



STUDENTS' PERCEPTION TOWARD PHONETIC NOTATION IN ENGLISH LANGUAGE LEARNING

A descriptive Quantitative Research of Seventh and Fifth Semester Student at English Department Study of IAIN Curup Academic Year 2017/2018

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Abstract

The objective of this research was to know how the student perception toward phonetic notation in English Foreign Language Learning is. The population of this research encompassed all of fifth and seventh semester students of English Study Program in IAIN Curup. The total of the student was 91 students. From the population the researcher took all of the student as the sample of the research because they have learned pronunciation practice and phonology. Data were collected through questionnaire. The collected data were analyzed by using tabulation and making percentage. The findings arrive at a conclusion that students perception toward advantages, familiarity and usefulness of phonetic notation were positive and student perception toward ease of phonetic notation were negative. The potential advantages that had been gotten by the student were awareness rising, autonomous learning and visual support. The results indicate the students aware if they get advantages from phonetic notation and familiar to phonetic notation but get difficulties in pronounce word by using phonetic notation.

Keywords: perception, phonetic notation

Introduction

Pronunciation is the act or manner of pronouncing words, utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. Pronunciation is a foundation to gain full communicative competence in communication. According to Kenworthy^[1], teaching English pronunciation correctly is unavoidably a crucial thing in EFL teaching because correct pronunciation is needed for someone to communicate and understand the meaning correctly. It is related to Gilbert that good pronunciation will make a good communication.^[2] We can take assumption from that statement if the mispronunciation can create a bad communication between listener and the speaker.

Mispronunciation in English word pronunciation can create misunderstanding and miscommunication. It is often found

among learners who learn English as a foreign language. Mispronunciation can be very frustrating for the learner who may have a good command of grammar but have difficulty in understanding and being understood by another language community.^[3] That is why EFL learners need a guidance to differentiate the spelling of the word. The guidance will guide EFL to pronounce word correctly. It means, phonetic notation as guidance for EFL learners in pronouncing word is really important to avoid mispronunciation.

There are two aspects which are usually known in English pronunciation, including speech and language. Focusing in language, language has three major components including phonology, vocabulary, and grammar. In this relation, phonology take an important role. According to Ramelan, phonology is the study of phones or speech sounds. There are two studies of phonology, phonetics and phonemics.^[4] Phonemics is

the study of speech sounds with a view to finding out the significant units of sounds in a given language. Phonetics is the study of speech sounds as sounds without regard to their function as signaling units of language. Phonetics is divided into two kinds, namely Articulatory Phonetics and Acoustic phonetics. Articulatory phonetics studies speech sounds from the point of view of their ways of production by the speech organ.

Focus on phonetic, phonetic teaching is needed to improve student's pronunciation. According to Mompean, phonetic instruction has demonstrated positive benefits in pronunciation. Phonetic teaching provide material which guide the student to improve their pronunciation. Phonetic notation or sometimes called as phonetic transcription or phonetic symbols in phonetic teaching will guide the student to pronounce word correctly. Phonetic notation is symbols, which represent the pronunciation of the word. The student will know how is the pronunciation of the word by using phonetic notation, which is provided in the dictionary. It can be inferred that phonetics be a factor that influence student pronunciation.^[5] It means phonetic teaching is a guidance for the student to gain a good pronunciation.

Based on the statement above phonetic notation in phonetic teaching is a factor that influence pronunciation ability. In a deal condition, student could pronounce vocabularies well by the phonetic notation that represent how is the pronunciation. The reality in IAIN Curup is the student still confused when pronounce word by using phonetic notation. Based on the observation and interview ^[6], student were easier to pronounce a word by teacher correction and electronic dictionary than the phonetic notation of the word in the dictionary. The real phenomena is the student in fifth and seventh semester have learned about pronunciation practice and also phonology especially phonetic. Unfortunately, they rare used phonetic notation in the dictionary and prefer to use electric dictionary to know how is the word's pronunciation although they

have learned how to read phonetic symbols in phonology and also learned about phonetic symbols in pronunciation practice include how to pronounce the phonetic symbols.

Theoretically, student have better pronunciation if they have been taught explicit phonetic instruction.^[7] The student also can improve their pronunciation by themselves by using phonetic notation. The phenomena above shows that student rarely use phonetic notation to improve their pronunciation although they have learned pronunciation practice and phonology. Thus, the researcher interested in investigate the students' perception toward phonetic notation in Learning English because student rarely use phonetic notation in the dictionary to improve their pronunciation.

Literature Review

1. Perception

Perception is psychological process. According to George, perception refers how to the brain organizes and interprets sensory information.^[8] Until fairly recently, perception is consider by the school psychology called behaviorism to be largely a passive and inevitable response to stimuli. Then, Hornby argues that perception is the way you notice things, especially with the senses. ^[9] According to Elliot, perception is the giving of meaning to the discrete, meaningless stimuli that initially arouse awareness. The meaning that an individual gives to any stimulus depends upon the manner in which that person patterns it. On the other word, perception is the process by which we receive and interpret information from the world around us.

The world around us consists of various kinds and levels of physical energy. Our knowledge of the world corpus through our sense organs, which react to the energies. Certain wavelengths of electromagnetic radiation stimulate our eyes. Our ears sense certain kinds of mechanical vibrations in the air. Our noses and our tongues are sensitive to certain chemical stimuli. Sense organs in

our skin respond to pressure, temperature changes, and various stimuli related to pain. Sense organs in our joints, tendons and muscles are sensitive to body movement and position.

2. Pronunciation Learning

According to Harmer, pronunciation is the way a word or a language is usually spoken, the manner in which someone utters a word^[10]. In line with the definitions above, Hornby says that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language^[11]. From the definitions above, it shows conclusion that pronunciation is the way person utters a word or a language. Meanwhile, Goodwin as cited in Celce-Murcia states that pronunciation is the language feature that most readily identifies speakers as non-native.^[12]

The importance of pronunciation in English Foreign Language learning is to communicate appropriately and fluently. According to Kenworthy, it is important to pay attention in pronunciation because it results in whether or not someone's message can be passed by the people^[13]. Moreover, Gilbert stated that if someone cannot listen English well, she or he will cut off from the conversation^[14]. It can be concluded from the statements above that pronunciation gives significant effect to the meaning of someone says.

In pronunciation learning, phonetic instruction is needed to increase student pronunciation ability. According to Neufled, phonetic instruction has been shown to improve pronunciation. Phonetic instruction gives significant effect for EFL learners to increase their ability in pronunciation.^[15] In other words, phonetic notation is needed in pronunciation learning as a tool to increase student ability in pronunciation.

Phonetics instruction in the FL classroom typically emphasizes the differences between learners' L1 and L2 phonological systems with regards to

phonetic inventories, articulation of analogous phones, grapheme–phoneme correspondences, and phonological processes. In addition to this explicit phonetics instruction component, pronunciation instruction usually includes perception practice in the form of phoneme discrimination and identification exercises often with feedback.

3. Phonetic Notation In English Foreign Language Learning

Phonetics is a science concerned with finding acoustic, articulatory, and perceptual regularities in human speech.^[16] Phonetics has a broad reach, ranging from concrete phenomenological descriptions of the sound systems of various languages to abstract theoretical accounts. The key products of phonetics consist of knowledge dissemination and applications for speech and hearing diagnosis and remediation, second language teaching, and several other important contributions, but phoneticians typically do not construct software systems.

Phonetic notation is the use of special written symbols to refer to the sounds or sound features of one or several languages.^[17] Related to this, phonetic notation refers to recording words and utterances using phonetic symbols. For example: /'hæn.səm/ as the symbols which represent the pronunciation of handsome and /'prɪt.i/ as the symbols which represent the pronunciation of pretty. The need for phonetic notation in phonetics research and teaching and learning is unquestioned by phoneticians, linguists and speech researchers in general, who find it very convenient to have an unambiguous notation system to refer to sounds.

Phonetic notation is really useful for EFL learners, according to Mompean, phonetic notation are often used in learner dictionaries and activities included in second or foreign language (L2) teaching materials. Even L2 materials writers provide information on phonetic symbols in teacher-oriented materials some authors consider that

learners can benefit from the use of phonetic notation in L2 pronunciation learning.

According to Mompean, phonetic notation have four advantages for EFL Learners. They are:

a. Systematicity

The fundamental principle of a phonetic notation set (or alphabet) is that each symbol always stands for one particular distinctive sound feature or unit and that each such unit is always represented by the same grapheme, digraph, diacritic or any other mark. Ideally, alphabets should follow this principle with no-or at least very few - irregularities. This is essentially the case of languages with phonemic orthography, in which the graphemes and phonemes of the language are consistently related. However, many alphabetic systems deviate over time from their first sound/symbol regularity and become less predictable while trying to capture and/or maintain linguistic historical and etymological features.

Phonetic notation sets, however, are consistent in the 'one symbol-one value' principle. Given this feature of phonetic notation and the inconsistencies of the spelling systems of languages such as English, phonetic notation can function as a convenient code with which teachers and learners can discuss issues in pronunciation simply and unambiguously. Apart from the advantages of phonetic notation over traditional alphabetic systems, the former is also far more systematic than other writing systems and comprehensive in representing allophonic variants subsegmental phonetic features or prosodic features for example: stress, rhythm, intonation. Despite popular views that phonetic notation is only about representing the vowel and consonant phonemes.

Phonetic notation is flexible enough for teachers and learners to decide to what degree of phonetic or linguistic detail they wish to represent speech. In this respect, phonetic notation can be used to represent only the phonemes of the language and no

predictable information or the phonetic features and allophonic variation of utterance.[¹⁸] For language teaching purposes, a phonemic or at best a partly allophonic transcription representing perceptually salient allophones and connected speech processes is probably most convenient, depending on the needs of the learners.

In other hand, Molhort stated that the advantages of phonetic notation as systematicity alphabetic system is related to the advantages of the phonetic notation as the visual support. By the definition, phonetic notation is the visual representation of speech and visual character of phonetic notation is, phonetic notation help develop awareness of pronunciation patterns.

b. Awareness-raising

According to Harmer, alongside a wealth of other strategies such as the use of rhymes, tongue-twisters, beating out the pattern of stress with one's hand or finger, etc. phonetic notation is also useful in raising awareness of pronunciation features that often go unnoticed by learners.[¹⁹] These include L2 sound inventory and features, differences between L2 accents, connected speech differences in pronunciation, phonological and sound-to-spelling differences between the learners' first language (L1) and their L2, common pronunciation errors, etc.

Dufva and Vauras suggest that raising learners' phonological awareness with phonetic notation can even be beneficial for reading and writing skills.[²⁰] Raising learners' awareness of pronunciation features exemplifies the *analyticlinguistic* (AL) approach in pronunciation teaching described by Celce-Murcia, Brinton and Goodwin. The AL approach assumes that awareness of many L2 phonological features does not necessarily arise in learners spontaneously. Instead, the approach assumes that this awareness should be fostered with the use of metaphonological tools – tailored to learners' level and interests for learners to become

aware of what exactly is to be learned or practiced. The AL approach is related to the role claimed in the L2 teaching literature for consciousness-raising and noticing of language features as well as input enhancement and focus on form.

According to Long, draws attention to the distinction between ‘focus on forms’ and ‘focus on form’ [21]. Focus on forms is nothing but the traditional structural syllabus. Focus on form, on the other hand, refers to instruction that draws learners’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication. Focus on form re-emphasizes the formal and linguistic aspect of language learning, encouraging learners to pay conscious attention to certain forms in the input they are otherwise likely to ignore.

c. Visualness and visual support in teaching/learning

By definition, phonetic notation is the visual representation of speech and this visual character of phonetic notation is, in itself, a potential advantage for pronunciation teaching and learning given that visual displays of sounds help develop awareness of pronunciation patterns. According to Molholt Pronunciation work has a strong auditory component, and learners often find sounds elusive and less tangible than written language.[22] Unless recordings are available for replay or learners go through somewhat intensive periods of ear-training, it is often difficult for them to develop conceptual images of sounds. Given this, phonetic symbols allow teachers and learners to freeze those sounds and the abstract concepts they instantiate into a repertoire of visual symbols for reference and further work.

In this way, phonetic notation is a visual reminder of real auditory stimuli and the concepts they represent, for example: helping learners remember the latter and providing a model on which to work. Displaying phonetic symbols on a chart, for example, can represent a pronunciation visual syllabus

for both teachers and learners during most class activities. The visual character of phonetic notation is also advantageous for another reason. The visualness of symbols may be exploited in pedagogically attractive ways by teachers when developing or adapting materials for pronunciation work. As a case in point, changes in font size, font weight or font color can highlight specific aspects in materials.

d. Autonomous Learning

The awareness-raising potential of phonetic notation and its visualness provide the basis for another potential advantage of phonetic notation, that is, its power for autonomous learning. According to Hedge, autonomous learners learn both inside and outside the classroom, and they know how to use resources independently in both contexts.[23] In the classroom, learners can be told about the pronunciation of words or utterances. For example, phonetic symbols can help learners understand their pronunciation errors better if seen laid out in visual form in teachers’ feedback.

Outside the classroom and unsupervised, however, even advanced learners often develop inaccurate impressions of what the native-speaker pronunciation sounds like. A strategy that can be used to mitigate this problem is to help learners understand and use the information on pronunciation in dictionaries or any other EFL materials. On condition that the learners know the values of the phonetic notation employed, dictionaries are widely considered to help learners work out the pronunciation of a lexical item autonomously even without having heard it.

Another lifelong autonomous learning skill potentially fostered by the knowledge and use of phonetic notation is the ability to refer, in handwriting or typescript, to pronunciation units and features. Kelly stated that Learners often resort to the spelling conventions of their L1 to represent the pronunciation of an L2. EFL learners, typically transcribe English words such as

'fill' and 'feel' both with the same letter, that is (i) for example 'fil'. However, L1 spelling-based notation typically masks inappropriate equivalences between the L1 and L2 sound systems, treating the sound system of the L2 as similar or identical to that of the L1. To prevent this, an adequate L1-based notation system would need to be made more elaborate but at the risk of making it rather idiosyncratic.

Consequently, a language-independent, widely accepted system of notation seems more recommendable. Phonetic notation may help learners to be more autonomous by fostering a further skill: self-monitoring and self-correction. This skill has received some attention in pronunciation teaching literature, although self-monitoring is typically a challenge for learners not only due to learners' frequent lack of awareness of what is to be corrected but also lack of tools to do so. In this respect, since phonetic symbols allow pronunciation features to be written down and studied, their potential for self-monitoring seems evident.

In the classroom, selfmonitoring can be fostered by writing utterances on the board alongside phonetic symbols for the mispronounced features, by pointing to phonetic wall charts posted around the class which contain the phonetic symbols relevant for the pronunciation error or by having learners transcribe one portion of a recorded performance. This naturally requires that the learners have acquired an active knowledge of phonetic symbols instead of a mere passive skill that is sufficient for checking pronunciation forms in a dictionary.

Learner's views of phonetic notation and phonetic instruction have been done by some research. According to Henderson in his research learner views toward phonetic notation can be seen by their **familiarity** toward phonetic notation.^[24] In this respect Henderson asked the learners which were taught how to recognize and write phonetic symbols. There are some ways see learners familiarity toward phonetic notation. They are how often the student seen phonetic

symbols in dictionaries and text book, the learners were taught how to read at least some phonetic symbols at school and the learners' familiarity with phonetic symbols.

Tergujeff argued that learners view of phonetic notation can e been by the **ease and usefulness** of phonetic notation.^[25] According to Tergujeff the usefulness of phonetic notation in EFL teaching are help the learners remember the sound of English, checking words from dictionary and help the learners see the importance of working on the pronunciation of English. But, in other hand phonetic notation might also negatively affect spelling of the student in lower level. Phonetic notation is more actively used at university levels because it is too difficult to be understood. When learners used phonetic notation too much, they may forget the correct spelling of the word. Littunen added the student would be familiar to the phonetic symbols were used in the dictionary when the spelling conversation of the student own language were used in the pronunciation guide.^[26]

Previous Studies

The research about phonetic notation in EFL learning have done by some researchers. Here the researcher found some research which relevant to the researcher's research.

The first research is done by Joonas pelttari. The resarcer investigate the using of phonetic transcription as teaching method in pronunciation teaching. The aim of this research is to know how is the infleuces of phonetic method in teaching pronunciation. This research related with the researcher's research because have same focus on phonetic notation or phonetic transcription. But the researcher focus on student's perception toward phonetic Notation in EFL learning.

The Second research is done by Jose A Mompean. The tittle is phonetic notation in EFL teaching and learning. This research investigate the usefullnes of phonetic notation in pronunciation teaching based on student's perception. This research related to

the researcher research but in this research the Mompean compare the student fro three countries.

Based on the findings of the other research above, if compared with this research, this research was different from them because this research only focus on the student perception toward phonetic notation in EFL learning. They have same focus in using phonetic notation/phonetic symbols/phonetic transcription in pronunciation teaching, but have different purpose. In this research the researcher focus on student perception toward phonetic notation.

Methodology

Based on prior research above, this research analyzed and then described about the student's perception towards phonetic notation in EFL Learning. This research was presented in quantitative way, since it described social phenomena as they occur naturally. In addition, the research only collect the data, and also made the conclusion from the collected data. The investigation was started with the formulation of research question as the problem based on this study. In this research, the researcher worked in an objective way and systematically by using quantitative approach by calculating the presentation of the students' perception toward phonetic notation in English foreign language learning.

Kind of this research is Descriptive research. As explained by Whitney, it is a fact-finding with a correct interpretation. Descriptive study is the problems in society, as well as the procedure applicable in the community and specific situations, including relationships, activities, attitudes, views, and processes that are ongoing and the effects of a phenomenon. So, based on the definition, the researcher described the problems happened in society, as well as activities and the other factors. Here, situations and phenomenon are the important things for being discussed by the researcher. Since

describing was the main focus. In this research, the researcher described the phenomenon occurred in The 5th and 7th semester students at English Study Program, where students in 5th and 7th semester have learned about pronunciation practice and also phonology especially phonetic but they rarely use phonetic notation to know the pronunciation of the word.

To get the complete data in this quantitative research, the researcher used questionnaire. It is defined as data collection tool in which written questions are presented that are to be answered by the respondents in written form. The close-ended questionnaire was used in this research. In this questionnaire, the researcher used term phonetic symbols because it is more familiar than phonetic notation. Questionnaire was prepared by researcher by using Likert Scale. Likert Scale is a scale used to measure the perceptions, attitudes or opinions about a person or group, events or social phenomena, based on the operational definition that has been set by the researcher.²⁷ This research measured the main thing, the perception, which is obtained from the questionnaire given to the student. Therefore, the researchers used Likert Scale to describe the results of the questionnaire, which has five options as alternative answers. They were:

- SS : Sangat Setuju (Very Agree : 5)
- S : Setuju (Agree : 4)
- N : Netral (Netral : 3)
- TS : Tidak Setuju (Disagree : 2)
- STS : Sangat Tidak Setuju (Very Disagree : 1)

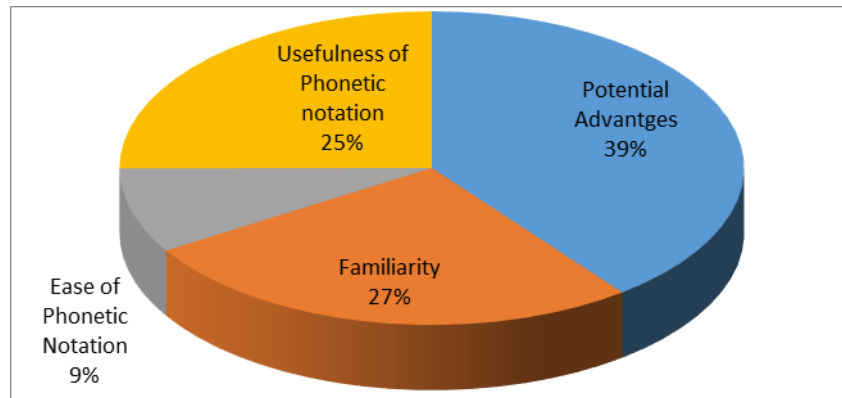
To analyze the data the researcher used Tabulating to arrange for processing data, also for getting the data better for systematic process and making percentage. Then, the researcher also calculated total number and percentage of each student's perception based on the result of questionnaire given to them, by using the formula:

$$P = \frac{F}{N} \times 100\% \quad (1)$$

P : Number of percentage

F : The frequency of answer
 N : Number of sample²⁸

Findings and Discussion



Based on the finding from the questionnaire about how is students' perception toward English foreign language learning, the student' perception is positive. The researcher saw the student's perception toward phonetic notation based on three part. First advantages of phonetic notation, second familiarity toward phonetic notation and the last from perceived ease and usefulness. The findings show that the whole student's perception toward Phonetic Notation In English Foreign Language Learning is 75.3%. It means that the student have positive perception toward Phonetic Notation In English Foreign Language Learning because based on Saifudin, if the respondent has score above 23% it means they are positive and if respondent has below 23% it means they are negative (see appendix 1).

From the findings above the student's perception toward advantages of phonetic notation the highest. In this case, Phonetic notation helped student as visual support is the highest. Student agree that phonetic notation helped them to visualize the sound of English. Next is phonetic symbol helped student in awareness rising. Student agree that phonetic notation helped them become aware about sound and spelling. Then phonetic notation helped student in autonomous learning. In this case phonetic notation helped the student to learn and improve pronunciation by themselves.

Based on the finding, the researcher found that almost all of the student were familiar to the phonetic notation. According to Henderson in his research learner views toward phonetic notation can be seen by their familiarity toward phonetic notation. There are some ways see learners familiarity toward phonetic notation. They are how often the student seen phonetic symbols in dictionaries and text book, the learners were taught how to read at least some phonetic symbols at school and the learners' familiarity with phonetic symbols. Based on finding above, the result for the student familiarity toward phonetic notation is 70%. It means that the student were familiar with phonetic notation.

The next discussion is student perception toward perceived ease and usefulness of phonetic notation. There are 94% students agreed about phonetic symbols helped them see the importance of working on the pronunciation of English. Therefore, the symbols seem be a usefull addition to practical language courses. In addition 76% student agreed about phonetic symbols were not difficult for student in university level and 71% students agreed about they remember at once what a given phonetic symbols mean and 81% student agreed about phonetic symbols helped them to remember the sound of english. This mean the phonetic symbols seem tobe relatively to use.

In other hand, 79% student agreed about they would understand dictionaries better if spelling conversation of their own language was used instead of phonetic symbols in their pronunciation guide. This means that student were easier to pronounce word in the dictionary if their own spelling were instead of phonetic symbols in pronunciation guide. In addition, 63% students agreed about if they used phonetics symbols too much, they may forget the correct spelling of word and 61% students agreed about phonetic symbols are too difficult to be understood. This means that phonetic symbols are difficult to be understood and used by the student.

Based on the explanation above, it can be concluded that the student have positive perception toward potential advantages of phonetic notation, were familiar with phonetic notation and have positive perception toward the usefulness of phonetic notation in EFL learning but they have negative perception toward perceived ease of phonetic notation because phonetic notation is too difficult to be understood.

After analyzed the data from the result of questionnaires, the researcher found the potential advantages of phonetic notation that have been gotten by the student in English Study Program at IAIN Curup. Based on the finding above, the researcher found that the student got advantages from phonetic notation in EFL learning. First advantages is awareness rising. Almost all of the students said that phonetic notation helped them in awareness rising. In line with Harmer phonetic notation is useful in raising awareness of pronunciation features that often go unnoticed by the learners. These include second language sound inventory and features, differences between the second language accents, connected speech differences in pronunciation, phonological and sound to spelling differences between learners' first language and second language. From the finding, the student are agree with the statement. Their percentage is 93,5%. It means that the phonetic notation really useful for student's awareness rising.

Phonetic notation helped student become aware of discrepancies and correspondences between spelling and pronunciation by using phonetic symbols. Beside that, phonetic notation also helped student become aware of existence of sound features and combination of sound by using phonetic symbols.

The second advantages is visual support. Almost all of the students said that phonetic notation helped them as visual support in learning pronunciation. Related to Molhort, phonetic notation is visual reminder of real auditory stimuli and the concept they represent, for example: helping learners remember the latter and providing a model on which to work. Displaying phonetic symbols on a chart, for example, can represent a pronunciation visual syllabus for both teachers and learners during most class activities. The visual character of phonetic notation is also advantageous for another reason. The visualness of symbols may be exploited in pedagogically attractive ways by teachers when developing or adapting materials for pronunciation work. The result for the second indicator is student agree with the phonetic notation is useful as visual support. The percentage of answer agree is 86.5%. Phonetic notation helped student regard the sound of English less abstract and also phonetic symbols helped the student visualize the sound of English.

The third advantages is autonomous learning. From the finding above, the students said that they got some advantages from phonetic notation phonetic notation helped them to lean pronunciation by themselves. In this respect, phonetic notation helped student check the pronunciation of word in dictionary. According to Tergujeff, phonetic symbol is useful when checking a word in the dictionary. It is based on his research about the usefulness of phonetic notation in English teaching. The next, phonetic notation helped the student improve their own pronunciation by themselves, and know how to interpret phonetic symbols. As Hedge

stated that outside the classroom even advanced learners often develop inaccurate impressions of what the native speaker pronunciation sounds like. A strategy that can be used to mitigate this problem is to help learners understand and use the information on pronunciation in dictionaries or other EFL materials. On condition that the learners know the values of the phonetic notation employed, dictionaries are widely considered to help learners work out the pronunciation of lexical item autonomously even without having heard it. But, based on finding above the researcher found that a half of student do not pay attention to the phonetic symbols when they see them in the dictionary or book. According to

In other hand the researcher also found that phonetic notation in autonomous learning also helped the student in spelling and write down it when they heard new word. It related to Kelly, Phonetic notation may help learners to be more autonomous by fostering a further skill: self-monitoring and self-correction. This skill has received some attention in pronunciation teaching literature, although self-monitoring is typically a challenge for learners not only due to learners' frequent lack of awareness of what is to be corrected but also lack of tools to do so. In this respect, since phonetic symbols allow pronunciation features to be written down and studied, their potential for self-monitoring seems evident.

The result for the third indicator is the student agree about phonetic notation is really useful in autonomous learning. The percentage of student who agree is 64.5%. It means the student get some advantages from phonetic notation. Based on finding above, phonetic notation helped student check the pronunciation in dictionary, helped student improve their pronunciation by themselves, and helped student to pronounce and write new word with phonetic symbols.

Conclusion and Suggestion

Based on the finding and discussion in chapter IV it can be concluded: the first, student have positive perception toward advantages of phonetic notation because they got some advantages in learning phonetic notation. Student also have positive perception toward familiarity to the phonetic notation and usefulness of phonetic notation. But, the student have negative perception toward the usefulness of phonetic notation. Phonetic notation is too difficult to be understood by the student.

The finding shows that student aware about potential advantages and also usefulness of the phonetic notation but got difficulties in using phonetic notation because is too difficult to be understood. So the researcher suggest the lecturer in pronunciation teaching to pay more attention in teaching pronunciation especially in teaching phonetic notation.

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Appendix 1

| No | Indicators | Questions | V | A | N | D | VD | RESULT | | | | |
|----|----------------------|------------------|-------|----|----|---|----|--------|------|------|--------|-------|
| | | | A | A | A | A | A | | | | | |
| | | | F | F | F | F | F | | | | | |
| 1. | Potential Advantages | Awareness Rising | 1. Q1 | 45 | 39 | 6 | 1 | | 0 | 5,1% | 10,4 % | 43,3% |
| | | | 2. Q2 | 20 | 66 | 3 | 2 | | 0 | 5,3% | | |
| | Visual Support | 3. Q3 | 30 | 48 | 7 | 2 | | 0 | 4,8% | 9,6 | | |

| | | | | | | | | | | | |
|----|-------------------------------|---------|----|--------|--------|----|--|---|------|------------|-----------|
| 3 | Autonomous Learning | 4. Q4 | 18 | 6 1 | 7 | 5 | | 0 | 4,8% | % | 23,5 % |
| | | 5. Q5 | 46 | 3 8 | 4 | 3 | | 0 | 5,0% | | |
| | | 6. Q6 | 28 | 5 2 | 7 | 4 | | 0 | 4,9% | | |
| | | 7. Q7 | 16 | 4 6 | 1 9 | 10 | | 0 | 3,8% | | |
| | | 8. Q8 | 12 | 4 1 | 1 8 | 17 | | 2 | 3,2% | | |
| | | 9. Q9 | 26 | 3 5 | 2 3 | 1 | | 6 | 3,8% | | |
| | | 10. Q10 | 10 | 3 5 | 1 8 | 25 | | 3 | 2,8% | | |
| 2. | Familiarity | 11. Q11 | 20 | 5 3 | 1 2 | 6 | | 0 | 4,5% | 29,1 %% | 29,3% |
| | | 12. Q12 | 26 | 4 3 | 1 1 | 10 | | 1 | 4,3% | | |
| | | 13. Q13 | 24 | 4 1 | 1 0 | 15 | | 1 | 4,1% | | |
| 3. | Perceived Ease and Usefulness | 14. Q14 | 27 | 5 9 | 3 | 2 | | 0 | 5,3% | 9,6 % | 27,4% |
| | | 15. Q15 | 20 | 4 9 | 6 | 16 | | 0 | 4,3% | | |
| | | 16. Q16 | 12 | 4 7 | 1 2 | 14 | | 1 | 3,6% | 18,8 %% | |
| | | 17. Q17 | 25 | 4 9 | 7 | 9 | | 0 | 4,6% | | |
| | | 18. Q18 | 20 | 4 5 | 8 | 7 | | 3 | 4,1% | | |
| | | 19. Q19 | 14 | 4 1 | 5 | 23 | | 6 | 3,2% | | |
| | | 20. Q20 | 16 | 3 9 | 1 2 | 21 | | 3 | 3,3% | | |