

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter consist of finding of the research and discussions of the finding. The finding of the research consist of the description as the result of the data that have been collected by the test (pre-test and post test) and discussion is the description of the finding that have analyzed by the SPSS 16 application, and the analysis of observation.

A. THE FINDINGS

The finding of this research shown the students' scores taken by the pre-test and post test would delivered in the table students' scores. the data score collected based on the students ability to pronounce the words.

1. Pre-test score of the research

The pretest have conducted before applying the treatment in the class that consist of 15 students. The researcher attached the number of vocabularies that consist of 20 different words to the students. It would be focused on how the sounds produced the words correctly. The target score minimum mastery level criterion (KKM) is 70. The student score passed if the students achive the KKM score.

Based on the test, the data score by the researcher got as follows:

Table 4.1 The Students' Pretest Score and Classification

No	Name	Pronunciation Score	Classification
1	ARM	60	Fair
2	ANP	70	Good
3	FJR	20	Very poor
4	IKR	35	Poor
5	IRM	60	Fair
6	MAN	15	Very poor
7	MTR	40	Poor
8	NAN	60	Fair
9	NFD	55	Fair
10	NRW	60	Fair
11	RMR	60	Fair
12	RHH	40	Poor
13	RSY	50	Fair
14	SSK	55	Fair
15	SHD	45	Fair
Total		725	

The table 4.1 above showed that there are 15 students in the one class. As the pre-test, students' score and classification in pronunciation of each word. The highest score in pre-test was 70 which classified as "Good" category, and the lowest score was 15 which classified "Very Poor" category. In the data above, most of students classified as "Fair" category.

The result of pre-test above, the research used SPSS application to calculate the mean score of the pre-test as follows:

Paired Samples Statistics

		Mean	N
Pair 1	Pretest	48,3333	15

To know the class percentage score that passed target score of minimum mastery level criterion (KKM), the researcher used the formula as follows:

$$P = \frac{X}{Y} \times 100\%$$

$$P = \frac{1}{15} \times 100\%$$

$$P = 6,67\%$$

Based on the pre-test above, the result concluded that the mean score of pre-test was 48,333. There is only 1 students was passed the minimum mastery level criterion (KKM) or as much 6, 67% of the total percentage students who was passed.

Based on the table classification, the position of mean score in pre-test is “Fair” category. Because the mean score in pre-test students are 48,333 only. wich means the English students’ pronunciation in MA Wihdatul Ulum specially for the X IPA class are “Fair”

The frequency and persentage of students’ pretest can be seen by following table below:

Table 4.3 The frequency and persentage pre-test score:

Classification	Score Range	Pre-test	
		Frequency	Percentage (%)

Very good	81-100	0	0%
Good	61-80	1	6,666%
Fair	41-60	9	60%
Poor	21-40	3	20%
Very poor	0-20	2	13,333%
Total		15	100%

The table above shown the classification based on the score range that have been taken by the researcher on pre-test. There was 1 students or 6,666% categorized to have “Good” score, as their score were between 61-80. There were 9 students or 60% categorized to have “Fair”, as their score range between 41-60. There were 3 students or 20% categorized to have “Poor”, as their score range between 21-40. there were 2 students or 13’333% categorized to have “Very poor” as their score range between 0-20. The table above showed that none students got “ Very good” category with the total 0%.

In the pre-test, it can assumed the problem of students in pronouncing without using phonetic transcription technique. Based on the assumption, the researcher conducted a study to see the exposure of phonetic transcription technique to improve their pronunciation score on post-test. After giving pre-test, the researcher excercised treatment wich was conducted in four meetings.

2. Post-test score of the research

The post-test have conducted after applying the treatment in the class that consist of 15 students. The researcher attached the same number of vocabularies in the pre-test that consist of 20 different words to the students. With the same test it easier to know the improvement of students. Another hand, the students also more understand the way of true pronunciation and able to distinguish the sound.

Based on the test, the researcher got the students' score as follows:

Table 4.4 the students' score and classification of post-test

No	Name	Pronunciation Score	Classification
1	Adinda Rahman	85	Very good
2	Anugrah Perti	90	Very good
3	Fajar	60	Fair
4	Ikram	75	Good
5	Irmawati M.	80	Good
6	Muh. Arman	60	Fair
7	Mustabsyirah	75	Good
8	Nur Annisa	80	Good
9	Nur Fadilla	75	Good
10	Nur Rahma Wanda	85	Very good
11	Rahmadani. MR	80	Good
12	Rahmat Hidayat	75	Good

13	Resniyanti	80	Good
14	Siska	70	Good
15	Suhardi	75	Good
Total		1145	

The table 4.5 above shown the students' score and classification the pronunciation of each students on post-test. The highest score was 90 wich classified as "Very good" category, and the lowest score was 60 wich classified "Fair" category.

The result of post-test above, the mean score that calculated by SPSS aplication as follows :

Paired Samples Statistics

		Mean	N
Pair 1	Posttest	76,3333	15

To know the class percentage score that passed target score of minimum mastery level criterion (KKM), the researcher used the formula as follows:

$$P = \frac{X}{Y} \times 100\%$$

$$P = \frac{13}{15} \times 100\%$$

$$P = 86,667\%$$

Based on the result of post-test above, the researcher concluded that the mean score of pre-test was 76,333. with 13 students were passed the minimum mastery level criterion (KKM) or as much 86,667% of the total percentage students who was passed.

The frequency and percentage of students in post-test can be seen by following table:

Table 4.6 The frequency and percentage pretest students' score:

Classification	Score Range	Pre-test	
		Frequency	Percentage
Very good	81-100	3	20%
Good	61-80	10	66,667%
Fair	41-60	2	13,333%
Poor	21-40	-	0%
Very poor	0-20	-	0%
Total		15	100%

The table above shown the classification based on the score range that have been achieved by students on pretest. There were 3 students or 20% categorized to have "Very good" score, as their score were between 81-90. There were 10 students or 66,666% categorized to have "Good", as their score range between 61-80. There

were 2 students or 13,333% categorized to have “Fair”, as their score range between 41-6.

3. Students’ Classification on Pre-Test and Post-Test

Afterwards, to know the increasing of students’ score, the researcher was concluded the pre-test and post-test score by using formula as follows:

$$P = \frac{y^2 - y^1}{y^1} \times 100$$

$$P = \frac{\text{posttest} - \text{pretest}}{\text{pretest}} \times 100$$

$$P = \frac{76,333 - 48,333}{48,333} \times 100\%$$

$$P = 57,93$$

4. Mean Score and Standard Deviation

The mean score and the class standard deviation by using SPSS as follows:

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Pretest	48,3333	15	15.77370	4.07275
	Posttest	76,3333	15	8.33809	2.15289

Table 8. Mean Score, Standard Deviation and Standard Error of Pre-test and Post-test.

The table presented the mean score, standard deviation and standard error of the pre-test and post-test

Test	Mean Score	Standard Deviation
Pre-test	48,3333	15.77
Post-test	76,3333	8.3

The table showed that mean score of pre-test was 48,3333 and the mean of post-test was 76,3333. Then the standard deviation of pre-test was 15.77 and the standard deviation of post test was 8.3. the standard deviation of students indicated that it was good dispersion value because the standard deviation of post test was 8.3. wich means the standard deviation of post-test lower then pre-test. It means the score between two of the score be better.

5. Test of Significance Testing

The significant score between pre-test and post-test was calculated by using t-test. The result of the t-test can be seen in the table below :

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-2.800E1	9.21954	2.38048	-33.10561	-22.89439	-11.762	14	.000

Standard Deviation of pretest and posttest	t-test	t-table	Significance
9.21	-11.762	1.76131	0.000

The stable shown the result of significance testing for the level of 0.05 and degree of freedom (DF:N-1) = 15-1 = 14, it shown that the value of t-test was under the value of t-test. It means that, the null hypothesis (HO) was rejected because the t-test < t-table. As the result of the test there was increased between pre-test and post-test after exercising treatment by using phonetic transcription technique. It

indicated that improving students' pronunciation through phonetic transcription was improved in MA Widatul Ulum specially for tenth grade IPA.

B. DISCUSSION

Discussion is the description of the finding that have been analyzed in previous through the data score of the students. Before implementing treatment, the researcher gave pre-test to know the students' ability. In the pre-test the students got low score.

The phonetic transcription technique as the treatment of this research. This research applied after giving pre-test. In this research, the problems of English students pronunciationable to decrease after exercising phonetic transcription technique in the class. This technique effective enough to develop students pronunciation. this technique able to solve the students difficultiest in pronunciation. The result obtain from this research confirms that the phonetic transcription can improve students pronunciation.

The result of phonetic transcription to improve students pronunciation are they able to make the students more understand how the way to speak correctly with the truee pronunciation and able to distinguish each sound in english.

The difficulties faced by students in pronunciation are not pronounced the sound of English well. many of them still pronuced the words like the text without manner

of English itself. The students find it difficult to distinguish even vocal and consonant sound. Therefore, the students' score in pre-test is still fair.

The vocal sounds that are difficult mentioned and distinguished by the students like *[i:]*, *[ɪ]*, *[æ]*, *[a:]*, *[ɒ]*, *[ɔ:]*, *[ʊ]*, *[u:]*, *[ʌ]*, *[ɜ:]*, *[ə]*. Because the sounds are not present in Indonesia. The diphthong sounds are also one of the English students' difficulties to distinguish. For the consonant sounds that are difficult pronounced by the students are like *[tʃ]*, *[dʒ]*, *[θ]*, *[ð]*, *[ʒ]*. They were not mention the sounds correctly. Another cases, the difficulties in speaking English of students were not understand the aspect of pronunciation such as combination of sound, linkage of sounds, stress, weak forms, rhythm, and intonation

