problems and to propose various solution and their priority. The result showed English pronunciation as problem and phonetics’ teaching is a need for Indian students. So’ IPA symbols should be part of the Indian education system.

The difference from this study is focus on various local language influence spoken English in produce various dialects of English in India. The similarity is discuss the use of IPA symbols as education system in learning English pronunciation.

B. IPA Symbols in Neutral

1. Definition of IPA Symbols

Phonetic Alphabet is the abbreviation for IPA. It defines the general phonetic symbol for every alphabet in the English language. The IPA symbols are commonly written in the Latin symbols. IPA defines the popular sound representation for oral language. IPA is considered as the standard for linguistics, but there is also the American phonetic alphabet due to the fact of the difficulties faced with IPA including, it is hard to type the IPA symbols with the normal keyboard. IPA also increases the error rate by with holding the awkwardness reading the transcriptions which are handwritten (Institute of Electrical and Electronics Engineers & IEEE Signal Processing Society, 2007).

The most important evolutions in pronunciation emergence of the IPA was evolved in 1888 to offer a customary code that would constitute the exact pronunciation of the sounds that exist in all languages. However, most EFL college students are not very familiar with the IPA, and even though the phonetic transcription is the gift in bilingual dictionaries, many college students are not able to decode the symbols and end up feeling at a loss for words by means of the unsystematic manner words are represented by way of orthography. As any scholar of English can attest, written English is simplest an approximate representation of the spoken language. Phonetic transcription, in contrast, is an actual representation, with none

ambiguity, redundancy, or omission. In a phonetic transcription, every symbol stands for one sound and one best sound (Safari et al, 2011b, p.20).

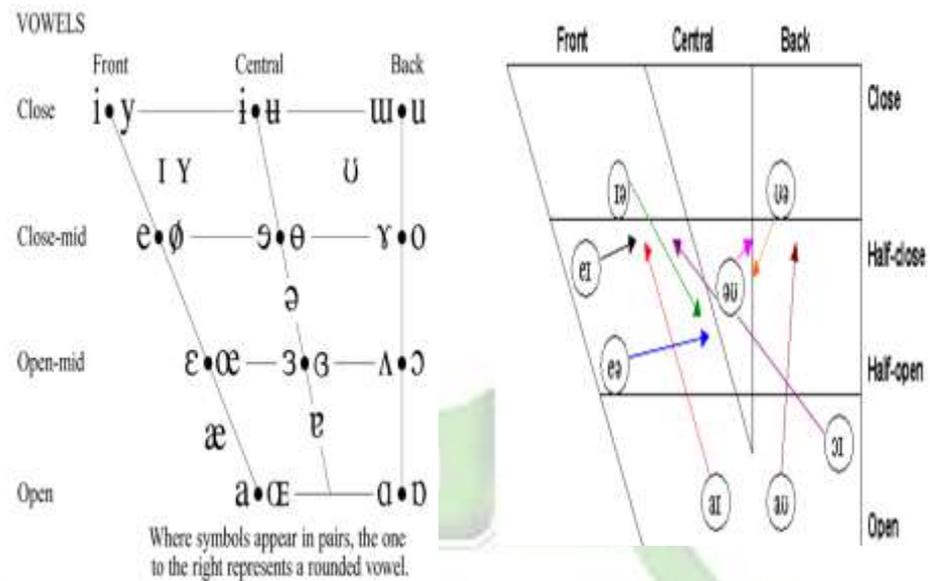
Pronunciation respelling for English for phonetic transcriptions used in different dictionaries such as Australian English (AuE), Canadian English (CaE), General American (GA), Indian English (InE), Irish English (IrE), New Zealand English, Received Pronunciation (RP), Acottish English (ScE), South African English (SAE), Standard Singapore English (SSE), and Welsh English (WaE). The chart below shows the most popular one of International Phonetic Alphabet to represent English language. Among the symbols of IPA, 107 letters represent consonant and vowels, 31 diacritics are used to modify these, and 19 additional signs indicate supra-segmental qualities such as length, tone, stress, and intonation. IPA symbols which revised on 2016 according to International Phonetic Association can be describe as follow:

Figure 1.1
Consonant, vowel and diphthong

CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ʀ					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.



2. The Important of IPA Symbols

The global Phonetic Alphabet is very clean to examine, and in many conditions using phonetic transcription can save time and facilitate the teaching of ideas associated with the spoken language. If we haven't formerly used phonetic transcription, it takes simplest a few hours to examine the IPA and a few extra to understand the basic concepts, which we will rapidly gain back as time and energy saved in teaching our students

The globalization trend further reinforced the position of English as the lingua franca. English is the mother tongue of more than 350 million people in the world and it is used by 1000-1500 million non-native speakers in daily communication (Katamba as cited in Por &Fong). Communicate in English in today's world can increased people's mobility, joint study programmes, commercial networks, information technology,

and many more. In fact, the long existed IPA symbols are adopted reputable dictionaries, such as Oxford Advanced Learner's Dictionary, Oxford Dictionary of Pronunciation, Cambridge International Dictionary of English, Longman Pronunciation Dictionary, Collins English Dictionary, and many more, but they are not prevailing in use. At anytime and anywhere, when people refer to the phonetic symbols in the dictionaries (whether in form of digital, printed or dictionary in mobile phone), they are able to pronounce the words (Por & Fong, 2011, p. 170). Based on the theory above most people use their digital dictionary in android or smart-phone than dictionaries to learn how to pronounce the correct words.

Kenworthy (as cited in Jahan: 2011, p.37) have identified six main factors affecting pronunciation learning. These are the native language, the age factor amount of exposure, phonetic ability, attitude and identity and motivation and concern for good pronunciation. So' phonetic ability is one of factor affecting in learning pronunciation.

Siertsema (2009, p.7) claims that Pronunciation is the act or manner of announcing words; utterance of speech, a manner of talking a phrase, specifically a way that is prevalent or commonly understood, and a photo illustration of the way a phrase is spoken, the usage of phonetic symbols.

Teachers should introduce IPA symbols accurately in language classroom in the dictionary so that student can learn how to pronounce

new words without the teacher's help (Jahan, p.41). The use of phonetic symbols have many advantages that can be got after teaching it helps the student to be more confidence in improving their communication skills, to making the meaningful meaning of the conversation and effectively guide them as a student to learn pronunciation (Mompean, 2005).

Learning pronunciation by IPA will be converted student and teacher more active. o IPA can be stricky at the first, but it will improve their pronunciation when mastered that symbols (Najamudin, 2017, p. 228)

According to Ladefoged and Johnson as cited in Najamudin (2017, p. 228) explains that many people think that simply learning to use phonetics transcription (set of symbols). Phonetic transcription is no more than a useful tool but also it is a very important tool that phonetician use in the description of speech.

According to Hanumanthappa (2014, p.7) states that IPA symbols define the standard for linguistics. The IPA Symbols are usually written in the Latin symbols. IPA symbols defines the standard sound representation for oral language. It defines the standard phonetic symbol for every alphabet in English language. Morris-Wilson (2004, p. 14) pointed out that having a Finnish accent when speaking English makes you seem less educated and intelligent.

Phonetic transcription does have some drawbacks, the maximum significant of that's what it calls for that both teachers and college students be acquainted with the IPA (or something device of transcription is used).

additionally, many adult ESL/EFL college students have already encountered the IPA at some stage in their early schooling, both in English classes or in training targeting their own native languages. and plenty of dictionaries use the IPA, so anyone who has made any significant use of a dictionary has in all likelihood seen the IPA, even if he has not completely memorized the entire alphabet (Fiktorius, 2013, p.10).

Teaching pronunciation is teaching approximately elements that affect meanings of sentences through segmental phonemes. it is critical to train, due to the fact pronunciation is a simple sub ability to speak. consequently, accurate pronunciation avoids false impression in a communicate. According to Stevens (2009) This machine of transcription attempts to symbolize every sound of human speech with a single symbol. these symbols are enclosed in brackets to signify that the transcription is phonetic and does now not constitute the spelling machine of a selected language.

C. The IPA Symbols as Pronunciation Learning System

The pronunciation teacher needs to be a very good model to the scholars, otherwise; the students will imitate horrific pronunciation and lead making errors. trainer ought to produce the accurate sounds and their productions of speech to the scholars in an effort to make the students sincerely recognize about how correct pronunciation is produced. In a phonetic transcription, every image stands for one sound, and one sound

simplest. There are not any "silent letters," nor are there any spoken sounds that are not represented in the transcription.

Teachers should introduce IPA symbols accurately in language classroom in the dictionary so that student can learn how to pronounce new words without the teacher's help (Jahan, p.41). By having recognized the manner to study phonetic symbols led students to avoid the mistake in saying the words, capable of doing a self-correction and diminish the fossilized mistakes (Mompean, 2005).

Phonetic symbols create student's visualization of the proper sounds of the words in English able to know the various sounds in English by the symbols (Mompean, cited by Putri 2016 p. 80). The use of phonetic symbols on teaching is offered to help to measure the standard of pronunciation by mentioning the correct sounds through the symbols. It represents it single phonetic symbol represents a single unit of sound, so that, the students will get a clarity of the sounds of a language and easily pronounce it. Besides that, Brown (1992) points out an intensive teaching of phonetic symbols guide the students to be independent in learning a new word, difficult words, mispronounce words, spelling differences, word stress patterns and idioms. Stabler, as cited in Fiktorius (2013, p.5), explains that a student can often better understand his errors in pronunciation if he sees them laid out in static visual form. One might say that a worth a thousand words, with transcription being the picture, and words being the spoken language. Students can compare transcriptions of

their own speech to that of "model" speech and see and correct their mistakes.

The use of phonetic symbols have many advantages that can be got after teaching it helps the student to be more confidence in improving their communication skills, to making the meaningful meaning of the conversation and effectively guide them as a student to learn pronunciation (Mompean, 2005). Students are also able to understand the pronunciation because of guidance of the phonetic symbols. The students are able to receive individual and instantaneous feedback by comparing the sounds of model pronunciation and their pronunciation and approximate the pronunciations with the displayed phonetic symbols. Students can easily predict the correct sounds in English by the phonetic symbols. Thus, it helps them to improve their pronunciation and confidence in speaking English (For and Fong, 2011, p.19).

Unfortunately, any users of the IPA in English—especially the ones who are native audio system— have evolved the habit of misusing a few IPA symbols in a characteristic manner that could severely confuse students from other environments in the event that they are exposed to it. (Fiktorius, 2013, p.9-10). Many adult ESL/EFL college students have already encountered the IPA at some stage in their early schooling, both in English classes or in training targeting their own native languages. and plenty of dictionaries use the IPA, so anyone who has made any significant

use of a dictionary has in all likelihood seen the IPA, even if he has not completely memorized the entire alphabet (Fiktorius, 2013, p.10).

The use of phonetic symbols have many advantages that can be got after teaching it helps the student to be more confidence in improving their communication skills, to making the meaningful meaning of the conversation and effectively guide them as a student to learn pronunciation (Mompean, 2005). Stabler, (as cited in Fiktorius, 2013, p.5) states that assert that written English is only an approximate representation of the spoken language. Phonetic transcription, in assessment, is an exact illustration, without any ambiguity, redundancy, or omission.

The correct pronunciation of a word can be indicated by simply writing its phonetic transcription as footnotes on the learner's books. Phonetic transcription does have a few drawbacks, the most widespread of that is that it requires that both instructors and college students be acquainted with the IPA or whatever system of transcription is used. Fortunately, the IPA is easy to learn, notwithstanding the daunting appearance it might have at the beginning because of there is an exact one-to-one correspondence between written symbols and spoken sounds (Safari et al., 2011b, p.20).

Based on the explanation above there are 6 indicators which can be used to describe the phonetic symbols in pronunciation learning system. (Putri,2016) They are :

1. How to read phonetic symbols increases students' autonomy in learning pronunciation.
2. How to read phonetics symbols enables students to be more intelligible speakers of English.
3. How to read phonetic symbols improves students' confidence to speak English.
4. How phonetic symbols teaching give students burden.
5. Teaching phonetic symbols to English Education Department students.
6. How to read phonetic symbols give students benefit in learning pronunciation.

D. Perception

1. Definition of Perception

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed result of in the eyes, ears, nose, tongue, or skin (Ary, 2010, p.48). Perception describes one world and typically Perception describes one world and typically involves further processing of sensory input. Perception, on the other hand, is a justice or organize the whole picture of the world. Every people has a different perception of the same thing. It because of the factors of the world and his feeling of that.

Perception is a process that is learned through interaction with the surrounding environment. According to Asrori (2009, p.214) perception is

“an individual process within interpreting, organize and give meaning to the stimulus coming from an environment where individuals live which is the result of a process of learning and experience”.

According to the opinions above, it can be concluded that the perception is a process related to the entry of the message or information into the human brain. A person may have a different perception, even though the same object. This is possible because of the differences in value systems and personality traits of the individual concerned.

2. The Factor Influences Perception

Human perception of something that exists in the environment around can arise for several reasons. Toha (2003, p. 154) states that the factors that influence a person's perception are, as follows;

- a. Internal factors: feelings, attitudes and personality of the individual, prejudice, desire or expectation, attention (focus), the process of learning, physical, psychiatric disorders, values and needs are also of interest and motivation,
- b. External factors: family background, the information, knowledge and needs around, intensity, size, repetition of motion, things are new and familiar alienation or lack of an object.

CHAPTER III

CHAPTER III

RESEARCH METHODS

In this chapter, the researcher discussed the research design and approach which is used in the study including research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

The design of this study is a survey research. Survey research design is a procedure in quantitative research in which investigator administers a survey to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2011, p.376).

Here the quantitative method is embodied in collecting data through Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) survey.

According to Marguerite, et al. (2006, p.156-157), there are few common characteristics in survey research design, as follows:

1. A pre-established instrument has most likely be developed by the researcher.
2. Most responses to the questions on the survey are quantitative (e.g., ratings) or will be summary in a quantitative way.
3. The sample is selected from a larger population or group to allow the study's finding to be generalized back to the larger group".

According to Morrisan (2014, p.166) Survey research divide into two categories there are descriptive survey and analytical survey. In this study uses descriptive survey which try to explain or noting conditions or attitudes to explain what is currently. It is because the study will describe the EFL students' perception towards IPA symbols as pronunciation learning system.

B. Population And Sample

1. Population

“Population is defined as all members of any well-defined class of people, events, or objects” Ary, et al (2010:148). While in this study, The population of the study is EFL students of English education study program at IAIN Palangka Raya on the academic year 2016 who have taken the course of pronunciation practice and English phonology on their study, particularly in the English Department of IAIN Palangka Raya, Central Kalimantan, Indonesia.

2. Sample

“A sample is a portion of a population” Ary, et al (2010, p.148). In this study, the researcher used total sampling or called as census sampling technique. According to Sugiyono (2013, p.124), total sampling is a technique of determining sample which takes all the members of the population as a respondent or sample.

This technique used because the population of the fourth semester of EFL students' are not too large, the sample of the study consists of 66

EFL students. But the sample can use only 59 students, because 7 students were absent. The sample consists of two classes A and B of English Education Study Program in the fourth Semester at IAIN Palangka Raya in English phonology course who have taken the pronunciation practice course.

C. Research Instrument

The data are very important in the study. They are needed to support and prove the study itself. The purpose of the study is to investigate the students' perception towards IPA symbol as pronunciation system of 4th semester of English Education Study Program in IAIN Palangka Raya to interpret the calculated data. To know the interpretation of the data result, this study needs instrument used questionnaire.

1. Research Instrument Development

Questionnaires are any written instruments that present respondents with a series or statements to which they are to react either by writing out their answers or selecting from among existing answers Brown, as cited in (Dornyei, 2003, p.6). The main data collection instrument in this study was questionnaire for the students. The students' questionnaire is aimed at gathering information related to the following areas of problems that students' find in learning English especially how to pronoun words correctly, and their perception with the system of International Phonetic Alphabet Symbols. The student's questionnaire is arranged in closed-

ended as primary data and open-ended question as secondary data in a survey.

In this study used the close-ended question, the structure of a closed survey item that consists only of a request for an answer with explicitly mentioned answer categories (Saris, 2014 p.120). In closed-ended questions in surveys, the researcher poses a question and provides preset response options for the participant” (Creswell, 2011, p.386).

The instrument which asks respondents to see the response of students' beliefs, and perceive about the use of the phonetic symbols. The questionnaire was constructed in the form of the five Liker-type scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) which consisted of 15 sub indicator which consist of 6 indicators adopted from Putri (2016) study of students' perception on the use of phonetic symbols to teach pronunciation.

The main data obtained through an close-ended which consist of 15 items which each item representing each sub indicator. Meanwhile, a close-ended questionnaire in this study consists of 6 indicators according to Putri (2016, p.16). To support the data, open-ended questionnaire also used to investigate EFL students' thoughts which are not forced in the frame of reference of the researcher. There are no answer categories or rating scales mentioned since the request for an answer is open-ended. open-ended request for an answer relates to the specific answer given and asks for more detailed information (Saris, 2014 p.120).

To support the data, Open-ended questions include items where the actual question is not followed by response options for the respondent to choose from but rather by some blank space for respondent to fill (Dorney, 2003, p.47). In this study the data obtained through an open-ended which consist of 7 items adapted from Nyssonen (2017) study of University students' attitudes towards phonemic transcription as a teaching method.

Each statement from the questionnaire would be labeled with each own score. There are five predetermined answers with scale 1 – 5 suggested by Likert Scale.

Table 3.1
Range Score of Statements

Answer	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Table 3.2
Table of Questionnaire Item Specification

Indicators	Item Specification
Read phonetic symbols increases students' autonomy in learning pronunciation	Item 1-3
Read phonetics symbols enables students to be more intelligible speakers of English	Item 4-6
Read phonetic symbols improves students' confidence to speak English	Item 7
phonetic symbols teaching give students burden	Item 8-10
Teaching phonetic symbols to English Education Department students	Item 11
Read phonetic symbols give students benefit in learning pronunciation	Item 12-15

2. Research Instrument Validity

Sugiyono (2010, p. 267) has expressed a similar view validity instrument it means the instrument that used to get the data (measure) is valid. Valid it means the instrument can be used to measure what were we want to measure. Based on Sugiyono, the result of the study is called valid if there was a similarity between the data that have collected by the tests and the true data that happened on the object of the study.

Validity is concerned with whether a test measures what it is intended to measure. "Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations" (Ary, et al, 2010, p.224). "Validity is the degree to which the evidence and theory support the interpretations of test scores entailed by proposed uses for tests" (Ibid, 2010, p.225). In the questionnaire, to measure the validity is whether respondent who completes the questionnaire do so accurately, honestly and correctly and second whether those who fail to return their questionnaire would have given the same distribution of answer as did the returns. Ary (2010, p. 196) discovered that validity is the extent to which a measure actually taps the underlying concept that its purpose to measure. In this study, the validity is classified into face and content validity.

a. Face Validity

Purpose of the study wanted to measure the EFL students perception toward IPA Symbols as pronunciation learning system. Face validity is an estimate of whether a questionnaire appears to measure a certain criterion, it does not guarantee that the test actually measures phenomena in that domain.

Ary et al (2010, p. 196) state that this is a subjective judgment on the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer. "Face Validity is taken to ensure that the questionnaire is valid. Face validity refers to the extent to which examinees believe the instrument is measuring what is supposed to measure.

b. Content Validity

Ary (2010, p. 214) has drawn attention to the fact that content validity is essentially and of necessity based on the judgment, and such judgment must be made separately for each situation. The question of an instrument's validity is always specific to the particular situation and to the particular purpose for which it is being used. An instrument that has validity in one situation may not be valid in a different situation.

In this study, the questionnaire adopted the questionnaire of students perception on the use of phonetic symbols to teach pronunciation devise by Putri at Syarif Hidayatullah State Islamic University of Jakarta,

for close-ended question and also this study adapted the questionnaire of University students' attitudes towards phonemic transcription as a teaching method for open-ended question. Which the contents have indicators that match what studied.

D. Data Collection Procedure

The data are submitted through five points Likert Scale questionnaire survey. The five points are strongly agreed, agree, neutral, disagree, and strongly disagree. To support the data, the documentation will complete the data.

In collecting the data for this research, the writer used questionnaire and documentation to obtain the data in order to answer the problem.

Here is the step for data collection:

1. Prepares the questionnaire. The close-ended questionnaire adopted from Putri (2016, p.79-80) consisted of 15 statements and also open-ended adapted from Nyysonen (2017, p.18) consisted of 7 questions.
2. Distributes questionnaire to the respondents.
3. Collect the responses.
4. Analysis the data obtain using numeric or bar graph SPSS which analysis mean and standard deviation.
5. Calculates the result of the questionnaire.
6. Concludes the students' perception towards phonetic transcription as pronunciation learning media in EFL pronunciation practice classroom

in English department of IAIN Palangka Raya, is positive or negative responses, it based on the obtained data.

E. Data Analysis Procedure

To analyze data of the questionnaire, the researcher used simple basic statistical techniques, as follows;

1. Analyzed the means (M), according to (Ary et al., 2010), it is sum all of the scores in a distribution divided by the number of cases". In term of a formula, it is:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean value

Σ = Sum of

X = Raw score

N = Number of the case

2. Analyzed medians (Med). "The median is defined as that point in a distribution of measure which 50 percent of the cases lie (which means that the other 50 percent will lie above this point)"(Ary et al., 2010).
3. Analyzed mode (Mod). "The mode is the value in a distribution that occurs most frequently" (Ary et al., 2010).
4. Analyzed standard deviation. It is showing the average deviation of each score from the mean. The formula is;

$$s^2 = \frac{\sum (x_i - \bar{x})^2}{n - 1}$$

$$s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$$

(Herhyanto, 2011, p.88)

Tabel 3.3

Statistics of Mean, Median, Mode, SD, Minimum and Maximum Score

N	Valid	59
	Missing	0
Mean		55.59
Median		55.00
Mode		52 ^a
Std. Deviation		6.579
Minimum		40
Maximum		75

5. Validity and Reability

Validity (quality) is a quality that shows the relationship between a measurement (diagnosis) with the meaning or purpose of learning or behavioral criteria (Supriadi, 2011, p.108). The technique used to determine the validity of a test is by-product moment correlation technique. Here is the formula for product moment correlation with

$$r_{xy} = \frac{N \sum XY (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

With description:

r_{xy} : Number of scores X and Y

$\sum X$: Number of X variable scores

$\sum Y$: Total core of Variable Y

$\sum XY$: Number of Subjects

$(\sum X)$: The sum of squares of the grain score

(ΣY) : The sum of squares the total score

N : Total population

(Supriadi, 2011, p.110-111)

Criteria to look question give a significant correlation between a total number is if values of r of each question higher from r table its

mean valid. The rule is;

$r_{\text{value}} \geq r_{\text{table}} = \text{valid}$

$r_{\text{value}} \leq r_{\text{table}} = \text{Invalid. (Purwanto, 2004, p.139)}$

Table 3.4
Result of Test Validity

Item	Total Corrected Item Total Correlation/ r total	r table	Criteria
1	0.656	0.266	Valid
2	0.615	0.266	Valid
3	0.476	0.266	Valid
4	0.480	0.266	Valid
5	0.464	0.266	Valid
6	0.422	0.266	Valid
7	0.463	0.266	Valid
8	0.285	0.266	Valid

9	0.309	0.266	Valid
10	0.328	0.266	Valid
11	0.319	0.266	Valid
12	0.368	0.266	Valid
13	0.310	0.266	Valid
14	0.569	0.266	Valid
15	0.389	0.266	Valid

Reliability is defined how much consistency the test scores the testee achieves on the retest (Sudijono, 2005:179-180). According to Sugiyono (2010: p.354) states that reliability test is performed to find out whether the measuring instrument designed in the form of a reliable questionnaire, a reliable measuring instrument if the measuring instrument is used repeatedly give relatively the same results (not much different).

Reliability test in this study using Alpha Cronbach, because of scoring using the instrument. The alpha formula as follows;

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Note :

R_{11} : Reliability Value

$\sum Si$: Number of variance score for each item

St : Total Variance

K : Number of Items

With the criterion of reliability interpretation:

$0.80 \leq r_{xx} < 1.00$ = very high

$0.60 \leq r_{xx} < 0.80$ = high

$0.40 \leq r_{xx} < 0.60$ = medium

$0.20 \leq r_{xx} < 0.40$ = low

$0.00 \leq r_{xx} < 0.20$ = very low. (Slameto, 2001, p.215)

Table 3.5
Case Processing Summary

		N	%
Cases	Valid	59	100.0
	Excluded ^a	0	.0
	Total	59	100.0

As it can be seen from Table 3.6 that 59 students rated the statement in the questionnaire. All of them were included the reliability analysis.

Table 3.6
Reliability Statistics

Cronbach's Alpha	N of Items
.858	15

Cronbach's Alpha value is shown in the reliability Statistic table. The value is, 858 suggesting very high internal consistency reliability for the scale.

6. Count the percentage (%). It is showing the proportion of the group in the population.
7. Describe the result in form of a percentage, or she could also display the result in a figure using a bar graph or pie chart.
8. Make the conclusion of each item in the questionnaire.
9. Classified and analyzed the data based on category.
10. Describe the conclusion based on data analyzed.

Table 3.7
Rating of Students' Perception Interpretation

Value Range	Category
$X \geq \text{Mean} + 1,8\text{SD}$	Very Positive
$\text{Mean} + 0,6\text{SD} \leq X < \text{Mean} + 1,8\text{SD}$	Positive
$\text{Mean} - 0,6\text{SD} \leq X < \text{Mean} + 0,6\text{SD}$	Neutral
$\text{Mean} - 1,8\text{SD} \leq X < \text{Mean} - 0,6\text{SD}$	Negative
$X < \text{Mean} - 1,8\text{SD}$	Very Negative

Table 3.8
Rating of Students' Perspective

Average Score	Students' Perception
1.00 – 1.50	Very Negative (VN)
1.51 – 2.50	Negative (N)
2.51 – 3.50	Positive (P)
3.51 – 4.00	Very Positive (VP)

CHAPTER IV

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this Chapter, the writer presented the research finding and discussion of the research about the EFL students' perception towards IPA symbols as pronunciation learning system in State Islamic Institute of Palangka Raya to the fourth semester of English education study program.

A. Research Findings

For the main data, the researcher took from the students' questionnaire. There are 15 questions in the questionnaire. Questions number one, two, and three to find out the phonetic symbols increases students' autonomy in learning pronunciation. Questions number four, five, and six to find out the phonetics symbols enables students to be more intelligible speakers of English. Questions number seven to find out the phonetic symbols improves students' confidence to speak English. Questions number eight, nine and ten to find out the phonetic symbols teaching give students burden. Questions number eleven to find out the Teaching phonetic symbols to English Education Department students. And the last, the question number twelve, thirteen, fourteen and fifteen to find out the phonetic symbols give students benefit in learning pronunciation.

1. Data Presentation

The result on EFL students' perception toward IPA symbols as pronunciation system at English education study program of IAIN

Palangka Raya was obtained by employing questionnaire as the main instrument to collect the data. The presented data consisted of responses, central tendency (mean, median, modus), and standard deviation. There were 59 students in fourth semester were chosen as sampling in this research.

The first step was to tabulate score into the table of calculation Mean. The table was shown below:

Table 4.1
The Calculation of Mean

X	F	FX
5	4	20
4	30	120
3	20	60
2	4	8
1	1	1
	N=59	209

$$\bar{X} = \frac{\sum FX}{N} = \frac{209}{59} = 3.54$$

The mean of item 2 is 3.54

Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

Table 4.2

The Calculation of Deviation Score and Standard Deviation of Students' Perception

X	F	FX	X	x^2	Fx^2
5	4	20	1.46	2.13	8.53
4	30	120	0.46	0.21	6.35
3	20	60	-0.54	0.30	5.83
2	4	8	-1.54	2.37	9.49
1	1	1	-2.54	6.45	6.45
		Σ 209			Σ 36.65

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}} = \sqrt{\frac{36,65}{59-1}} = \sqrt{\frac{36,65}{58}} = \sqrt{0,6318} = 0,795$$

Then the score of Mean, Median, Modus, and Standard Deviation are tabulated in the table. The table is as follows;

1. Result of Questionnaire Analysis

Table 4.3
Result of Questionnaire

No	Statement	Scale					Total	MN	M D N	M O	SD
		SA	A	N	D	SD					
		5	4	3	2	1					
1.	Phonetic symbols increase my autonomy in learning pronunciation.	9	35	13	2	0	228	3.86	4	4	0.706
	Percent	15.3	59.3	22	3.4	0					
2.	Phonetic symbol avoid me in mispronouncing the words.	4	30	20	4	1	209	3.54	4	4	0.795
	Percent	6.8	50.8	33.9	6.8	1.7					
3.	Phonetic symbols	12	28	17	2	0	227	3.85	4	4	0.784

	increase my ability to do a self-correction to pronounce the words.											
	Percent	20.3	47.5	28.8	3.4	0						
4.	Phonetic symbols make me able to pronounce various sounds in English correctly.	13	33	11	2	0	234	3.97	4	4	0.742	
	Percent	3.4	18.6	55.9	3.4	0						
5	Phonetic symbols make me able to pronounce the words in English easily.	7	34	18	0	0	225	3.81	4	4	0.629	
	Percent	11.9	57.6	30.5	3.4	0						
6.	Phonetic symbols make me able to minimize the fossilized errors.	5	26	28	0	0	213	3.61	4	3	0.644	
	Percent	8.5	44.1	47.5	0	0						
7.	Phonetic symbols can improved my speaking English more confidence.	8	26	23	2	0	217	3.68	4	4	0.753	
	Percent	13.6	44.1	39	3.4	0						
8.	Phonetic symbols are confusing among students.	2	12	33	10	2	179	3.03	3	3	0.809	
	Percent	3.4	20.3	55.9	16.9	3.4						
9.	Remembering the phonetic symbols are difficult	8	35	16	0	0	228	3.86	4	4	0.629	
	Percent	13.6	59.3	27.1	0	0						
10.	Pronouncing the phonetic symbols are difficult.	7	23	24	5	0	209	3.54	4	3	0.816	
	Percent	11.9	39.0	40.7	8.5	0						
11.	English Education Study Program students have to master the phonetic symbols.	9	28	20	1	1	220	3.73	4	4	0.806	
	Percent	15.3	47.5	33.9	1.7	1.7						
12.	The lecturer should	9	29	18	2	1	220	3.73	4	4	0.827	

	willing to use phonetic symbols to teach pronunciation.										
	Percent	15.3	49.2	30.5	3.4	1.7					
13.	Phonetic symbols are a right system to teach pronunciation.	7	33	17	1	1	221	3.75	4	4	0.756
	Percent	11.9	55.9	28.8	1.7	1.7					
14.	Phonetic symbols are an effective way to improve my pronunciation.	13	27	16	3	0	227	3.85	4	4	0.827
	Percent	22.0	45.8	27.1	5.1	0					
15.	Phonetic symbols are a likable system to teach pronunciation.	11	27	18	3	0	223	3.78	4	4	0.811
	Percent	18.6	45.8	30.5	5.1	0					

Note:

SA = Strong Agree

A = Agree

N = Neutral

D = Disagree

MN = Mean

MDN = Median

MO = Modus

SD = Strongly Disagree

The Data above could be detailed as follows'

Table 4.4
Result of analysis survey item 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	3.4	3.4	3.4
3	13	22.0	22.0	25.4
4	35	59.3	59.3	84.7
5	9	15.3	15.3	100.0
Total	59	100.0	100.0	

Item 1, phonetic symbols increase students' autonomy in learning pronunciation. There are 2 students (3.4%) state disagree, 13 students (22 %) Neutral, 35 students (59.3%) agree, and 9 students (15.3%) strongly agree.

Table 4.5
Result of analysis survey item 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.7	1.7	1.7
2	4	6.8	6.8	8.5
3	20	33.9	33.9	42.4
4	30	50.8	50.8	93.2
5	4	6.8	6.8	100.0
Total	59	100.0	100.0	

Item 2, Phonetic symbol avoid students in mispronouncing the words. There are 1 students (1.7%) state strongly disagree, 4 students (6.8%) state disagree, 20 students (33.9 %) Neutral, 30 students (50.9%) agree, and 4 students (6.8%) strongly agree.

Table 4.6
Result of analysis survey item 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	3.4	3.4	3.4
3	17	28.8	28.8	32.2
4	28	47.5	47.5	79.7
5	12	20.3	20.3	100.0
Total	59	100.0	100.0	

Item 3, Phonetic symbols increase students' ability to do a self-correction to pronounce the words. There are 2 students (3.4%) state disagree, 17 students (28.8 %) Neutral, 28 students (47.5%) agree, and 12 students (20.3%) strongly agree.

Table 4.7
Result of analysis survey item 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	3.4	3.4	3.4
3	11	18.6	18.6	22.0
4	33	55.9	55.9	78.0
5	13	22.0	22.0	100.0
Total	59	100.0	100.0	

Item 4, Phonetic symbols make students able to pronounce various sounds in English correctly. There are 2 students (3.4%) state disagree, 11 students (18.6 %) Neutral, 33 students (55.9%) agree, and 13 students (22.0%) strongly agree.

Table 4.8
Result of analysis survey item 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	18	30.5	30.5	30.5
4	34	57.6	57.6	88.1
5	7	11.9	11.9	100.0
Total	59	100.0	100.0	

Item 5, Phonetic symbols make students able to pronounce the words in English easily. There are 18 students (30.5 %) Neutral, 34 students (57.6%) agree, and 7 students (11.9%) strongly agree.

Table 4.9
Result of analysis survey item 6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	28	47.5	47.5	47.5
4	26	44.1	44.1	91.5
5	5	8.5	8.5	100.0
Total	59	100.0	100.0	

Item 6, Phonetic symbols make students able to minimize the fossilized errors. There are 28 students (47.5 %) Neutral, 26 students (44.1%) agree, and 5 students (8.5%) strongly agree.

Table 4.10
Result of analysis survey item 7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	3.4	3.4	3.4
3	23	39.0	39.0	42.4
4	26	44.1	44.1	86.4
5	8	13.6	13.6	100.0
Total	59	100.0	100.0	

Item 7, Phonetic symbols can improved students' speaking English more confidence. There are 2 students (3.4%) state disagree, 23 students (39.0 %) Neutral, 26 students (44.1%) agree, and 8 students (13.6%) strongly agree.

Table 4.11
Result of analysis survey item 8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	3.4	3.4	3.4
2	10	16.9	16.9	20.3
3	33	55.9	55.9	76.3
4	12	20.3	20.3	96.6
5	2	3.4	3.4	100.0
Total	59	100.0	100.0	

Item 8, Phonetic symbols are confusing among students. There are 2 students (3.4%) state strongly disagree, 10 students (16.9%) disagree, 33 students (55.9 %) Neutral, 12 students (20.3%) agree, and 2 students (3.4%) strongly agree.

Table 4.12
Result of analysis survey item 9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	16	27.1	27.1	27.1
4	35	59.3	59.3	86.4
5	8	13.6	13.6	100.0
Total	59	100.0	100.0	

Item 9, Remembering the phonetic symbols are difficult. There are 16 students (27.1 %) Neutral, 35 students (59.3%) agree, and 8 students (13.6%) strongly agree.

Table 4.13
Result of analysis survey item 10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	8.5	8.5	8.5
3	24	40.7	40.7	49.2
4	23	39.0	39.0	88.1
5	7	11.9	11.9	100.0
Total	59	100.0	100.0	

Item 10, Pronouncing the phonetic symbols are difficult. There are 5 students (8.5%) state disagree, 24 students (40.7 %) Neutral, 23 students (39.0%) agree, and 7 students (11.9%) strongly agree.

Table 4.14
Result of analysis survey item 11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.7	1.7	1.7
2	1	1.7	1.7	3.4
3	20	33.9	33.9	37.3
4	28	47.5	47.5	84.7
5	9	15.3	15.3	100.0
Total	59	100.0	100.0	

Item 11, English Education Study Program students have to master the phonetic symbols. There are 1 students (1,7%) state strongly disagree, 1 students (1.7%) state disagree, 20 students (33.9 %) Neutral, 28 students (47.5%) agree, and 9 students (15.3%) strongly agree.

Table 4.15

Result of analysis survey item 12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.7	1.7	1.7
2	2	3.4	3.4	5.1
3	18	30.5	30.5	35.6
4	29	49.2	49.2	84.7
5	9	15.3	15.3	100.0
Total	59	100.0	100.0	

Item 12, The lecturer should willing to use phonetic symbols to teach pronunciation. There are 1 students (1.7%) state strongly disagree, 2 students

(3.4%) state disagree, 18 students (30.5 %) Neutral, 29 students (49.2%) agree, and 9 students (15.3%) strongly agree.

Table 4.16
Result of analysis survey item 13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.7	1.7	1.7
2	1	1.7	1.7	3.4
3	17	28.8	28.8	32.2
4	33	55.9	55.9	88.1
5	7	11.9	11.9	100.0
Total	59	100.0	100.0	

Item 13, Phonetic symbols are a right system to teach pronunciation. There are 1 students (1.7%) state strongly disagree, 1 students (1.7%) state disagree, 17 students (28.8 %) Neutral, 33 students (55.9%) agree, and 7 students (11.9%) strongly agree.

Table 4.17
Result of analysis survey item 14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	5.1	5.1	5.1
3	16	27.1	27.1	32.2
4	27	45.8	45.8	78.0
5	13	22.0	22.0	100.0
Total	59	100.0	100.0	

Item 14, Phonetic symbols are an effective way to improve my pronunciation. There are 3 students (5.1%) state disagree, 16 students (27.1 %) Neutral, 27 students (45.8%) agree, and 13 students (22.0%) strongly agree.

Table 4.18
Result of analysis survey item 15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	5.1	5.1	5.1
3	18	30.5	30.5	35.6
4	27	45.8	45.8	81.4
5	11	18.6	18.6	100.0
Total	59	100.0	100.0	

Item 15, Phonetic symbols are a likable system to teach pronunciation. There are 3 students (5.1 %) state disagree, 18 students (30.5 %) Neutral, 27 students (45.8%) agree, and 11 students (18.6%) strongly agree.

2. Description of the data

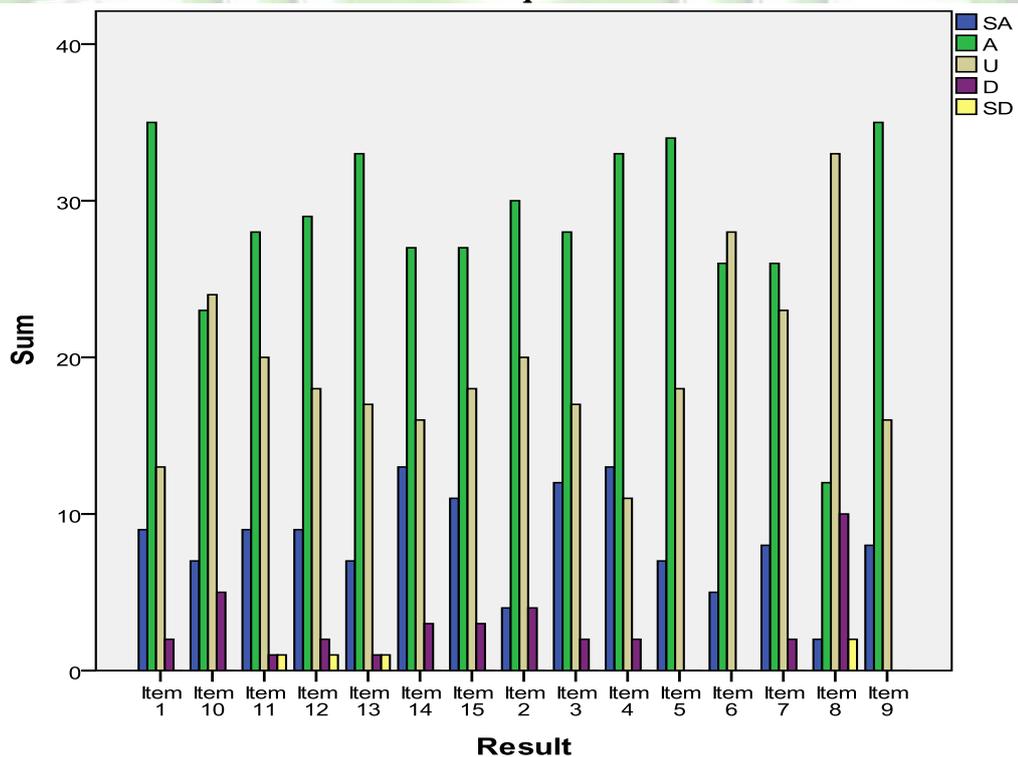
Based on score obtained through a questionnaire which consist of 6 indicators from 15 statement, got overview of EFL Students' perception Towards IPA Symbols as Pronunciation Learning System in fourth semester of language education study program of IAIN Palangkaraya. Based on the analyzed by using Likert Scale, then it converted to following rating in order to interpret the perception of the students.

Table 4.19

Result of Students' Perspective

Indicator	Average Score
I (Item 1,2,3)	3.75
II (Item 4,5,6)	3.80
III (Item 7)	3.68
IV (Item 8,9,10)	3.48
V (Item 11)	3.73
VI (Item 12,13,14,15)	3.78
Total Average Score	3.70 (Very Positive)

Figure 4.1
Chart result of questionnaire



Based on the analysis of mean empiric, mean hypothetic, standard deviation empiric, and standard deviation hypothetic.

Table 4.20
Overview of research variable score

Statistic	EFL Students' perception	
	Hypothetic	Empiric
Score Minimum	15	40
Score Maximum	75	75
Mean	45	55.60
Standard Deviation	10	6.58

Table 4.20 explained that on perception scale of EFL Students obtained hypothetic score and empiric score. hypothetic score is a score of expected can be achieved by sample research, while empiric score is a score obtained while score empiric is a score obtained from the field.

hypothetic score to variable obtained minimum score is 15, maximum score is 75, mean is 45, and standard deviation is 10. While the empiric score obtained minimum score is 40, maximum score is 75, mean is 55.60, and standard deviation is 6.58.

From the score obtained above, it will be set or made categorization for the purpose to put the individual into groups separate tiered with five level strongly positive, positive, neutral, negative, strongly negative. Determination of categorization based on the unit standard deviation and the mean on score empiric, with the following formula: (Azwar, 2003, p.163)

$$X \geq \text{Mean} + 1,8\text{SD} \quad = \text{Very Positive}$$

$$\text{Mean} + 0,6\text{SD} \leq X < \text{Mean} + 1,8\text{SD} = \text{Positive}$$

$$\text{Mean} - 0,6\text{SD} \leq X < \text{Mean} + 0,6\text{SD} = \text{Neutral}$$

$$\text{Mean} - 1,8\text{SD} \leq X < \text{Mean} - 0,6\text{SD} = \text{Negative}$$

$$X < \text{Mean} - 1,8\text{SD} \quad = \text{Very Negative}$$

Table 4.21
Criterion of EFL Students' Perception interpretation

Value Range	Interval	Frequency (f)	Percentage (%)	Category
$X \geq 67.5$	69 – 75	3	5.08	Very Positive
$59.55 \leq X < 67.5$	60 – 68	10	16.94	Positive
$51.65 \leq X < 59.55$	52 – 59	34	57.63	Neutral
$43.70 \leq X < 51.65$	44 – 51	10	16.94	Negative
$X < 43.70$	15 – 43	2	3.39	Very Negative

Based on two ways of analyses it is shown that EFL students' perception towards IPA Symbols is very positive and neutral with more inclined to positive perception.

B. Discussion

The finding shown a very positive perspective in using IPA symbols as pronunciation system by the score is 3.70. All of the indicators show a good point above 3.40 which is answering the research question that EFL students' perception towards IPA Symbols as Pronunciation Learning System. Also, it obviously answered that the use of IPA symbols is effective for pronunciation learning system in against of the opposite perspective.

Previewing the first indicator which purpose is to see students' autonomy after knowing IPA symbols in learning pronunciation, most students agree that by having known the way to read the pronunciation in 3.75 average score. Secondary data describe when they got unfamiliar word the student open in the dictionary to find the meaning and also check the phonetic symbol to know the way how to pronounce it. In line with (Miller and Mompean) it led them to avoid the mistake

in pronouncing the words, able to do a self correction and decrease the fossilized errors. Furthermore, students are also able to understand the pronunciation because of the guidance of the phonetic symbols. In line with (Brown), the intensive teaching of phonetic symbols guide the students to be independent in learning a new word, difficult words, mispronounce words. Students can easily predict the correct sounds in English by the phonetic symbols. Thus, it help them to improve their pronunciation and confidence in speaking. Teachers should introduce IPA symbols accurately in language classroom in the dictionary so that student can learn how to pronounce new words without the teacher's help (Jahan) (Chapter II p. 16).

From the previewing first indicator above, it could be conclude that the most of the students have very positive perception about learning pronunciation independently after knowing IPA Symbols. IPA Symbol reduce mispronouncing as guide to pronounce the words with correct sounds in English.

Previewing the second indicator EFL students give their beliefs in the case of the intelligibility after knowing how to read the pronunciation the average score is 3.80. Secondary data describe local language does not has negative effect on pronunciation if know how to solve it. It was related with Maskara's study, he stated that influence of local language in spoken English could be minimize by introducing phonetics (English pronunciation). The results of his study have shown that English pronunciation as a problem and phonetics' teaching is what students need. In line with (Mompean), through the IPA symbols, the student got visualization of the proper sounds of the words in English and hence they are able

to know the various sounds in English by the symbols . In line with (Brown), the intensive teaching of phonetic symbols guide the students to spelling differences sounds, word stress patterns and idioms (Chapter II p.16). It was support by the data finding by Najamudin's study, student who now IPA symbol by learning pronunciation will know how to pronounce any words in English (Chapter II p.9).

From the previewing second indicator above, it could be conclude that the majority of students have very positive perception about learning pronunciation more understandable speakers of English after knowing the IPA Symbols. The students can figure how to pronounce the right sounds of various sounds in English by IPA Symbols. The teacher should introduce IPA symbol in learning pronunciation.

Previewing the third indicator read phonetic symbols improves students' confidence to speak English, the average score is 3.68. Secondary data describe the students checked phonetic symbol in online dictionary, podcast, video and heard how the word pronounced to imitate. It was related with Hasssan's study , his study aims to help students to improve their using the modern technique e.g. internet, audio aids (CDs, tapes, and TV). In line with (Mompean), The use of phonetic symbols have many advantages that can be got after teaching it helps the student to be more confidence in improving their communication skills, to making the meaningful meaning of the conversation and effectively guide them as a student to learn pronunciation. In line with (Por and Fong) stated that learning phonetic symbols helps the student in improving both their pronunciation and confidence (Chapter II p.16). It was support by the data finding on research paper

entitled The modern use of phonetic symbols within the multimedia based English pronunciation learning management system (MLPS) by Por and Fong which increased learners' accessibility in learning pronunciation without requiring wait for teacher's instruction (Chapter II p.9).

From the previewing third indicator above, it could be conclude that the students have very positive perception about IPA symbols can improves students' confidence to speak English. By the IPA symbols, students can improve their communication skill with several modern equipment.

Students also give their beliefs that phonetic symbols give their burden in the implementation of IPA symbols as pronunciation learning system. Whether it still reached positive point, the average score did not reach approximately 3.5 points as the other indicators had. Secondary data stated that the using of phonetic symbols still difficult among students and confusing for a several of the students because they are not already know all the symbols before the lecture give example first. In line with (Fiktorius) The habit of misusing a few IPA symbols in a characteristic manner that could severely confuse students from other environments in the event that they are exposed to it. (Chapter II p.17).

From the previewing fourth indicator above, it could be conclude that the students have positive perception about IPA symbols give students' burden to implementation of IPA symbols as pronunciation learning system. However majority have very positive perception, several students feel learning IPA symbols is difficult and confusing among students.

Previewing the fifth indicator, as English education department students, they feel that it is significantly important for them to be taught by using phonetic symbols with the average score is 3.73. Based on secondary data, the students feel IPA symbols is very important to learn because good pronunciation is very important for EFL students to distinguish words correctly and reduce misunderstanding meaning. In line with (Fiktorius) stated that students have already encountered the IPA at some stage in their early schooling, both in English classes or in training targeting their own native languages. and plenty of dictionaries use the IPA, so anyone who has made any significant use of a dictionary has in all likelihood seen the IPA, even if he has not completely memorized the entire alphabet. (Chapter II p.19).

From the previewing fifth indicator above, it could be conclude that the students have very positive perception about English education study program have ro master IPA symbols. The IPA symbols is very important for students to learn how is good pronunciation especially for EFL students.

lastly, Previewing the sixth indicator, phonetic symbols give students benefit in learning pronunciation with the average score is 3.78. Based on secondary data, the student felt IPA symbols is right way, and helpful to learn pronunciation more easier. In was line in (Safari) study stated that the IPA is easy to learn, notwithstanding the daunting appearance it might have at the beginning because of there is an exact one-to-one correspondence between written symbols and spoken sounds. It was support by the data finding by Varasarin, The IPA

symbols easy to apply for language teachers to help them further understanding in students' college (Chapter II p.11).

From the previewing sixth indicator above, it could be conclude that the students have very positive perception about phonetic symbols give students benefit in learning pronunciation. The IPA symbols is very helpful as effective guide to learn pronunciation more easier for students.



CHAPTER V

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the findings and suggestions. The conclusion was too summarize the finding, and suggestion was aimed to the students, specifically for the English Lecturer of English Education Study Program of IAIN Palangka Raya, and those who are interest further in researching about IPA symbols.

A. Conclusion

This study shown the importance of EFL students' perception toward IPA symbols as pronunciation learning system. The finding shown that the average score of EFL students' perception toward IPA symbols as pronunciation learning system at a very positive perspective by the score 3.70. All of the indicators show a good point above 3.40 which is answering the research question that EFL students' perception towards IPA Symbols as Pronunciation Learning System. Also, it obviously answered that the use of IPA symbols is effective for pronunciation learning system in against of the opposite perspective. In addition, it was intended to determined their satisfaction in the pronunciation learning system they have received and their views about the importance of IPA Symbols in good pronunciation. Taking everything into account, it seems that phonetic symbols has its place in pronunciation learning system. It is especially important in university, because whereas IPA symbols is a system for learning pronunciation for every EFL learner. Based on the result, students gave their very positive perspective in using of the IPA symbols as their beliefs it could improve their

oral skills and technique for learning pronunciation. Although IPA symbols were regarded as useful and easier to learn, several students thought positively of using phonetic symbols in their learning, most of them felt burdened and found it difficult, because phonetic symbols make students confused and dizzy to understanding.

B. Suggestion

1. For English Learner

It was instructed to all students to know how to read IPA symbols in learning English pronunciation, which it has many advantages for students' pronunciation ability.

2. For the Lecturer

It was recommended to English Lecturers to use IPA symbols, especially for English pronunciation and phonology course classrooms.

3. For the Other Researcher

This design of this thesis was used survey research, it is recommended for other researchers to do the research using other designs to increase better research for those interested in researching IPA symbols.

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