

**STUDENTS OPINION TOWARDS THE IMPLEMENTATION  
OF TOPHONETICS APPLICATION IN LEARNING  
PRONUNCIATION**

**A THESIS**

**KHAFID WAHYU HIDAYAT  
NPM. 1911040115**



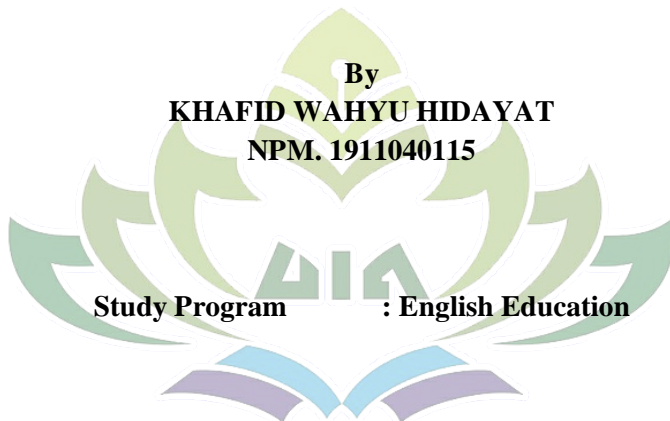
**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2024**

**STUDENTS OPINION TOWARDS THE IMPLEMENTATION  
OF TOPHONETICS APPLICATION IN LEARNING  
PRONUNCIATION**

**A Thesis**

**Submitted in Partial Fulfillment of the Requirements  
for the Bachelor Degree**



**Advisor : Prof. Dr. Mohammad Muhassin, M. Hum**

**Co-Advisor : Septa Aryanika, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2024**

## ABSTRACT

ToPhonetics is an application that is used to see the English phonetic transcriptions of an English word, clause, or sentence. Pronunciation is one of the important aspects of English, especially in oral communication. This research is about the student's opinion towards the implementation of ToPhonetics application in learning pronunciation in the first semester of the English Education Study Program of UIN Raden Intan Lampung in the academic year 2023/2024. The purpose of this research were to found the significant students' opinion in helping students pronunciation mastery in the use of ToPhonetics application in learning pronunciation.

This research used a survey method. The survey method was applied to describe the phenomenon of the ToPhonetics application in learning pronunciation. The subject of the research was the first semester students of English Education in the academic 2023/2024. The research sample which consisted of 28 students. Data was collected by questionnaire and interview.

The results of students' opinion on the implementation of the ToPhonetics application in pronunciation learning are positive opinions. The percentage reached 83.7% in the final result. The data shows that students like and enjoy the ToPhonetics application for learning pronunciation in English because of the features, usability, content, context, connectivity and mobility in the ToPhonetics application. Based on the findings, it can be concluded that students have a positive opinion about the use of the ToPhonetics application to help them in improving pronunciation in learning English.

**Keywords:** *ToPhonetics, Opinion, Learning, Pronunciation*

## DECLARATION

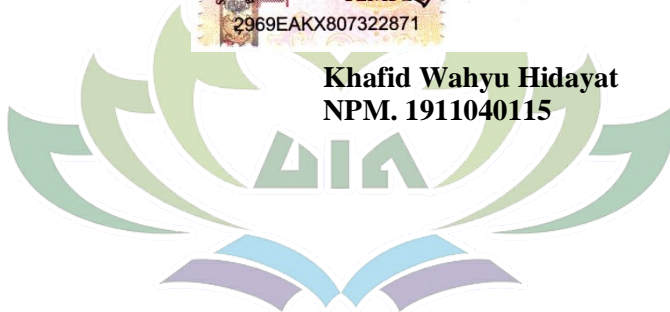
I declare that this thesis entitled "**Students Opinion Towards the Implementation of Tophonetics Application in Learning Pronunciation**" which is carried out at the first semester students of the English Education study program at UIN Raden Intan Lampung in Academic Year of 2023/2024 is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledgment in the text.

Bandar Lampung, January 2024

Declared by



**Khafid Wahyu Hidayat**  
**NPM. 1911040115**





**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289**

**APPROVAL**

**Title : STUDENTS OPINION TOWARDS THE  
IMPLEMENTATION OF TOPHONETICS  
APPLICATION IN LEARNING  
PRONUNCIATION**  
**Student Name : Khafid Wahyu Hidayat**  
**Student Number : 1911040115**  
**Study Program : English Education**  
**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**Was tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty,  
State Islamic University of Raden Intan Lampung**

**Advisor,**

**Co-Advisor,**

**Prof. Dr. Moh. Muhassin, M.Hum**  
**NIP. 197708182008011012**

**Septa Aryanika, M.Pd**  
**NIP.**

**The Chairperson of  
English Educational Program**

**M. Ridho Kholid, S.S., M.Pd**  
**NIP. 198505122015031004**





**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIIYAH DAN KEGURUAN**

**Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289**

**ADMISSION**

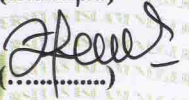
**A thesis entitled: "STUDENTS OPINION TOWARDS THE IMPLEMENTATION OF TOPHONETICS APPLICATION IN LEARNING PRONUNCIATION", by: KHAFID WAHYU HIDAYAT, NPM: 1911040115, Study Program: English Education, was tested and defended in the examination session in Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung, on: Wednesday, January 3<sup>rd</sup> 2024.**

**Board of Examiners:**


**The Chairperson : M. Ridho Kholid, S.S., M.Pd**

  
(.....)

**The Secretary : Zakiyah, M.Pd**

  
(.....)

**The Primary Examiner : M. Sayid Wijaya, M.Pd**

  
(.....)

**First Co-Examiner : Prof. Dr. Moh. Muhassin, M.Hum**

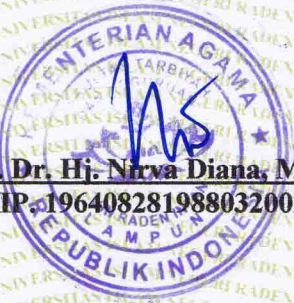
  
(.....)

**Second Co-Examiner : Septa Aryanika, M.Pd**

  
(.....)

**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Prof. Dr. Hj. Nirva Diana, M.Pd  
NIP. 196408281988032002**



## MOTTO

قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّنْ صَدَقَةٍ يَتَّبِعَهَا آذَىٰ ۗ وَاللَّهُ غَنِيٌّ حَلِيمٌ ﴿٢٦٣﴾

### Translation:

"Kind words and forgiveness are better than alms accompanied by hurtful actions. Allah is rich, most merciful."

(QS. Al-Baqarah 2: Ayat 263)



## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Herman and Mrs. Rofingah who always be my supporting system and pray a lot for me for all the best in my life. Nothing to say than thank you so much, and I love you both, always.
2. My beloved brother, Ibnu Aziz and all of my big family who always support me to finish my thesis.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.





## **CURRICULUM VITAE**

The researcher name is Khafid Wahyu Hidayat. He was born in Ambarawa, Pringsewu Regency on October 7<sup>th</sup> 2001. He is the eldest of two children of Mr. Herman and Mrs. Rofingah. His younger brother is Ibnu Aziz.

He started his formal education at Elementary School in SDN 2 Ambarawa Barat which graduated in 2013. After that he continued his study at Junior School in SMP Negeri 1 Ambarawa and graduated in 2016. Then, Senior High School in SMK Yasmida Ambarawa and graduated in 2019. Afterwards, he decided to take English Education Study Program at UIN Raden Intan Lampung. During his time as a student, he had several experiences such as, in 2020-2021 he became an Environmental Education Ambassador, in 2021-2022 he became the Chief Peer Counselor at UKM PIK R Sahabat, besides that he was also active in several other organizational activities.



## ACKNOWLEDGEMENT

Thanks to Allah SWT the almighty, most merciful, most beneficent, for His blessing and mercy given to the researcher during his study and accomplishment of this thesis successfully. Then, may peace and salutation always be upon our prophet Muhammad SAW who has bought us from the darkness to the lightness. This thesis entitled "Students Opinion Towards the Implementation of Tophonetics Application in Learning Pronunciation" is handed as a compulsory fulfillment of the requirements for S1-Degree of English Education study Program at Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

The writer is fully aware that he cannot complete this thesis without the assistance of many people. He has been thankful to a lot of people who has help, and support in finishing this thesis. Therefore, she would say thanks to them. They are follows:

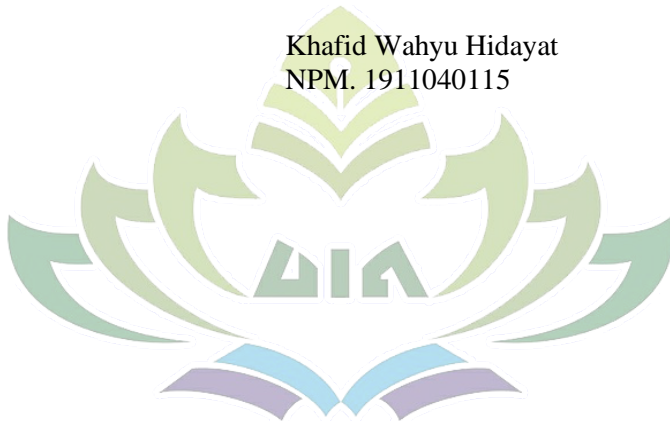
1. Prof. Dr. Hj. Nirva Diana, M.Pd as the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with her administrative staffs.
2. M. Ridho Kholid, M.Pd as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Prof. Dr. Moh. Muhassin, M.Hum as the advisor who has partiently guided and helped the writer until the completion of this thesis as well.
4. Septa Aryanika, M.Pd as the co-advisor who has insightful ideas, time to correct this thesis, gives a lot of suggestion and support for improvement of this thesis in order to a thesis as well.
5. All lectures of UIN Raden Intan Lampung especially in English Education Study Program who have taught the writer along his study in UIN Raden Intan Lampung.
6. All my best friends Febri and AsQondy who always support and help writer.

7. All my comrades in arms Ani, Mayada, Puji, Fidellia, Deswita, Yuliana, Mauli, Dewi, Hellen, Nevrita, and all members of class D and all friends of UKM PIK R Sahabat and KKN Gumukmas.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and suggestions for the goodness quality of this thesis. Therefore, the writer sincerely welcomes suggestion and comments from the readers and he hopes that the thesis will be useful to readers.

Bandar Lampung,            January 2024  
The Researcher,

Khafid Wahyu Hidayat  
NPM. 1911040115



## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iii</b>
<b>APPROVAL</b> .....	<b>iv</b>
<b>ADMISSION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>CURRICULUM VITAE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Title Confirmation.....	1
B. Background of the Problem.....	2
C. Identification and Limitation of the Problem.....	5
D. Formulation of the Problem .....	5
E. Objective of the Research.....	6
F. Significance of the Research.....	7
G. Relevant Studies.....	7
H. Systematics of the Discussion .....	10
<b>CHAPTER II REVIEW OF LITERATURE</b> .....	<b>13</b>
A. Frame of Theory.....	13
1. The Concept of Pronunciation .....	13
2. The Concept of Pronunciation Mastery.....	23
3. Concept of Teaching Pronunciation.....	25
4. The Concept of Learning Media .....	29
5. The Concept of Phonetics Transcription.....	35
6. The ToPhonetics Application.....	34
B. Hypothesis.....	36



<b>CHAPTER III RESEARCH METHOD.....</b>	<b>37</b>
A. Place and Time of this Research.....	37
B. Research Design .....	37
C. Population, Sample, and Data Collecting Technique.....	38
1. Population of the Research.....	38
2. Sample of the Research .....	40
3. Data Collecting Technique .....	40
D. Operational Definition of Variables.....	42
E. Research Instrument.....	43
F. Validity and Reliability of the Instrument .....	49
G. Data Analysis Technique.....	52
 <b>CHAPTER IV RESULT AND DISCUSSION .....</b>	 <b>55</b>
A. Data Description .....	55
B. Discussion of Finding .....	65
 <b>CHAPTER V CONCLUSION AND RECOMMENDATION .....</b>	 <b>69</b>
A. Conclusion .....	69
B. Recommendation .....	70
<b>REFERENCES.....</b>	<b>71</b>

## LIST OF TABLES

Table 2.1	Short Vowels.....	17
Table 2.2	Long Vowels.....	17
Table 2.3	Classification of Consonant .....	19
Table 2.4	Manner of Articulation.....	20
Table 2.5	Diphthong .....	22
Table 2.6	Classification of Pronunciation Scoring .....	25
Table 3.1	The Total Population.....	39
Table 3.2	Blueprint of the Questionnaire .....	44
Table 3.3	Blueprint of the Interview .....	46
Table 3.4	Criteria of Cronbach's Alpha .....	51
Table 3.5	Reliability Test Results .....	51
Table 3.6	Statement Scale.....	52
Table 3.7	Measurement Scale of Calculation Criteria.....	53
Table 4.1	Students opinion of usability in ToPhonetics 1 .....	55
Table 4.2	Students opinion of usability in ToPhonetics 2 .....	56
Table 4.3	Students opinion of content in ToPhonetics 1 .....	56
Table 4.4	Students opinion of content in ToPhonetics 2 .....	57
Table 4.5	Students opinion of content in ToPhonetics 3.....	57
Table 4.6	Students opinion of context in ToPhonetics 1 .....	58
Table 4.7	Students opinion of context in ToPhonetics 2 .....	59
Table 4.8	Students opinion of connectivity/mobility in ToPhonetics 1 .....	59
Table 4.9	Students opinion of connectivity/mobility in ToPhonetics 2 .....	60
Table 4.10	Students opinion of increases motivation.....	60
Table 4.11	Students opinion of sustainability in use ToPhonetics .....	61

## LIST OF APPENDICES

Appendix 1	The Results of Interview for the Lecturer in Preliminary Research.....	77
Appendix 2	The Results of Questionnaire for Students .....	79
Appendix 3	Students Interview Transcript.....	80
Appendix 4	The Semester Course Plan .....	99
Appendix 5	Surat Permohonan Validasi .....	111
Appendix 6	Surat Keterangan Validasi .....	112
Appendix 7	The Picture of Documentation.....	113
Appendix 8	Surat Penelitian .....	116
Appendix 9	Surat Keterangan Bebas Plagiarisme .....	117
Appendix 10	Lampiran Hasil Turnitin .....	118



# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

In a scientific paper, the research entitled "Students Opinion Towards the Implementation of ToPhonetics Application in Learning Pronunciation" the author needs to explain the explanation of the title terms in order to understand the topic discussed and there is no misunderstanding in the title contained, the author provides an explanation regarding **"Students Opinion Towards the Implementation of ToPhonetics Application in Learning Pronunciation"**. In order to prevent further misunderstandings in providing of interpretation, it is necessary to elaborate as follows,

Opinion is a process that is preceded by sensing, or a way of thinking about something, what a person thinks about a particular thing. Robbins explains that opinion is the process that individuals go through in managing and interpreting their sensory impressions to give meaning to their environment.<sup>1</sup> In the title of this research, opinion means a deeper understanding of data or information collected from student opinions related to the use of the ToPhonetics application as a pronunciation learning media.

Implementation is a planned activity carried out to achieve goals must be well planned. According to Rissanen, implementation would lead to an activity, action, or mechanism of a system.<sup>2</sup> In this research, the implementation was in the form of students' actions using the ToPhonetics application as a media to change words into phonetic transcripts in learning pronunciation.

ToPhonetics Application is an application that can be found by the internet browser or play store from a mobile phone and everyone

---

<sup>1</sup> Robbins, S.P. *Organisational Behavior (10<sup>th</sup> ed)*, (San Diego: Prentice Hall, 2003)

<sup>2</sup> Rissanen, I. Teaching Islamic Education in Finnish School: A Field of Negotiations. *Teaching and Teacher Education*, (2012)



can easily access it. According to Faidah, the ToPhonetics is an application that is used to see the English phonetic transcriptions of an English word, clause, or sentence.<sup>3</sup> In this research, this application is used by students as a media to convert English texts into phonetic transcriptions without using dictionary books in learning pronunciation through phonetic symbols.

Pronunciation is one of the important aspects of the English language, especially in oral communication. According to Harmer that the main point of pronunciation besides sounds and some features is to improve their speaking.<sup>4</sup> In this research, pronunciation became the main feature for students to learn with regard to speaking skills in oral communication and had a major influence in making pronunciation understandable and acceptable when communicating.

Based on the terms in title confirmation, the researcher can emphasize that what is meant by the title “Students Opinion Towards the Implementation of ToPhonetics Application in Learning Pronunciation” is to find out students' opinion when using pronunciation learning media through the ToPhonetics application for English Education students at UIN Raden Intan Lampung.

## **B. Background of the Problem**

As the most widely spoken and studied language in the world, English has become an interesting and important global study to master in every country around the world. In English Language Teaching (ELT) there are four skills, namely speaking, writing, reading, and listening. Speaking and writing as productive skills, listening, and reading as receptive skills. These skills are important to master in learning English, and pronunciation has an important role to play with all four skills. Pronunciation is one of the important nouns spoken based on and basic ability to speak English and other

---

<sup>3</sup> Faidah Yusuf, ‘*English Pronunciation Based on the Phonetic Transcription Application* (Study of ToPhonetics.App)’, *English and Literature Elite Journal*, 6.1 (2019)

<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Fourth edi (Harlow: Langman,2004)

languages. Correct English pronunciation is to help students pronounce correctly. Clear pronunciation makes students easy to understand and produces intelligible sounds.

Pronunciation is one of the basic components when speaking. That is part of productive skills because while speaking, the speaker must think and pronounce the words correctly using the proper articulation of pronunciation so that the resulting meaning is appropriate. Speaking skills using accurate pronunciation skills are very important. If we mispronounce the articulation in a word while speaking, it makes it difficult for the listener to understand what we are talking about. In addition, it can be one of the factors that can lead to misunderstandings in communicating.

As for the teaching process, pronunciation is a basic skill that is useful and can affect other aspects of the language. For example, pronunciation can facilitate listening comprehension and allow a person to be able to be understood during verbal interactions. Furthermore, it also assists learners, especially students, to gain the skills they need for effective communication in English.<sup>5</sup> Pronunciation helps one recognize how sounds are produced and performed directly and how to understand the differences of sounds from one another. Pronunciation, on the one hand, has its own charm to learn, compared to grammar and vocabulary skills. As the resulting pronunciation changes and so does the perception of language learning, the process of teaching and learning pronunciation begins to evolve from being ignored to being recognized that pronunciation is an important element in the language classroom. In addition, pronunciation learning in language classes certainly has several problems, such as lack of student understanding when pronouncing words correctly, limited student learning time, lack of supporting media to learn pronunciation.

Most of the English pronunciation skills of students in the English Education Department at UIN Raden Intan Lampung are still relatively low, especially early semester students. They consider

---

<sup>5</sup> Mohammad Reza Ahmadi, 'Why Is Pronunciation So Difficult to Learn?', 4.3 (2011), 74-83

pronunciation a difficult subject because the sound of words is usually different from their written form. They feel confused and have difficulty pronouncing some English words, especially foreign ones. Based on an interview conducted at UIN Raden Intan Lampung on June 7, 2023, it was found that most students in the early semester of the English Education Department had been taught the ToPhonetics application as a media to learn pronunciation by lecturer who teach pronunciation courses. But on the other hand it can still be found that most students still experience problems with pronunciation. It can be concluded that there are various difficulties in learning English, they complain more about speaking, grammar, vocabulary, and one of them is pronunciation. They find it difficult to understand how to pronounce words in English correctly, because according to them usually the pronunciation of words in English is different from the original writing. This causes students to become hesitant to pronounce English words correctly. In addition, they are also constrained by a lack of practice in pronouncing English words using phonetic transcription.

On the other hand, the researcher also conducted interview with lecturer who teach pronunciation practice courses which concluded that the basic pronunciation skills of some students were still quite poor, because basically they only focused on learning pronunciation when they got the pronunciation practice class. In addition, they are also constrained by lack of practice and lack of understanding the pronunciation of every word in English well. Therefore, the pronunciation ability of early semester students in the English Education Department is still low. Based on the phenomena that occur, to overcome problems in pronunciation is not easy, especially in learning English. There are many ways that can be done to pronounce English words correctly, one of which is to use the ToPhonetics application. ToPhonetic application is one of the learning media that students can use to find phonetic letters in words in English.

Based on the explanation above, the researcher is interested in analyzing in depth the use of the ToPhonetics application as a pronunciation learning media for first semester students of English Education at UIN Raden Intan Lampung. The researcher decided to

conduct a study entitled "**Students Opinion Towards the Implementation of ToPhonetics Application in Learning Pronunciation**" to find out students' opinion regarding the use of the ToPhonetics application as a pronunciation learning media by English Education students at UIN Raden Intan Lampung.

### **C. Identification and Limitation of the Problem**

#### **a. Identification of the Problem**

Based on the background above, researcher identified the problem in this research as follow:

1. The students felt difficult to understand how to pronounce words in English correctly.
2. The students had less understanding and lack practice in pronouncing English words using phonetic transcription.
3. The students felt difficult to choose appropriate media in learning pronunciation.
4. The students are less interested in learning pronunciation.

#### **b. Limitation of the Problem**

In this research, the researcher limited the focus of the problem to using appropriate applications to correct students' pronunciation. In addition, this research focused on students' opinion on the implementation of ToPhonetic applications in learning pronunciation.

### **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the problem formulation of this research: how is students opinion towards the implementation of ToPhonetics application in learning pronunciation in the first semester at the English education department of UIN Raden Intan Lampung?



## **E. Objective of the Research**

Based on the formulation of the problem above, the objective of this research was to found out the students opinion towards the implementation of ToPhonetics application in learning pronunciation in the first semester at the English education department of UIN Raden Intan Lampung.

## **F. Significance of the Research**

This research hopefully could give worth significances in theoretical, practical, and educational.

### **1. Theoretical Contribution**

From a theoretical perspective, this research is expected to support the theory that the use of ToPhonetics applications can be applied to teach pronunciation. Using ToPhonetics applications is important to develop a comprehensive understanding of phonetic symbols towards pronunciation mastery. Phonetic symbols are a key feature of ToPhonetics applications and their analysis can help identify them in English pronunciation. This knowledge can inform phonological and phonetic theories, and can help refine our understanding of the mechanisms that govern the production and perception of speech sounds.

### **2. Practical Contribution**

#### **a. English Students of UIN Raden Intan Lampung**

This research provides the necessary information regarding the use of the ToPhonetics application in helping students to learn and understand the pronunciation of English words correctly.

#### **b. English Lecturer**

This research is also expected to provide information to English lecturers to choose innovative learning media in teaching student pronunciation.

### c. Future Researchers

For further researchers, this research can be a reference in conducting research related to the same technique and with different research designs. This research can also be an inspiration and reference for other researchers.

## G. Relevant Studies

The researcher found several literatures dealing in this research with some related research finding. Some of them as follow :

The relevant previous research study is the research of Faidah Yusuf, about “English Pronunciation Based on the Phonetic Transcription Application (Study of ToPhonetics.App)”. The aim of the journal is focused to know English pronunciation based on the phonetics transcription by using tophonetics Application. The researcher used a descriptive qualitative method. The samples of this research are ten students, to look for the phonetics transcription by using tophonetics tools and to read the text of phonetics transcription. The writer used the interview as an instrument on this research was to collect the data. The result of this research that the pronunciation of phonetics transcription in English used tophonetics.app the students could be doing easy and understanding to use the app and could improve pronouncing the words better.<sup>6</sup>

The second study by Mas Sulis Setiyono, about “Using International Phonetic Alphabet (IPA) in Teaching Pronunciation: Linguistics in Present Century”. The aims of this research are to describe the use of International Phonetic Transcription (IPA) in teaching pronunciation. IPA (International Phonetic Alphabet), which was established in 1886 by a group of European phoneticians, is used as the standard of doing phonemic transcript. The term ‘Phonetic Transcription’ in this research refers to the set of symbols used to characterize the set of distinctive sounds of English. The subjects of

---

<sup>6</sup> Faidah Yusuf, ‘English Pronunciation Based on the Phonetic Transcription Application (Study of ToPhonetics.App)’, *English and Literature Elite Journal*, 6.1 (2019).

the research were one lecturer of pronunciation subject and 39 students of the first semester at English Department Veteran Bangun Nusantara University Sukoharjo in 2017/ 2018 academic year. The researcher collected data by using interview, observation, questionnaire, and documentation. All data of the research was taken during teaching and learning process in pronunciation class. The result of the study showed that the use of IPA by combining it using various teaching method can help the students in learning pronunciation. Lecturer and most of the students think that IPA is needed and very beneficial in learning pronunciation.<sup>7</sup>

Another relevant research study is the reasearch by Aning Riza, about “The Implementation of IPA (International Phonetic Alphabet) based Phonetic Transcription in Teaching Pronunciation for EFL Students at Aphrodite English Club”. This study aims to determine whether there are three aims of this study, the first to know how the implementation of IPA (International Phonetic Alphabet) based phonetic transcription in learning pronunciation for students in the pronunciation class of Aphrodite English Club, the second it is intended to know the teacher’s perspectives during teaching pronunciation using the phonetic transcription and the third to explore students’ perspectives toward the teacher’s pronunciation teaching system. The study’s design is descriptive using a qualitative approach. The subjects of this study are a pronunciation teacher and 30 students of a pronunciation class who learned pronunciation using IPA based phonetic transcription. To obtain the data, the researcher conducted observation and interviews toward the pronunciation teacher and 15 selected students. The findings revealed that the implementation of IPA based phonetic transcription using several techniques and helps students to learn pronunciation properly. Moreover, both teacher and students have good perspectives toward the use of this pronunciation

---

<sup>7</sup> Mas Sulis Setiyono, ‘Using International Phonetic Alphabet (Ipa) in Teaching Pronunciation: Linguistics in Present Century’, *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 1.1 (2019), 25–29

learning system in their classroom because of easier to technology, large number of students, and the language used by teacher.<sup>8</sup>

The relevant research study is the research by Ana Ahsana El-Sulukiyyah, about “Fixing Students’ Pronunciation Through Phonetic Transcription”. This research about the ability of students in the Phonology class in the fourth semester of English Education Study Program, at STKIP PGRI Pasuruan for the 2017/2018 academic year. Phonetic transcription nowadays can be one good way to remedy students’ pronunciation. It can show precisely how the sounds produced and how the words pronounced. This research is descriptive research which describes in detail the class activities in teaching pronunciation with phonetic transcription. It was conducted during the even semester of 2017/2018 academic year in English Phonology class. As the result, it can be concluded that phonetic transcription can help students to correct their pronunciation. This method is better than drilling method, because students know in detail how the sounds should be pronounced from the symbols shown in the phonetic transcription.<sup>9</sup>

Another similar research is the research by Nikmah Sistia Eka Putri, about “EFL Students’ Perception Towards IPA Symbols as 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. 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.

---

<sup>8</sup> Aning Riza, “The Implementation of IPA (International Phonetic Alphabet) based Phonetic Transcription in Teaching Pronunciation for EFL Students at Aphrodite English Club English Education Department Faculty of Education and Teacher Training”, 2021.

<sup>9</sup> Ana Ahsana El-Sulukiyyah, “Fixing Students’ Pronunciation Through Phonetic Transcription”, vol. 9 No. 2 (2018).

Moreover, they also assume phonetic symbols give EFL students benefit in learning pronunciation.<sup>10</sup>

Based on previous relevant research above, the researcher can conclude that the distinguishes of this research from previous research is that, this research focuses on students opinion on the use of the ToPhonetics application as a pronunciation learning media. Then researcher found significant students opinion in helping students' pronunciation mastery in the use of ToPhonetics application in learning pronunciation. The results of this research can be used as input that the use of the ToPhonetics application helps students learn pronunciation so that this application is appropriate to be applied as a pronunciation learning media in the English education department at UIN Raden Intan Lampung.

## **H. Systematics of the Discussion**

The discussion of this research would be organized into five related chapters. These are the systematic discussion as follows:

Chapter I : The first chapter is an introduction to the discussion which contains an explanation of the title of affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant studies, and systematic of the discussion.

Chapter II : The second chapter is a literature review that contains a discussion of theory used in this research, which includes an explanation of related research topics. Besides, this chapter also explain the hypothesis of this research.

Chapter III : This chapter is a research method that contains a time and place of the research, research design, population and sample of the research, operational definition variable, research instrument, data collecting technique, validity an reliability of the instrument, and data analysis technique.

---

<sup>10</sup> Nikmah Sistia Eka Putri, 'EFL Students' Perception towards Ipa Symbols as Pronunciation Learning System', 2018.

Chapter IV : This chapter is result and discussion in this chapter contains the research findings were presented and a discussion was provided to further explain the findings of this research.

Chapter V : This chapter is conclusion and recommendation this chapter consists of conclusion of the research and recommendation for lecturer or teacher, students, and readers.





## CHAPTER II

### REVIEW OF LITERATURE

#### **A. Frame of Theory**

##### **1. The Concept of Pronunciation**

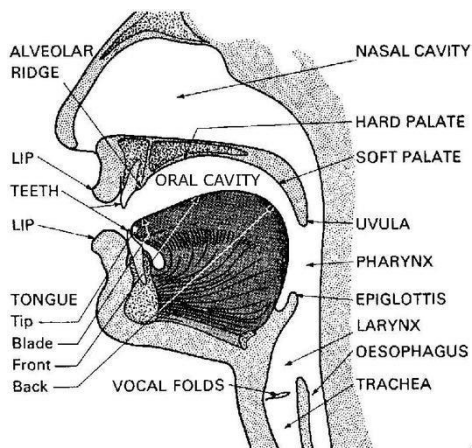
Communication among speakers can be restricted unless the interlocutors pronounce the language clearly. In case, any force on the aspects of pronunciation such as inaccurate spelling, stress, or intonation may cause to misunderstanding and blurring. As a “sender” of information whether to convey something in general or to intend about personal information, using an intelligible communication is necessary to avoid judgments. Unclear spoken language of language user will cause a judgment of being uneducated, incompetent or lack of knowledge, even though the listener only responding to the pronunciation.<sup>1</sup> People who have a good pronunciation will ease themselves in communication by means of understanding the language and using the language. Even if someone has perfect grammar mastery but has an under-rated ability of pronouncing in proper way, he/she will have a limited access in communication. Thus, working in pronunciation area is highly essential for communication.

Generally, pronunciation is a matter of act or manner to produce the sound in utterance through proper ways. It consists of standardized sounds that are created by the air flows which passed through articulator-articulation organs. Each of created sounds have different melody or sound, since they are generated in particular places. Altering the characteristics of a stream of air produces speech. The airstream used in speech can originate at different locations, but the lungs are the usual initiators. The respiratory and digestive tracts generate speech as the brain directs them. For example, the tongue and air movements from the lungs are important in the production of

---

<sup>1</sup> AMEP Pronunciation. “What is pronunciation?”.(AMEP Research Center: October 2002). p. 1

speech sounds. In pronunciation, the articulators which take place in the production of sound are windpipe, larynx, vocal cord, nasal cavity, uvula, and it can be seen in Picture 1.<sup>2</sup> These articulators perform different sound in language which the sounds of language may be similar to another. However, they are not quite the same.



**Figure 2.1 Articulators of Sound Production**

Kelly stated, pronunciation is defined as the someone's ability in producing intonation, rhythm, and stress of words correctly in a spoken language.<sup>3</sup> In addition, Hornby defines pronunciation as how the language is spoken, how the way of pronounced and speaking a language or words of language.<sup>4</sup> It means that the learners need to know how to pronounce words of language when they learn a foreign language. By knowing how to pronounce words of language, the learners can speak the language well.

In English, pronunciation is theoretically branched into two aspects: segmental and supra-segmental. The attention to the particular sounds of a language is called as segments. Meanwhile, aspects of speech beyond the level of the individual sound, such as

<sup>2</sup> Bruce M Rowe and Diane P Levine, A Concise Introduction to Linguistic (4th Ed) (New York: Routledge, 2015). p. 30

<sup>3</sup> Kelly G, How to Teach Pronunciation. Pearson Education Limited. 2000. p. 9

<sup>4</sup> Hornby, A. S. Oxford Advanced Learners Dictionary of Current English. Oxford University Press. 1987, p. 497

intonation, stress, rhythm are called as supra-segmental aspects. Munro and Wiebe stated that effective English pronunciation training should encompass both “segmental” and “suprasegmental” aspects: phonemes, stress and intonation.<sup>5</sup> Both aspects of pronunciation are two obligatory requirements to access effective communication of language to result an excellent mastery of pronunciation.

The challenges of mastering two aspects of pronunciation show that both aspects are obviously related. Firstly, segmental features are the individual sound units such as vowels and consonants which also correspond to phonemes or allophones.<sup>6</sup> Language learners may have difficulties learning these features due to the difference between their native language and target language. In some cases, specific segmental features may be completely not exist in the mother tongue of the learners. In acquisition of these segmental features, it may be challenging for the learners. Unlike segmental features, which only deal with individual sounds, suprasegmental features of pronunciation encompasses rhythm, intonation, stress in a word or sentence. Suprasegmental features of pronunciation are responsible of the quality in communication to a great extent, so they should have a big considerable place in teaching pronunciation. However, they will gain shuttle pronunciation if both aspects are mastered precisely. Here are the descriptions of both aspects:

### **a. Segmental Aspects**

Segmental aspects deal with individual sounds or word. It encompasses individual sounds such as vowels, consonants, and diphthongs. Sound itself as Oxford Online Dictionary defined, is vibration that travels through the air or other medium and can be heard when they reach a person's or animal's ears.<sup>7</sup> Furthermore, Avery argued that speech sound is made by air moving outward from the

---

<sup>5</sup> M .J Munro & M. T Derwing, —The Functional Load Principle in ESL Pronunciation Instruction: An Exploratory Study, System: An International Journal of Educational Technology and Applied Linguistics, Vol. 34 No. 4 (2006), p. 520-531.

<sup>6</sup> M. Celce-Murcia, D. M. Brinton, & J. M Goodwin, Teaching pronunciation: A reference for teachers of English to speakers of other languages. (New York: Cambridge University Press, 1996) p. 35

<sup>7</sup> English Oxford Living Dictionaries, “sound”, (On-line) available at: <https://en.oxforddictionaries.com/definition/sound>

lungs through the mouth or nose.<sup>8</sup> Sounds used in language are distinctive so that words can be distinguished from each other when heard, and so can be distinguished in written.<sup>9</sup> Hence, sound is vibrations that go through the medium, or operationally move outwards from the lungs to the mouth and nose and can be heard from one's ear. There are three kinds of speech sounds as they follow:

- **Vowel**

According to Roach, vowel is defined as sounds which have no obstruction when it pass or flow from the larynx to the lips. Simply, saying "ah" is the example of making vowel sounds. Similarly, Rowe argued that vowels are sounds that are produced with no closure or obstruction of the airstream. The differences between various vowel sounds depend on two things: employed cavity (oral, nasal, or pharyngeal) and formed shape in that resonance chamber. The shape of the oral cavity is primarily affected by the position of the lips and the placement of the tongue. For instance, the vowel sound in the word "to" is produced with the high point of the tongue in the back of the mouth, the oral cavity relatively closed, and the lips rounded. The vowel sound in "cat" is formed with the high point of the tongue toward the front of the mouth, the oral cavity relatively open, and the lips spread. In English, vowels are divided into two main branches as they follow:

- 1) Short Vowels

Short vowels are vowel sounds that sounds relatively short. They can be seen in the table below:

---

<sup>8</sup> Avery Peter and Erlhich Susan, *Teaching American Pronunciation*, (New York: Oxford University Press, 1992) p.11

<sup>9</sup> Geoffrey Broughton et. al, *Teaching English As A Foreign Language* (2nd Ed), (Michigan: Routledge 1980), p.51

**Table 2.1**  
**Short Vowels**

Short vowels	Example of words	Lips' manner
ɪ	bin, pin, fish	slightly spread
ɛ	bet, men, yes	slightly spread
æ	bat, man, gas	slightly spread
ʌ	but, some, rush	Neutral
ʊ	put, pull, push	Rounded
ɒ	pot, gone, cross	slightly rounded

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.14- 15).

There is one other short vowel, that is ə (schwa). This vowel is very familiar in English. The example of word is the first sound in the word “oppose”, or the sound that can be heard a lot when native English does non-rhotic in the word endings with or, iar. Example: Actor, Similiar, and etc.

## 2) Long Vowels

Contrary to the previous one, long vowels are sounds that length longer relatively than short vowels. It is usually symbolized by the one vowel with length-mark double dot “:” las it shows on the table below:

**Table 2.2**  
**Long Vowels**

Long vowels	Example of words	Lips' manner
i:	beat, peace, mean	slightly spread
ɜ:	fern, purse	Neutral
ɑ:	card, pass, half	Neutral
u:	food, good, loose	moderately rounded
ɔ:	broad , torn, horse	strong lip-rounding

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.18- 19).

It is noticeable that the five long vowels are quite different from the six short vowels. It is not only in length but also in quality. If comparing one by one, the quality: position of tongue, shape of tongue, and lip position is different, and so does the length.

- **Consonant**

Rowe defined consonant is a speech sound that is formed when the airstream is constricted or stopped (and then released) at some place along its path before it escapes from the body.<sup>10</sup> In the same opinion, Kelly argued that consonant is produced by interrupting, restricting, or diverting the airflow in various ways.<sup>11</sup> Technically, a part of the vocal tract impedes the pulses from the larynx and it is when a consonant voice is created—either voiced or voiceless. The air flows can be immediately hampered by the momentary closure of the glottis (the gap between the vocal folds) and followed by a sudden opening. In English pronunciation, consonant is separated in two basic ways: the place of articulation, the manner of articulation and voice or voiceless. They are elaborated as it follows:

- 1) Place of articulation

Speech sounds that are made by the movement of the speech organs are defined as articulation. In voicing sound, the places of the airflow obstruction determine the produced sound and it is referred as the place of articulation.<sup>12</sup> The exact place of articulation for a specific sound will vary from each person and even from time to time for an individual. Furthermore, in acoustic terms, sounds that we fathom as being the same often are not the same. In the list of places of articulation, English consonants are demonstrated as examples. They are classified as in the table below:

---

<sup>10</sup> M Bruce Rowe, *Ibid*, p.34

<sup>11</sup> Gerald Kelly, *How to Teach Pronunciation*, (Essex: Pearson Education ESL), p.47

<sup>12</sup> Adrian Underhill. *Sounds Foundation: Learning and Teaching Pronunciation*. (Oxford: Macmillan Education, 2005), p. 30



**Table 2.3**  
**Consonants**

Place of articulation	Consonant symbol/ Phonetic	Example of words
Bilabial (produced by meeting the lips together)	[p], [b] , [m]	pool, back, must
Labiodental (formed by raising the lower lip until it comes near the upper front teeth)	[f], [v]	fine, five, vim
Dental (produced when tongue might go either between the top and bottom teeth or behind the top front teeth)	[θ] , [ð]	think, then, them
Alveolar (formed by raising the tip or blade of the tongue to the alveolar ridge, the bony ridge behind the upper teeth)	[t], [d], [n], [s], [z], [l], and [r].	time, dime, nine, sigh, zeal, lie, and reef
Velar (created when the back of the tongue articulates with the soft palate)	[k], [g], and [ŋ],	hack, hag, and hang
Labiovelar (created by rounding the lips while the back of the tongue is raised in the velar region)	[w]. [ʍ].	which , witch
Glottal (articulated by	[ʔ] . [h]	button, mountain,

the glottis)		hag, hill
Palatal (formed when the blade of the tongue articulates with the back of the alveolar ridge or palate)	[θ], [ð][ʒ], [dʒ], and [y].	Shed, cheap, pleasure, midget, you

(Adapted from Bruce M Rowe & Diana P Levine, A Concise Introduction to Linguistic, 2013, p. 34-35)

## 2) Manner of Articulation

Manner of articulation is referred to the nature of the physical obstruction to the airstream. Rather than “where” it shows “how” the characteristic of consonant sounds are initiated. However, the obstruction happens in any places along the vocal tract—but many sounds are found at the same location. In English the manner of articulation can be seen in the table below:

**Table 2.4**

### **Manner of Articulation**

<b>Manner of articulation</b>	<b>Production</b>	<b>Phonetics</b>
Nasals	Produced in both the nasal and oral cavities (when the velum at the raising position and blocking the airstream’s passage).	mad [m] (bilabial), nose [n] (alveolar), sing [ŋ] (velar).
Stops/plosive	Created by momentarily stopping off the airstream.	bilabial [p],[b] alveolar [t] [d] velar [k][g] glottal [ʔ].

Fricative	produced by an incomplete restriction (partially obstructed which causes turbulence) of the air flow. The result is a hissing sound similar to the first sound you hear coming from a whistling teapot	labiodental [f] [v], dental [θ][ð], alveolar [s][z], palatal [r] and [l].
Affricates	The affricate starts out as a stop but ends up as a fricative.	[tʃ], [dʒ]
Glides	Produced as a making semivowels similar sound but the restriction of the airstream that is less than in other consonants,	[y], [w], and [ɰ]
Retroflex	curling the tip of the tongue up behind the alveolar ridge and by bringing the tongue forward and upward toward the alveolar ridge without touching the ridge.	[ɻ], [ɭ]

(Adapted from Bruce M Rowe & Diana P Levine, *A Concise Introduction to Linguistic*, 2013, p. 34-35)

- **Diphthong**

Generally, diphthong is a combination of two vowels.<sup>13</sup> It is a double vowel sound that starts with one vowel sound and gradually moves into another vowel sound (or glide).<sup>14</sup> The same opinion said by Roach that diphthong is sound which consists of movement or glide from one vowel to another. From the definition above, it can be concluded that diphthong is double vowel which move or glide gradually from the first vowel to the second one. In English there are 8 diphthongs as they follow:

**Table 2.5**

**Diphthong**

Diphthong	ɪə	eə	ʊə	eɪ	aɪ	ɔɪ	əʊ	aʊ
Example of Word	fie ce , ian,	aired, cheir n	moo r ed, tour	paid , mai d	nice , time	void, nois y	go, hom e	gown , house

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.20-22).

**b. Suprasegmental Aspects**

There are two general elements of suprasegmental aspects as they follow:

**a) Stress**

The word “stress”, which in Linguistics commonly symbolized with //, refers to the term that represent “the emphasis” within syllable(s) in a word or words in a sentence. Rowe used the detail term that stress is general term when speakers make emphatic or more prominent on word.<sup>15</sup> Stress can be attained by increasing the relative loudness, raising the pitch, or increasing the length of any part

<sup>13</sup> Gerald Kelly, Op.Cit, p. 34

<sup>14</sup> Bruce M Rowe, Op.Cit, p. 46

<sup>15</sup> *Ibid*, p. 52

of the word in an utterance. Within an utterance, stress can fall differently to the particular syllables.

### **b) Intonation and Pitch**

While verbally conveying message to others, people unintentionally tend to make a phenomenon of changing the tone of their voice. It is probably done in order to make their communication more expressive or meaningful. Theoretically, this process relates with two prosodic terms called as pitch and intonation. Odisho defines pitch as the continuous altering in the fundamental frequency, or simply is called as the melody of speech.<sup>16</sup> Pitch is linked to the stress word and is essentially brought in speaking into two different ways that are high and low. In interpersonal communication, people usually speak in high pitch to show excitement, anger or terrifying, and so in a low pitch to express boredom, exhaustion or even unexciting. Ergo, this term takes place on carrying meaning in communication.

## **2. The Concept of Pronunciation Mastery**

The essence of communication is a matter of transferring information from the “sender” to the “receiver”. Through this process, the ability to understand the manifestation of language should pay more attention. Nonetheless, it has been a challenging process to somehow understanding, applying, and mastering the language without knowing the system or knowledge of it, and so it can cause disorientation while communicating. One of the major problems faced by most language students is the ability to deliver their ideas verbally. This existence of problems relating on the speaking skills can probably be caused by the absent of suitable resources and the attitude of pushing the speaking practice away. However, it is important that students should be able to naturally use the language and practice it in various conditions.<sup>17</sup> Yet, the students have a difficulty to speak English, because they have no such experience of learning how it is done so their speaking ability is not improved. In addition, students

---

<sup>16</sup> Edward Y Odisho, *Pronunciation Is in The Brain Not in The Mouth*, (New Jersey: Gorgias Press, 2014) p. 140

<sup>17</sup> Geoffrey Broughton.et.al, *Op. Cit.*, p. 82

are less contaminated by the authentic learning, because the resources may not be provided or may not be appropriate for the students. It is such a vital problem, as learning foreign language, to be neglected. Henceforth, practicing speaking skill is crucial, in every condition and with good strategy and effective resources so that mastering English as an active skill will be achieved.

Having the ability to utter in supposedly good relates to the manner of how language is spoken. It is undeniable factor that mastering pronunciation is highly important in speaking ability. Nevertheless, in reality, a vast difference of manners in pronunciation is naturally existed. There have been some factors that play role in it, such as social surroundings, locality, listening influence, and mother tongue-cultural influences. As well as the absence of effective and appropriate resources for the students are taken place as the major effects for mastering pronunciation. Nevertheless, mastering English pronunciation is a matter of that the students are not only capable of producing an exact pronunciation, but also how they finely understand when someone speaks in different pronunciation (at least not standard). Thus, the capability or state to understand and produce English pronunciation properly in every condition is sum up into terms called as “pronunciation mastery”.

To measure the pronunciation mastery, the researcher applied the derivation of scoring rubric of speaking skill. The assessment pronunciation scale according to H. Douglas Brown is presented in the table below:



**Table 2.6**  
**Pronunciation Scoring<sup>18</sup>**

	<b>Scale</b>	<b>Description</b>
<b>Pronunciation</b>	1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.

### **3. Concept of Teaching Pronunciation**

The most fundamental reason for teaching pronunciation in the class comes from the consideration that students' errors in pronunciation may lead to misinterpretation or unsuccessful communication. For example, if student says "I do not like his story" in history class, it will probably result in misinterpretation for some reasons. It will be understood that the person does not like a particular person of male gender person's story or does not like the history class itself. This one has something to do with error in stressing the word in a sentence so that the meaning or function of utterance is incorrectly interpreted. Placing the appropriate stress and even to another aspect of pronouncing such as intonation can effect on misunderstanding. As Kelly argued that teaching pronunciation is an important basis regarding to students' error that may inhibit successful

---

<sup>18</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (NY: Pearson Education ESL, 2010). p. 173

communication.<sup>19</sup> Hence, to deal with error in pronunciation is a great deal for the teacher to teach in the class.

In reality, setting up pronunciation teaching-learning to the classroom is attracted little attention. Pronunciation is less famous to be taught comparing to grammar and vocabulary so students are required to learn it. According to Hariri, foreign language teachers should emphasize the pronunciation in the class, since sounds play an important role in communication.<sup>20</sup> The matter of teaching pronunciation in the class is affirming intelligibility that students have, so ambiguous message between the speaker and listener will be diminished. Gilbert adds, there are two fundamental reason to teach pronunciation: students need to understand and they need to be understood.<sup>21</sup> If they cannot be understood and are not able to comprehend spoken English well, they are cut from the language. All these ideas result in the conclusion that sound recognition and the sound production are obligated in order to perform good communication, and so someone has to deal on both aspects: segmental and suprasegmental aspects.

As a non-English spoken country, teaching pronunciation in Indonesia mostly emphasizes on the segmental aspects (individual sounds or words) rather than suprasegmental (intonation and stress). The reason behind this truth is because the target language has some different features of pronunciation with the mother tongue so strengthening the smaller areas such as individual sound and word will be the good strategy. However, the environment suggests to bigger issues, to be communicative students, they must master either to segmental or to suprasegmental. In the classroom, when suprasegmental aspect is not taught, pronunciation teaching, however, is also neglected. Kelly argued that teaching pronunciation has two keys: it tends to be neglected and it is not neglected.<sup>22</sup> While the students are led to be pronouncing-word-machine, they get stiff to

---

<sup>19</sup> Gerald Kelly, Op, Cit. p. 11

<sup>20</sup> M. Hariri. "A review of literature: a gender-based study of pronunciation accuracy". Research Journal of Applied Sciences, Engineering and Technology, Vol.4 , (2012), p. 461.

<sup>21</sup> J Gilbert, Op.Cit, p.8

<sup>22</sup> *Ibid.* p. 11

communicate in utterance, and the utterance might seem to be choppy and unnatural. Unsuccessful achievement of suprasegmental aspect, such as stress and intonation, can cause a bigger problem because it tells more than just a single series of words, but conveying the meaning. Students however are aimed to be language user—not just master to pronounce words by words correctly. In fact, the practice does not carry out well. So, it is obvious that in order to mingle in communication, students are obligated to mastery firstly in segmental and the next is suprasegemental and the teacher should give the effective and best approach for students to acquire those aspects.

At the end, having a native-like pronunciation is not the goal of learning pronunciation. The last goal of pronunciation is having a good voice quality. It refers to the feature of pronunciation in speech (level of pitch). Newton adds also that the importance of learning pronunciation is to have phonological loops. This term, means that the brain is habitually saying the word to it and become a long-term memory. In conclusion, learning pronunciation is not a matter of getting native-like pronunciation, but to be intelligible, comprehensible and verbally good-accented.

To achieve all explained goals of pronunciation, techniques and activities should be implemented to class. Kelly argues that there are some techniques and activities that can be employed. They are explained below:<sup>23</sup>

#### **a. Drilling**

The most used technique in pronunciation classroom is drilling. Drilling refers to the characteristic of learning where the teacher saying a word/sentence and then students repeat after it. Drilling technique aims to have students develop better pronunciation and remember new items. Drilling also encompasses the style of learning in which students are brought to their previously studied word, phrase, or sentence. When using this technique the teachers also corresponds through mime, pictures, or prompts in order to get the students learning well. In teaching stress and intonation, drilling is used in

---

<sup>23</sup> Gerald Kelly, Op.Cit, p.15-22

more complex ways. In conclusion, drilling is fundamental and crucial in teaching pronunciation regarding that students will gain more vocabulary and it is important to get them to know how to say it.

### **b. Minimal Pairs**

Minimal pairs are defined as words or utterances which differ only in one phoneme. Cut /kʌt/ and Cat /kæt/ are the examples of minimal pairs. They are only different only in one phoneme. Teachers can use this technique to ease difficult word pronunciation by comparing to the easy one. This comparing can be within the target language, or in the target language and students' mother tongue. However, the comparing also faces an issue relating that the variation of the words used somehow not meaningful and are unknown by students. So if the students want to apply minimal pairs in the classroom, they should consider using meaningful and known words. Yet, setting up minimal pairs can be a good activity for students to learn pronunciation but teachers should be wise to manage the word used in the classroom, so students are not found themselves in difficulty to learn pronunciation.

### **c. Listening Activities**

To learn language, teachers often use printed book, broadcast or taped materials. However, such activities are inappropriate to get students understand, and use the language in the classroom. Therefore, listening comprehensions in the course book are also designed to sound as realistic as possible. Listening activities can help students noticing the feature of pronunciation and they can have the meaning and the pronunciation of particular aspects. Nevertheless, structural problems may happen in the larger are of utterances. Students are required to listen carefully to particular sounds they do not lose the meaning. In a summary, listening activities is one of the good ways to learn pronunciation.

### **d. Reading Activities**

Although the medium is in the written form, reading activities can help students learn pronunciation. Like listening, reading is receptive skill (students receive the language rather than produce) and it distributes the feature of the language to students' attention.

Furthermore, any kinds of text can be selected to perform in the classroom and so does activities. Reading aloud is one of the common methods in pronunciation class where the students read the text loudly. However, it is not merely loudly read, but it offers opportunity for students to practice spelling, stress, and intonation. To use this method, the teachers should be as clearly as possible to pronounce the word so students gain correct pronunciation. Hence, reading activities can assist students to improve pronunciation through written language.

#### **4. The Concept of Learning Media**

##### **a. Definition of Learning Media**

According to Heinich, Molenda, Russel media is “A media is a channel of communication, example include film, television, diagram, printed materials, computers, and instructors.”<sup>24</sup> While according to Oemar Hamalik in Fatah Syukurs” book, described “the Media as a technique used in order more streamline communication between teacher and student in the process of education and teaching in school ”.<sup>25</sup>

Based on a lengthy description of some experts about the limitations of the learning media in education, author conclude the general characteristics contained in understanding media, those are:

- a) Media learning (instruction) has an understanding of the tools on the process of learning both inside and outside the classroom.
- b) Learning Media used in the framework of communication and interaction teachers and students in the learning process.
- c) Learning Media has a physical sense known as hardware (the hardware), which is an object that can be seen, in hearing or in groping with the five senses.

---

<sup>24</sup> Akhmad Sudrajat, Kurikulum dan Pembelajaran, p. 1.

<sup>25</sup> Fatah Syukur, Teknologi Pendidikan, (Semarang: RaSAIL, 2005), Cet. 1, p.

- d) Learning Media has a non-physical notion commonly known as a software (software), namely the content of the message contained in the hardware which is the content who wish to be conveyed to the learners.
- e) Media is anything that can be used for passing messages and can stimulate the mind, it can be uplifting, attention, and the willingness of the learners so as to encourage the occurrence process of learning in the learners.

### **b. The Types of Media**

There are many kinds of media. According to Kemp and Dayton which is written by Azhar Arsyad state that media can be classified into eight groups.<sup>26</sup> They are printed media, Display media, Overhead transparencies or projector (OHP), Audio tape recording, Slide series and film strips, Multi image presentation, Video and moving picture, and Computer based instruction. A variety of ways can be used to identify and classify media. According to Nana Sudjana and Ahmad Rifai, media learning distinguished into:

- a) graphic Media (two dimensions), such as pictures, photographs, graphics, and so on.
- b) three-dimensional media, such as a solid model, model piles, the working model, and so on.
- c) media projections, such as slides, film strips, OHP, and so on.
- d) media environment.<sup>27</sup>

In the same book Sadiman, et al., share media learning in three major groups, namely:

- a) graphic Media, such as pictures or photos, sketches, diagrams, charts, graphs, cartoons, posters, maps and globes, flannel boards, bulletin boards.
- b) audio Media, such as: radio, tape recorder, language laboratory.

---

<sup>26</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), p.37

<sup>27</sup> Chabib Thoha, (ed.), *PBM-PAI Di Sekolah Eksistensi dan Proses Belajar Mengajar Pendidikan Agama Islam*, (Yogyakarta: Pustaka Pelajar, 1998), Cet. 1 p. 274



- c) silent projection Media, such as film frames, filmsets, media transparent, apeque projector (not transparent), mikrofis, film, the film rings, television, video, games, and stimulation.<sup>28</sup>

### **c. The Advantages of Media**

According to Azhar arsyad that there are many advantages of media in teaching and learning.

- a) Learning media can clarify the presentation of messages and information that can facilitate and improve the process and learning outcomes.
- b) The media can enhance teaching and direct children's attention so that it can lead to motivation of learning, the more direct interaction between students and their environment are, and the more possible students learn independently in accordance with the abilities and interests.
- c) Teaching media can overcome the limitations of the senses, space and time:
- 1) Objects that are too large to be displayed directly in classroom can be replaced with images, photographs, slides, reality, film, radio, or a model.
  - 2) Objects or images that are too small are not visible to the senses can be presented with the aid of a microscope, movies, or pictures.
  - 3) A rare occurrence that happened in the past or happening once in decades can be displayed in the video, films, photographs, or slides.
  - 4) Object or a very complicated process such as blood circulation can be displayed in a concrete way through the movie, pictures, slides, or computer simulations.
  - 5) Events or dangerous experiments can be simulated with media such as computers, movies, or video.

---

<sup>28</sup> *Ibid*, p. 274

- 6) Occurrence of natural events such as volcanic eruptions or process that in reality the process takes a long time like a cocoon into a butterfly can be presented with the techniques of time-lapse recording for film, video, slides, or computer simulations.

The teaching media can provide a common experience of teaching the students about the events of their environment, and allow direct interaction with teachers, community, and environment for example through study tours, visits to museums or zoos.<sup>29</sup> Related to the explanation above, so the next consideration is whether the media have been considered the effectiveness and the appropriateness. And also, what is the media form will be used in the form of media or that to be designed. When the form of media needs to be designed so that is required for planning a more mature, both in its development and in its utilization.

## 5. The Concept of Phonetics Transcription

### a. Definition of Phonetics

According to Balcyte Kurtiniene, Phonetic is the branch of linguistics that is the main concerned with sounds.<sup>30</sup> The Phonetics is used to produce, convey, and receive language sounds, that is, sounds produced by speech instruments found in the oral cavity that are used to symbolize meaning.<sup>31</sup> Whereas Crystal stated that, the Phonetic is focused on the physical manifestation of language in sound waves and how the sounds are produced, perceived, and also transmitted. Phonetic is concerned with how sound are produced, transmitted and perceived whereas we will only look at the production

---

<sup>29</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), p.26

<sup>30</sup> Balcyte-Kurtiniene, G. (2014). *A Course in English Phonetics for EFL University Students: Segmental Phonetics, Syllable, Stress*. Vilnius Universitetas. p. 13

<sup>31</sup> Muhassin, M., 2014. Telaah Linguistik Interdisipliner dalam Makrolinguistik. *Pendidikan Bahasa Inggris: Jurnal Tadris Bahasa Inggris*, 6 (1), pp. 1-20.

of that sound.<sup>32</sup> In conclusion, phonetic is the study that is the main focus on the sounds in language.

### **b. Definition of Transcription**

According to Basri defined that, Transcription as the pronunciation of words that are shown through phonetic symbols.<sup>33</sup> It means that transcription is the visual representation in written form spoken language.

### **c. Definition of Phonetic Transcription**

Phonetic transcription is a written record of sound. Hesselwood stated that, Phonetic transcription is the correct sound production from the symbols.<sup>34</sup>

### **d. The Benefits of Phonetic Transcription in Learning English Pronunciation**

According to Yusuf, there are several advantages of English Phonetic transcriptions in learning English pronunciation:

- 1) The English phonetic transcriptions can inform the students how English word is pronounced.
- 2) The English phonetic transcriptions can improve students' fluency in pronunciation.
- 3) The English phonetic transcriptions can show the word stress.

<sup>34</sup>

The other advantages of English phonetic transcriptions in learning English Pronunciation are mentioned by Hesselwood, here are the following:

---

<sup>32</sup> Muhassin, M. (2018). Phonological Interference of Madurese Towards English at the Eleventh Students of SMA Al Hikam Bangkalan East Java. *English Education: Jurnal Tadris Bahasa Inggris*, 11(2), 144-159.

<sup>33</sup> Basri, H. (2005). A Course Book for English Phonology. Tadulako University. p. 30

<sup>34</sup> Hesselwood, B. 2013. *Phonetic Transcription in Theory and Practice*. Edinburgh University.

<sup>34</sup> Yusuf, F. (2019). English pronunciation based on the phonetic transcription application (Study of ToPhonetics.App). *English and Literature Journal*, 6 (1), 60-69.

- 1) The English phonetic transcriptions can represent clearly the sound that the students have heard.
- 2) The English phonetic transcriptions can show the students the way words or phrases should be pronounced.
- 3) The English phonetic transcriptions can diagnose the students' errors in their pronunciation.
- 4) The English phonetic transcriptions can effectively save the English teachers' time.

## **6. The ToPhonetics Application**

### **a. Definition of the ToPhonetics Application**

The ToPhonetics Application is an application that can be found by the internet browser or play store from a mobile phone and everyone can easily access it. ToPhonetics is an application that is used to see the English phonetic transcriptions of an English word, clause, or sentence. Yusuf stated that, The ToPhonetics application is the application to look for the English phonetic transcriptions.<sup>35</sup>

### **b. How to Use the ToPhonetics Application**

According to Ferdina, there are several instructions to use the ToPhonetics application, as follow.<sup>36</sup>

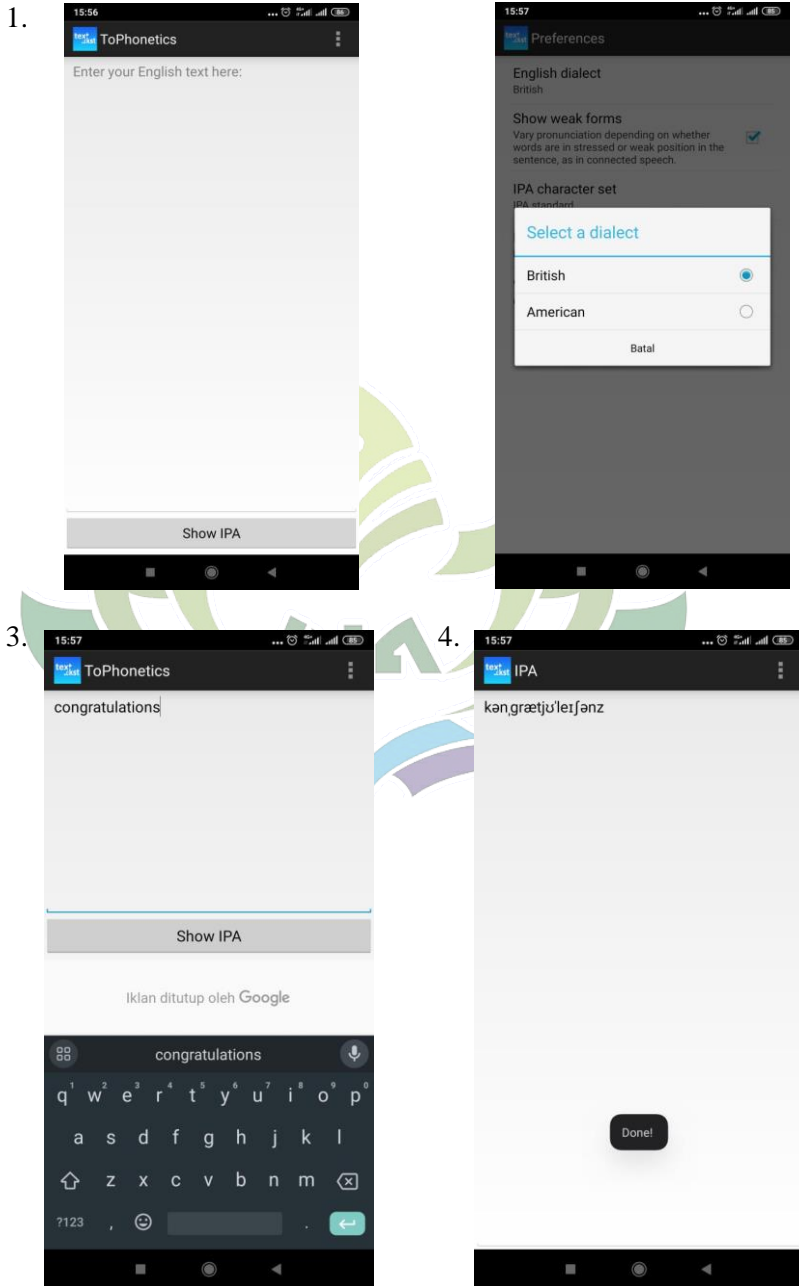
- 1) Open the ToPhonetics application.
- 2) Click three points on the top right corner.
- 3) Click setting.
- 4) Click English dialect and choose British/American.
- 5) Back to the main menu of the application.
- 6) Type a word, clause, or sentence in the space provided.
- 7) Click show IPA.

---

<sup>35</sup> Ibid.p. 60-69

<sup>36</sup> Ferdina, Fera. (2022). The ToPhonetics Application for Improving English Pronunciation: A Case of the Second-Semester English Education Students of Universitas Negeri Semarang.

8) And can be seen from the following picture.



### c. The Advantages and Disadvantages of Using the ToPhonetics Application

Based on Yusuf, there are several advantages and disadvantages of using the ToPhonetics application, as follow:

#### 1) The Advantages

- a) The ToPhonetics application facilitates the users to improve English pronunciation skills.
- b) The ToPhonetics application show the word stress.
- c) The ToPhonetics application is free to be downloaded.
- d) The ToPhonetics application is able to show the English phonetic transcriptions of English words easily and quickly.
- e) The ToPhonetics application can distinguish the British accent and the American accent.

#### 2) The Disadvantages

- a) The ToPhonetics application is only for android users.
- b) The ToPhonetics application doesn't provide audio pronunciation.
- c) The ToPhonetics application only provides two accents.

## B. Hypothesis

The hypothesis of the research as follow:

1.  $H_1$  : There was the a significant students opinion in helping students' pronunciation mastery in the use of the ToPhonetics application in learning pronunciation in the first semester at the English education department of UIN Raden Intan Lampung.
2.  $H_0$  : There was no the a significant students opinion in helping students' pronunciation mastery in the use of the ToPhonetics application in learning pronunciation in the first semester at the English education department of UIN Raden Intan Lampung.

## REFERENCES

- Ahmadi, Mohammad Reza, 'Why Is Pronunciation So Difficult to Learn?', 4.3 (2011).
- AMEP Pronunciation. "What is pronunciation?". (AMEP Research Center: October 2002).
- Arsyad, Azhar, Media Pembelajaran, (Jakarta: PT Raja Grafindo Persada, 2003).
- Balcytyte-Kurtiniene, G. (2014). A Course in English Phonetics for EFL University Students: Segmental Phonetics, Syllable, Stress. Vilniaus Universitetas.
- Basri, H. *A Course Book for English Phonology*. Tadulako University. (2005).
- Broughton, Geoffrey, et. al, *Teaching English As A Foreign Language* (2nd Ed), (Michigan: Routledge 1980).
- Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices*, (NY: Pearson Education ESL, 2010)
- Bruce M Rowe and Diane P Levine, *A Concise Introduction to Linguistic* (4th Ed) (New York: Routledge, 2015).
- Bogdan, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2016).
- Celce, Murcia et al. *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. New York: Cambridge Universit Press. (1996).
- Chairunnisa, Connie, *Metode Penelitian Ilmiah Aplikasi Dalam Pendidikan dan Sosial*. Mitra Wacana Media: Jakarta. 2017.
- Creswell, John, *Research Design Qualitative and Mix Method Approches Third Edition*, (Los Angeles: Sage, 2009).
- Exploratory Study], *System: An International Journal of Educational Technology and Applied Linguistics*, Vol. 34 No. 4 (2006).
- El-Sulukiyyah, Ana Ahsana, "Fixing Students' Pronunciation Through Phonetic Transcription", vol. 9 No. 2 (2018).
- Endraswara, *Metodologi Penelitian Sastra: Epistemologi, Model, Teori dan Aplikasi*. (Universitas Negeri Malang, 2006).
- Ferdina, Fera. 2022. *The ToPhonetics Application for Improving English Pronunciation: A Case of the Second-Semester*



*English Education Students of Semarang State University.*

- Gerald, Kelly, *How to Teach Pronunciation*. Pearson Education Limited. 2000.
- Gilbert, J. *Teaching pronunciation: using the prosody pyramid*. Cambridge: Cambridge University Press. (2008).
- Hariri, M. "A review of literature: a gender-based study of pronunciation accuracy". *Research Journal of Applied Sciences, Engineering and Technology*, Vol.4 , (2012).
- Harmer, Jeremy, *The Practice of English Language Teaching*, Fourth edi (Harlow: J.B, Heaton, *Writing English Language Tests*. Longman Group: London and New York. (1988).
- Hesselwood, B. *Phonetic Transcription in Theory and Practice*. Edinburgh University. 2013.
- Hornby, A. S. *Oxford Advanced Learners Dictionary of Current English*. Oxford University Press. 1987.
- Kartini, Kartono, *Pengantar Riset Sosial*, (CV Mandar Maju, Bandung, 1996).
- Kelly, Gerald, *How to Teach Pronunciation*, (Essex: Pearson Education ESL).
- Kenworthy, Joanne, *Teaching English Pronunciation*, (Longman Inc., New York, 1987).
- Koetjariningrat, *Metode Penelitian Masyarakat*, (Jakarta: Gramedia, 2005).
- Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2014).
- Marshall, Catherine, Gretchen B. Rossman; *Designing Qualitative Research*, Second Edition; Sage P, Roach. *English Phonetics and Phonology*. Melbourne, Australia: Cambridge University Press. (1998).
- Mathew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook Third Edition*, (California: SAGE Publication, Inc, 2014)
- Muhassin, M. Telaah Linguistik Interdisipliner dalam Makrolinguistik. *Pendidikan Bahasa Inggris: Jurnal Tadris Bahasa Inggris*, 6 (1), pp. 1-20. (2014).
- Muhassin, Mohammad. "Phonological Interference of Madurese

- Towards English at the Eleventh Students of SMA Al Hikam Bangkalan East Java." *English Education: Jurnal Tadris Bahasa Inggris* 11.2 (2018).
- Munro, M J and Derwing, M T. The Functional Load Principle in ESL Pronunciation Instruction: An Exploratory Study. *System*, Vol. 34 No. 4. (2006).
- Odisho, Edward Y, *Pronunciation Is in The Brain Not in The Mouth*, (New Jersey: Gorgias Press, 2014).
- Publications, International and Professional Publisher, London, 1995.
- Putri, Nikmah Sistia Eka, 'EFL Students' Perception towards Ipa Symbols as Pronunciation Learning System', 2018.
- Rad, Raziye Rasyidi and Neda Fatehi, "Creativity and Literary Translation: Analyzing the Relationship between Translators' Creativity and Their Translations' Quality", *Islamic Azad University*, Vol 4 No 1, (2021) :9.
- Riza, Aning, 'The Implementation of IPA (International Phonetic Alphabet) based Phonetic Transcription in Teaching Pronunciation for EFL Students at Aphrodite English Club English Education Department Faculty of Education and Teacher Training', 2021.
- Robinett, Betty Wallace, Tom Hutchinson, and Alan Waters, 'English for Specific Purposes: A Learning-Centred Approach', *The Modern Language Journal*, 72.1 (1988).
- Setiyono, Mas Sulis 'Using International Phonetic Alphabet (Ipa) in Teaching Pronunciation: Linguistics in Present Century', *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 1.1 (2019).
- Sudrajat, Akhmad, Kurikulum dan Pembelajaran, <http://akhmadsudrajat.wordpress.com/2008/01/12/media-pembelajaran/>
- Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta, 2016).
- Susan Stainback and William Stainback. *Understanding and Conducting Qualitative Research*. (Kendall/Hunt Publishing Company: Dubuque, Iowa).
- Susan, Avery Peter and Erlich, *Teaching American Pronunciation*,

- (New York: Oxford University Press, 1992).
- Syukur, Fatah, *Teknologi Pendidikan*, (Semarang: RaSAIL, 2005), Cet. 1.
- Thoha, Chabib, (ed.), *PBM-PAI Di Sekolah Eksistensi dan Proses Belajar Mengajar Pendidikan Agama Islam*, (Yogyakarta: Pustaka Pelajar, 1998), Cet. 1.
- Underhill, Adrian. *Sounds Foundation: Learning and Teaching Pronunciation*. (Oxford: Macmillan Education, 2005).
- Westbrook, Lynn, *Qualitative Research Methods*, [www.deepblue.lib.umich.edu](http://www.deepblue.lib.umich.edu), on Monday, June 5, 2023.
- Yasminto, Muhammad, 'The Comprehension of International Phonetic Alphabet Role Towards English Learners' Pronunciation in Achieving Successful Oral Communication', 05.36 (2020).
- Yusuf, Faidah, 'English Pronunciation Based on the Phonetic Transcription Application (Study of ToPhonetics.App)', *English and Literature Elite Journal*, 6.1 (2019).

