

## USING PHONEMIC TRANSCRIPTION TO IMPROVE STUDENTS' PRONUNCIATION

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### ABSTRACT

This research aimed at proving that the use of Phonemic Transcription improves pronunciation of the tenth grade students of SMAN 1 Palu particularly in these troublesome sounds: /θ/, /ð/, /ʃ/, /z/. The samples were X IIS3 as the experimental group and XIIIIS 4 as the control group. They were selected by using purposive sampling technique. The researcher used quasi experimental research design where the two groups were given pre-test and post-test. The result showed that there was a significant improvement of the students' pronunciation ability after they were taught through phonemic transcription. The mean score of the experimental group before the treatment was 16.8 while the control group was 14.6. After the treatment, the mean score of the experimental group was 60.3 and the control group was 16.8. After analyzing the data, it was found that the t-counted (5.07) was greater than the t-table (1.999) by applying 0.05 level of significance and 65 degree of freedom (df). The researcher concludes that the hypothesis is accepted. It shows that Phonemic Transcription improves pronunciation of the tenth grade students of SMAN 1 Palu.

**Keywords:** Improving; Pronunciation; Phonemic Transcription.

*Penelitian ini bertujuan untuk membuktikan bahwa penggunaan transkripsi fonemis meningkatkan kemampuan pengucapan siswa kelas sepuluh SMAN 1 Palu khususnya pada bunyi yang sulit sebagai berikut: /θ/, /ð/, /ʃ/, /z/. Sampel penelitian adalah kelas X IIS 3 sebagai kelompok eksperimental dan kelas X IIS 4 sebagai kelompok kontrol. Mereka dipilih dengan cara teknik Purposive Sampling. Peneliti menggunakan model penelitian Quasi Experimental dimana kedua grup akan diberikan pre-test dan post-test. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan terhadap kemampuan pengucapan siswa setelah diajarkan cara membaca transkripsi fonemis. Nilai rata-rata kelompok eksperimental sebelum diberikan perlakuan adalah 16,8 sementara kelompok kontrol 14,6. Setelah diberikan perlakuan, nilai rata-rata kelompok eksperimen 60,3 dan grup kontrol 16,8. Setelah menganalisa data, data menunjukkan bahwa t-counted (5,07) lebih besar dibandingkan dengan t-table (1,999) dengan menggunakan tingkat signifikansi sebesar 0,05 dan derajat kebebasan sebesar 65. Peneliti menyimpulkan bahwa hipotesa diterima. Itu menunjukkan bahwa transkripsi fonemis meningkatkan kemampuan bicara siswa kelas Sepuluh SMAN 1 Palu.*

**Kata Kunci:** Meningkatkan; Pengucapan; Transkripsi Fonemis.

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## INTRODUCTION

Pronunciation is a great part in learning not only English but also all languages in the world. There are two manners in producing language. Those are oral and written. Mostly, people all over the world use oral way to express their ideas, feelings, or opinion. In this case, pronunciation is considered as a crucial part to avoid misunderstanding of what a speaker says. If the speaker has good pronunciation, an intelligible communication will occur. On the contrary, communicating with such a bad pronunciation will cause misunderstanding between one and another. Kenworthy (1987:13) states “The more words a listener is able to identify when said by a particular speaker, the more intelligible the speaker is.”

The goal of learning English in SMA in Indonesia is to achieve the functional level in spoken and written form to make students be able to communicate using English in particular occasion. According to the third core competence of Kurikulum 2013 or commonly known as K-13, students must be able to be a part in solving many kinds of problems by having effective communication.

In term of effective interaction, it is obvious that speaking with intelligible pronunciation is needed to avoid misunderstanding between a speaker and a listener that makes interaction becomes ineffective.

Most students in Indonesia particularly in Central Sulawesi have difficulty since there are several sounds that do not exist in Bahasa Indonesia. Andi-Pallawa (2013) ever stated that students in Central Sulawesi face difficulties in pronouncing phonemes: /b/, /p/, /t/, /d/, /k/, /g/, /f/, /c/, /dʒ/, /f/, /v/, /θ/, /ð/, /z/, /ʃ/, /ʒ/, /h/, /l/, /r/, /w/, /m/, /n/, /ŋ/. The students tend to pronounce words with approximate phonemes found in Bahasa Indonesia. By changing some sounds in pronouncing words, it can change the meaning of the words. For example, word “clothe” must be pronounced as /kləʊð/. If one pronounces it as /kləʊz/ which means a short distance (adj) or to cover an opened thing (v), it obviously changes the meaning. Another example is let us say a student in a classroom. The teacher checks the attendance list and calls his name. If he replies the teacher’s call with /prɪ'zɛnt/ (v) which means give or award formally, he has mispronounced the word that supposed to be pronounced as /'prezənt/ (adj) which means in a particular place or occasion.

In spite of mispronouncing several words, not all teachers seem fully aware about the importance of learning pronunciation. When the researcher did a preliminary research, he found that even teachers faced difficulties in teaching pronunciation. The teachers preferred to put language skills before language components in this case pronunciation. They tended to skip pronunciation matters in the students’ material. They thought that teaching language skills,

vocabulary, and grammar was sufficient for the students to have a good communication in English.

To get students with good and intelligible pronunciation, a teacher can provide techniques, methods and strategies that can make the students enjoy the atmosphere of learning pronunciation. Actually, there are several techniques to teach pronunciation that can be applied to keep the students remain enthusiastic. One of the technique that the researcher used was phonemic transcription. Phonemic transcription represents functional distinction in differentiating sounds which are used to distinguish word meaning.

Phonemic transcription is the visual representation of sounds. A sound can be transcribed by using phonemic transcription in order to know the exact way to pronounce a sound. According to Basri (2005:30) “Transcription is the pronunciation of words written by using phonetic symbol”.

To exemplify this, the researcher points out these following words: *three* vs. *tree*. For some students it is difficult to differentiate the phoneme /θ/ and /t/. In this case, a teacher can easily use phonemic transcription to make the students realize that /θri:/ is pronounced differently than /tri:/. Similarly, the letter ‘t’ in *cat* and *nation* represent very different consonant sounds. /kat/ vs. /neɪʃ(ə)n/. from the examples, it shows how the pronunciation varies using phonemic transcription.

There are two kinds of transcription: phonemic and phonetic transcription. Katamba (1996:69) defines

“Phonemic transcription (also called BROAD TRANSCRIPTION) only shows functional differences, i.e. differences between sounds which are used to distinguish word meaning. It only uses enough symbols to represent each phoneme of the language in question with a symbol of its own. Phonetic transcription (also called NARROW TRANSCRIPTION) on the other hand, is much more detailed and attempts to provide a more faithful representation of speech.”

In this reaserch, The researcher prefers phonemic to phonetic transcription because the phonetic transcription is too complex to be learnt by high school students. As Katamba’s definition about the two type of transcriptions above, phonetic transcription provides more detailed representation that may make students confused because of its variations. This following table is provided to show the phonemic and phonetic transcription.

**Table 1** Transcription of some English word

Words	Phonemic Transcription	Phonetic Transcription
strewn	/strun/	[stru:n]
tenth	/tɛnθ/	[t <sup>h</sup> ɛŋθ]
clean	/klin/	[kli:n]

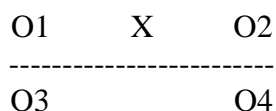
attack	/ətæk/	[ə'thæk]
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From the table above, it can be seen that phonetic transcription is too complex to be learnt by high school students.

Considering the explanation of the influence of phonemic transcription in student's pronunciation ability, the researcher was interested in conducting research to find out whether the use of phonemic transcription is effective to improve students' pronunciation. The research question was formulated in the following *“Does the use of phonemic transcription improve pronunciation of the tenth grade students of SMA Negeri 1 Palu?”* Using phonemic transcription is expected to help students pronounce English words correctly. The researcher used an electric dictionary called Cambridge Advance Learner's Dictionary as a media to introduce phonemic transcription to the students.

## METHOD

In conducting this research, the researcher used quasi experimental research design with one experimental group and one control one. The experimental group was given the treatment and the control group was not. Moreover, both of the groups were given a pre-test and post-test. The design of this research can be seen as follows:



*(Cohen, Manion, & Morrison, 2005:214)*

The population of this research was X IIS students of SMAN 1 Palu which was 196 in total. The samples were X IIS 3 as the experimental group and X IIS 4 as the control group. Both groups were taken by using purposive sampling technique. The dependent variable of this research was students' pronunciation and the independent variable was phonemic transcription. In collecting the data, the researcher used tests as the instrument. The pre-test was used to know the students' prior speaking skill before the treatment. After conducting the treatment, the students were given the post-test to measure the students' pronunciation improvement.

After administering the pre-test to the students, the researcher then conducted the treatment. The treatment was conducted to the experimental group and lasted for eight meetings where each meeting took 1x45 minutes.

To assess the students' pronunciation, the researcher used a scoring rubric. There were four sounds to be pronounced and each sound has five words. In other words, there were twenty words to be pronounced. The score for each sound was one.

## FINDINGS

In presenting data, the data were taken from the pre-test and the post-test of the experimental group and control group. Both groups were asked to pronounce twenty words containing the four focused sounds randomly. Then, the researcher measured their pronunciation by using the scoring rubric that has been provided by the researcher.

The pre-tests were conducted on July 26<sup>th</sup>2017 to the experimental group. The result of the pre-test of the experimental group showed that the highest score is 35, the lowest score is 5. It means pronunciation of all students in experimental group pronunciation were “*very poor*”. Next, the researcher calculated the mean score by using formula from Arikunto (2002). He found that the mean score of pre-test in experimental group was 16.6.

**Table 2** the result of pre-test in experimental group

No	Initials	Obtained Score (x)	Maximum Score (N = 20)	Standard Score (X)	Categories
1.	AAN	6	20	30	Very poor
2.	AMA	3	20	15	Very poor
3.	APA	4	20	20	Very poor
4.	APN	2	20	10	Very poor
5.	BDS	4	20	20	Very poor
6.	CVN	5	20	25	Very poor
7.	DAN	2	20	10	Very poor
8.	DAR	6	20	30	Very poor
9.	DAW	4	20	20	Very poor
10.	DLI	3	20	15	Very poor
11.	FAI	3	20	15	Very poor
12.	FSU	3	20	15	Very poor
13.	IRA	3	20	15	Very poor
14.	KDN	4	20	20	Very poor
15.	MCP	5	20	25	Very poor
16.	MFA	2	20	10	Very poor
17.	MFD	2	20	10	Very poor
18.	MFL	3	20	15	Very poor
19.	MHS	4	20	20	Very poor
20.	MID	1	20	10	Very poor
21.	MRP	3	20	15	Very poor
22.	MSE	4	20	20	Very poor
23.	NFA	4	20	20	Very poor
24.	NYR	4	20	20	Very poor
25.	NZB	3	20	15	Very poor
26.	RAA	4	20	20	Very poor
27.	RAW	3	20	15	Very poor
28.	REI	1	20	5	Very poor
29.	RGL	7	20	35	Very poor
30.	TIM	4	20	20	Very poor
31.	TPR	2	20	10	Very poor
32.	WIR	1	20	5	Very poor
33.	WSL	2	20	10	Very poor

Total Score ( $\Sigma x$ )	660	$\Sigma x = 555$
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Meanwhile, the pre-test in control group was conducted on July 28<sup>th</sup>, 2017. The result of the pre-test of the control group showed that the highest score was 30, the lowest score was 5. It means pronunciation of all students in experimental group pronunciation were “*very poor*”. The researcher computed the mean score by using the same formula as the experimental group. He found that the mean score of control group in pre-test was 14.6.

**Table 3** the result of pre-test in experimental group and control group

No	Initials	Obtained Score (x)	Maximum Score (N = 20)	Standard Score (X)	Categories
1.	AAF	2	20	10	Very poor
2.	AAH	5	20	25	Very poor
3.	AAI	2	20	10	Very poor
4.	ABG	2	20	10	Very poor
5.	AFR	3	20	15	Very poor
6.	AMM	3	20	15	Very poor
7.	ANC	3	20	15	Very poor
8.	APM	2	20	10	Very poor
9.	AWA	4	20	20	Very poor
10.	DHF	2	20	10	Very poor
11.	FAG	3	20	15	Very poor
12.	FAR	2	20	10	Very poor
13.	FDN	4	20	20	Very poor
14.	FDS	1	20	5	Very poor
15.	GYP	6	20	30	Very poor
16.	IMI	2	20	10	Very poor
17.	MAF	5	20	25	Very poor
18.	MFI	1	20	5	Very poor
19.	MFJ	5	20	25	Very poor
20.	MGM	2	20	10	Very poor
21.	MHR	2	20	10	Very poor
22.	MIN	1	20	5	Very poor
23.	MRI	2	20	10	Very poor
24.	MRR	7	20	35	Very poor
25.	NHA	5	20	25	Very poor
26.	NHT	1	20	5	Very poor
27.	RMA	3	20	5	Very poor
28.	RND	2	20	10	Very poor
29.	RNI	3	20	15	Very poor
30.	RZR	5	20	25	Very poor
31.	SAI	4	20	20	Very poor
32.	SAN	2	20	10	Very poor
33.	WDL	3	20	15	Very poor
34.	ZAM	2	20	10	Very poor
Total Score ( $\Sigma y$ )			680	$\Sigma y = 495$	

After giving the pre-test, the researcher administered treatment. The treatment was administered to the experimental group only. It lasted for eight meetings and took 1x45 minutes for each meeting. Another 1x45 minutes was used to teach them the current school material.

The post-test was administered to the experimental group on August 28<sup>th</sup>, 2017. The result showed that there were 2 students in “*very good*” category, 4 students in “*good*”, 16 students in “*fair*”, 9 students in “*poor*”, and 2 students who were in “*very poor*” category. Referring to the result, it shows that only 2 students who had no pronunciation improvement and 31 students clearly had improvement. Further, there were 2 students who obtained “*very good*”. Next, the researcher computed the mean score of post-test in experimental group. He found the mean score was 60.3. It indicates that pronunciation of the students was highly increased.

**Table 4** the result of post-test in experimental group

No	Initials	Obtained Score (x)	Maximum Score (N = 20)	Standard Score (X)	Categories
1.	AAN	9	20	45	Poor
2.	AMA	14	20	70	Fair
3.	APA	12	20	60	Fair
4.	APN	8	20	40	Poor
5.	BDS	14	20	70	Fair
6.	CVN	10	20	50	Poor
7.	DAN	15	20	75	Good
8.	DAR	12	20	60	Fair
9.	DAW	7	20	35	Very Poor
10.	DLI	10	20	50	Poor
11.	FAI	10	20	50	Poor
12.	FSU	12	20	60	Fair
13.	IRA	12	20	60	Fair
14.	KDN	13	20	65	Fair
15.	MCP	12	20	60	Fair
16.	MFA	12	20	60	Fair
17.	MFD	14	20	70	Fair
18.	MFL	10	20	50	Poor
19.	MHS	16	20	80	Good
20.	MID	16	20	80	Good
21.	MRP	12	20	60	Fair
22.	MSE	14	20	70	Fair
23.	NFA	15	20	75	Good
24.	NYR	9	20	45	Poor
25.	NZB	13	20	65	Fair
26.	RAA	12	20	60	Fair
27.	RAW	16	20	85	Very Good
28.	REI	5	20	25	Very Poor
29.	RGL	16	20	85	Very Good
30.	TIM	13	20	65	Fair
31.	TPR	10	20	50	Poor
32.	WIR	10	20	50	Poor
33.	WSL	13	20	65	Fair
Total Score ( $\Sigma y$ )			660	$\Sigma y = 1990$	

Meanwhile the control group was post-tested on August 25<sup>th</sup>, 2017. The result of post-test in control group showed that the highest score was 35 and the lowest one was 5. From the result, all students in control group still had “*very poor*” pronunciation.

Furthermore, the researcher computed the mean score of post-test in control group. He found that the mean scores was 16.8. It indicates that there is no significant improvement in control group.

**Table 5** the result of post-test in experimental group and control group

No	Initials	Obtained Score (x)	Maximum Score (N = 20)	Standard Score (X)	Categories
1.	AAF	1	20	5	Very poor
2.	AAH	5	20	25	Very poor
3.	AAI	2	20	10	Very poor
4.	ABG	3	20	15	Very poor
5.	AFR	4	20	20	Very poor
6.	AMM	5	20	25	Very poor
7.	ANC	4	20	20	Very poor
8.	APM	1	20	5	Very poor
9.	AWA	4	20	20	Very poor
10.	DHF	4	20	20	Very poor
11.	FAG	2	20	10	Very poor
12.	FAR	4	20	20	Very poor
13.	FDN	3	20	15	Very poor
14.	FDS	3	20	15	Very poor
15.	GYP	5	20	25	Very poor
16.	IMI	2	20	10	Very poor
17.	MAF	4	20	20	Very poor
18.	MFI	1	20	5	Very poor
19.	MFJ	6	20	30	Very poor
20.	MGM	1	20	5	Very poor
21.	MHR	3	20	15	Very poor
22.	MIN	2	20	10	Very poor
23.	MRI	3	20	15	Very poor
24.	MRR	7	20	35	Very poor
25.	NHA	5	20	25	Very poor
26.	NHT	1	20	5	Very poor
27.	RMA	4	20	20	Very poor
28.	RND	3	20	15	Very poor
29.	RNI	3	20	15	Very poor
30.	RZR	6	20	30	Very poor
31.	SAI	3	20	15	Very poor
32.	SAN	3	20	15	Very poor
33.	WDL	4	20	20	Very poor
34.	ZAM	3	20	15	Very poor
Total Score ( $\Sigma y$ )		680	$\Sigma y = 570$		

**Table 6** the score comparison between the two groups

Groups	Mean Score		Highest Score		Lowest Score	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Experimental	16.8	60.3	35	85	5	35



Control	14.6	16.8	30	25	5	5
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After having counted the individual score and the mean score of the students in both groups, the researcher computed deviation and squared deviation of the students in both groups.

**Table 7** the result of score deviation of experimental group and control group

Experimental Group						Control Group					
No.	Initials	Scores		Deviation (X) X <sub>2</sub> - X <sub>1</sub>	Squared Deviation (X <sup>2</sup> )	No.	Initials	Scores		Deviation (X) X <sub>2</sub> - X <sub>1</sub>	Squared Deviation (X <sup>2</sup> )
		Pre- test (X <sub>1</sub> )	Post- test (X <sub>2</sub> )					Pre- test (X <sub>1</sub> )	Post- test (X <sub>2</sub> )		
1.	AAN	30	45	15	225	1.	AAF	10	5	-5	25
2.	AMA	15	70	55	3025	2.	AAH	25	25	5	25
3.	APA	20	60	40	1600	3.	AAI	10	10	0	0
4.	APN	10	40	30	900	4.	ABG	10	15	0	0
5.	BDS	20	70	50	2500	5.	AFR	15	20	5	25
6.	CVN	25	50	25	625	6.	AMM	15	25	10	100
7.	DAN	10	75	65	4225	7.	ANC	15	20	5	25
8.	DAR	30	60	30	900	8.	APM	10	5	-5	25
9.	DAW	20	35	15	225	9.	AWA	20	20	0	0
10.	DLI	15	50	35	1225	10.	DHF	10	20	10	100
11.	FAI	15	50	35	1225	11.	FAG	15	10	-5	25
12.	FSU	15	60	45	2025	12.	FAR	10	20	10	100
13.	IRA	15	60	45	2025	13.	FDN	20	15	-5	25
14.	KDN	20	65	45	2025	14.	FDS	5	15	10	100
15.	MCP	25	60	35	1225	15.	GYP	30	25	-5	25
16.	MFA	10	60	50	2500	16.	IMI	10	10	0	0
17.	MFD	10	70	60	3600	17.	MAF	25	20	-5	25
18.	MFL	15	50	35	1225	18.	MFI	5	5	0	0
19.	MHS	20	80	60	3600	19.	MFJ	25	30	5	25
20.	MID	10	80	70	4900	20.	MGM	10	5	-5	25
21.	MRP	15	60	45	2025	21.	MHR	10	15	5	25
22.	MSE	20	70	50	2500	22.	MIN	5	10	5	25
23.	NFA	20	75	55	3025	23.	MRI	10	15	5	25
24.	NYR	20	45	25	625	24.	MRR	35	35	0	0
25.	NZB	15	65	50	2500	25.	NHA	25	25	0	0
26.	RAA	20	60	40	1600	26.	NHT	5	5	-5	25
27.	RAW	15	85	70	4900	27.	RMA	5	20	15	225
28.	REI	5	25	20	400	28.	RND	10	15	5	25
29.	RGL	35	85	50	2500	29.	RNI	15	15	0	0
30.	TIM	20	65	45	2025	30.	RZR	25	30	5	25
31.	TPR	10	50	40	900	31.	SAI	20	15	-5	25
32.	WIR	5	50	45	2025	32.	SAN	10	15	5	25
33.	WSL	10	65	55	3025	33.	WDL	15	20	5	25
						34.	ZAM	10	15	5	25
Total				$\Sigma X =$ 1430	$\Sigma X^2 =$ 67850	Total				$\Sigma X =$ 75	$\Sigma X^2 =$ 1125
Mean Score				Mx=43.33		Mean Score				My=2.21	

After calculated the mean score deviation of both groups, the researcher computed the sum squared deviation of both groups by using formula proposed by Arikunto (2002). He found that the sum squared deviation of the experimental group was 58833 and the control group was 959.56.

The researcher then calculated the t-counted in order to find out the significant result of experimental and control group by using formula proposed by Arikunto (2002). The result of the data analysis showed that the t-counted was 5.09. By applying degree of freedom (df) of the table is  $n_x + n_y - 2 = 33 + 34 - 2 = 65$  with 5% or 0.05 level of significance, the researcher found that the t-counted (5.09) is higher than the t-table (1.99). It can be concluded that the hypothesis was accepted. In other words, using phonemic transcription improves pronunciation ability of the tenth grade students of SMA Negeri 1 Palu.

## DISCUSSION

In conducting this research, the researcher investigated the student's pronunciation ability by administering pre-test which was about how to pronounce some words. The aim of pre-test is to measure students' prior knowledge about pronunciation particularly in pronouncing the four focused sounds (/θ/, /ð/, /ʃ/, /ʒ/). The researcher found that many students either in experimental group or control group made some errors in pronouncing the three of four sounds (/θ/, /ð/, /ʃ/) because basically the sounds do not exist in Bahasa Indonesia and their tongue have not adapt to pronounce the sounds. The mean score of pre-test of both groups was nearly equal. It was 16.8 for the experimental group and 14.6 for the control group.

The following table is provided by the researcher to show the error percentage of the four focused sounds in Pre-test.

**Table 8** percentage of students' errors in pre-test

No.	Sounds	Total Words		Words Pronounced Correctly		Error Percentage	
		Cont. group	Exp. group	Cont. group	Exp. group	Cont. group	Exp. group
1	/θ/	170	165	6	19	96.47%	88.48%
2	/ð/	170	165	5	7	97.06%	95.76%
3	/ʃ/	170	165	90	81	47.06%	50.90%
4	/ʒ/	170	165	3	4	98.24%	97.58%
Total		680	660				

*\*Note: Total words is obtained by multiplying the number of students and the number of items*

In details, the sound /θ/ was 19 out of 165 (88.48%) times pronounced correctly, for the sound /ð/, it was pronounced only 7 times correctly from 165 (95.76%). In pronouncing the sound /ʃ/, half of the total students in the group were able to pronounce. It was 81 out of 165 (50.90%). Probably it was because of the existence of the sound /ʃ/ in Bahasa Indonesia. Lastly, only 4 times the sound /ʒ/ was able to be pronounced by the students out of 165 times (97.58%).

Next, the researcher found the result of pre-test of the control group was almost equal with the experimental group. The sound /θ/ was 6 out of 170 times (96.47%) pronounced

correctly, as for the sound /ð/, it was pronounced only 5 times correctly from 170 (97.06%). In pronouncing the sound /ʃ/, half of the total students in the group were able to pronounce. It was 90 out of 170 (47.06%). Lastly, only 3 times the sound /ʒ/ was able to be pronounced by the students out of 170 times (98.24%).

After giving the pre-test to both groups, the researcher gave the treatment to the experimental group which lasted for eight meetings in a month. Firstly, he introduced phonemic transcription to the students and demonstrated it. He explained the way how to pronounce the transcription of several simple words. For the first time, it was weird for the students to read the transcription because they had not even seen it. Then the researcher opened the electronic dictionary which was connected to the speaker and play the sounds. By practicing and listening over and over, the students slowly managed to pronounce those sounds correctly. After practicing, the students were asked to identify words containing the sounds in a reading text, matching the words with the transcription, and pronounce those words.

After conducting the treatment to the experimental group, the researcher administered the post-test to obtain the information about students' pronunciation ability after implementing phonemic transcription. In the experimental group, the researcher found that although only few students who managed to pass the test but their score was drastically increased. It was 60% or 396 out of 660 words pronounced correctly. As in the control group, it was just the same as the result of its' pre-test. It was only 16.76% or 114 out of 680 words pronounced correctly.

To support the result, the researcher provides a table below to show the error percentage of the four focused sounds in Post-test.

**Table 9** percentage of students' errors in post-test

No.	Sounds	Total Words		Words Pronounced Correctly		Error Percentage	
		Cont. group	Exp. group	Cont. group	Exp. group	Cont. group	Exp. group
1	/θ/	170	165	5	115	97.06%	30.30%
2	/ð/	170	165	4	64	97.65%	61.21%
3	/ʃ/	170	165	93	160	45.29%	3.03%
4	/ʒ/	170	165	2	57	98.82%	65.45%
Total		680	660				

*\*Note: Total words is obtained by multiplying the number of students and the number of items*

Referring to the result of post-test in the experimental group, there were 115 times the sound /θ/ was pronounced correctly out of 165 times (30.30%). It was more than half students in the group. As in pronouncing the sound /ð/, there were 64 out of 165 times (61.21%) pronounced correctly. For the sound /ʃ/, almost all students managed to pronounce the sound correctly. It was only 5 times errors (3.03%) out of 165 times. In other words, it was pronounced 160 times

correctly. Lastly, in pronouncing the sound /ʒ/, although the result was only 57 out of 165 times (65.45%) pronounced correctly, it still increased drastically from 4 times in pre-test.

After calculating the experimental group's post-test result, the researcher then did the calculation for the control group. In pronouncing the sound /θ/, there were only 5 times it pronounced correctly out of 170 times (97.06%). As in pronouncing the sound /ð/, the students managed to pronounce it 4 times out of 170 times (97.65%). For the sound /ʃ/, it pronounced 93 times correctly out of 170 times (45.29%). The last is the sound /ʒ/. It only pronounced correctly in 2 times out of 170 times (98.82%).

From the discussion above, almost all the students in experimental group had significant improvement except for the sound /ʒ/. It was because this sound was quite difficult for students to pronounce compare to other sounds and time allocation to teach and practice this sound. It should have more time allocation for teaching and practicing to maximize students' improvement in pronouncing the sound.

## CONCLUSION

After discussing and analyzing the data statistically, finally the researcher concludes that the result of the data analyses indicates that the hypothesis is accepted. There were differences between the mean score of both control and experimental group in the pre-test and the post-test. The mean score of control group in the pre-test and post-test respectively were 14.8 and 16.8 while the mean score of the experimental group in the pre-test and post-test were respectively 16.8 and 60,3. Further, to strengthen, the  $t_{\text{counted}}$  (5.09) was greater than the  $t_{\text{table}}$  (1,999). In other words, the use of phonemic transcription has significantly influenced pronunciation ability of the students of SMA Negeri 1 Palu.

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