

**STUDENTS' PERCEPTION TOWARD PHONETIC NOTATION
IN LEARNING ENGLISH**

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

THESIS

**This Thesis is submitted the requirement for “sarjana” degree in English
Language Education**



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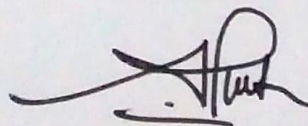
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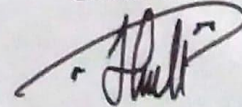
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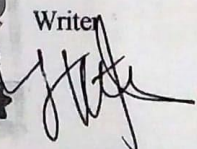
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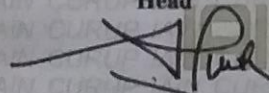
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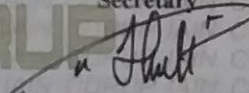
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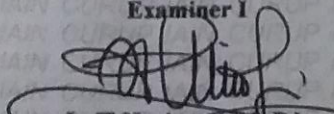
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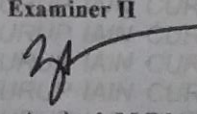
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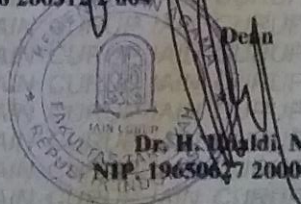
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The researcher finished this thesis entitled **Students' Perception Toward Phonetic Notation In English Foreign Language Learning (A Descriptive Quantitative Research of Seventh and Fifth Semester Student at IAIN Curup Academic Year 2017/2018)**. This thesis is presented in partial fulfillment of the requirement for the degree of Strata I in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance support, suggestion and motivation from others. In this chance the researcher would like to express her deepest gratitude for:

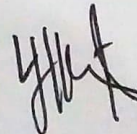
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MOTTO AND DEDICATION

“we can draw a smile, but not to draw a happiness”

“Life never force you to be a busy man, but you forced life to be busy”

Allah, is only the reason why I can finish this thesis. Thank you for letting me to finish this thesis as soon as my hope. There is no miracle except by you, Allah. In the name of Allah and His Messenger prophet Muhammad (Peace Be Upon Him), I would like to dedicate this thesis for:

➤ My heartfelt thanks for my parents Mr. Maryono and Mrs. Eli Maryani, who always give motivation, suggestion love, prayers and everything that the researcher need in finishing this study.

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ABSTRACT

Indri Febriana.2018 : *STUDENTS' PERCEPTION TOWARD PHONETIC NOTATION IN ENGLISH LANGUAGE LEARNING "(A descriptive Quantitative Research of Seventh and Fifth Semester Student at English Department Study of IAIN Curup Academic Year 2017/2018)*

Advisor : Mr. Sakut Anshori, S. Pd, M. Hum

Co-Advisor : Mrs. Henny Septia Utami, M. Pd

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

Operational Definition : Perception , Phonetic Notation

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CHAPTER I

INTRODUCTION

A. Background of The Research

Pronunciation is the act or manner of pronouncing words, utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. Pronunciation is a pondation to gain full communicative competence in communication. According to Kenworthy¹, teaching English pronunciation correctly is unavoidably a crucial thing in EFL teaching because correct pronunciation is needed for someone to communicate and understand the meaning correctly. It is related to Gilbert that good pronunciation will make a good communication.² We can take assumption from that statement if the mispronunciation can create a bad communication between listener and the speaker.

Mispronunciation in English word pronunciation can create misunderstanding and miscommunication. It is often found among learners who learn English as a foreign language. Mispronunciation can be very frustrating for the learner who may have a good command of grammar but have difficulty in understanding and being u

¹Joanne Kenworthy. *Teaching English Pronunciation* (New York: Longman. Inc, 1988), P 3

²Judy B. Gilbert, *Op.Cit* P 21

nderstood by another language community.³ That is why EFL learners need a guidance to differentiate the spelling of the word. The guidance will guide EFL to pronounce word correctly. It means, phonetic notation as guidance for EFL learners in pronouncing word is really important to avoid mispronunciation.

There are two aspects which are usually known in English pronunciation, including speech and language. Focusing in language, language has three major components including phonology, vocabulary, and grammar. In this relation, phonology take an important role. According to Ramelan, phonology is the study of phones or speech sounds. There are two studies of phonology, phonetics and phonemics.⁴ Phonemics is the study of speech sounds with a view to finding out the significant units of sounds in a given language. Phonetics is the study of speech sounds as sounds without regard to their function as signaling units of language. Phonetics is divided into two kinds, namely Articulatory Phonetics and Acoustic phonetics. Articulatory phonetics studies speech sounds from the point of view of their ways of production by the speech organ.

Focus on phonetic, phonetic teaching is needed to improve student's pronunciation. According to Mompean, phonetic instruction has demonstrated positive benefits in pronunciation. Phonetic teaching provide material which guide the student to improve their pronuunciation. Phonetic notation or

³ A.S.Hornby, *Oxford Advance Learners Dictionary*, (Oxford ; Oxford University Press, 1995), P 858

⁴ Ramelan. 1994. *English Phonetics*. Semarang IKIP: Semarang Press p 65

sometimes called as phonetic transcription or phonetic symbols in phonetic teaching will guide the student to pronounce word correctly. Phonetic notation is symbols which represent the pronunciation of the word. The student will know how is the pronunciation of the word by using phonetic notation which is provided in the dictionary. It can be inferred that phonetics be a factor that influence student pronunciation.⁵ It means phonetic teaching is a guidance for the student to gain a good pronunciation.

Based on the statement above phonetic notation in phonetic teaching is a factor that influence pronunciation ability. In a deal condition, student could pronounce vocabularies well by the phonetic notation that represent how is the pronunciation. The reality in IAIN Curup is the student still confused when pronounce word by using phonetic notation. Based on the observation and interview⁶, student were easier to pronounce a word by teacher correction and electronic dictionary than the phonetic notation of the word in the dictionary. The real phenomena is the student in fifth and seventh semester have learned about pronunciation practice and also phonology especially phonetic. Unfortunately, they rare used phonetic notation in the dictionary and prefer to use electric dictionary to know how is the word's pronunciation although they have learned how to read phonetic symbols in phonology and also learned

⁵ J. A.Mompean. *Phonetic Notation In Foreign Language Teaching and Learning*:University of Celce Murcia P 293

⁶ Interview On 27th September 2017

about phonetic symbols in pronunciation practice include how to pronounce the phonetic symbols.

Theoretically, student have better pronunciation if they have been taught explicit phonetic instruction.⁷ The student also can improve their pronunciation by themselves by using phonetic notation. The phenomena above shows that student rarely use phonetic notation to improve their pronunciation although they have learned pronunciation practice and phonology. So, the researcher interested in investigate the students' perception toward phonetic notation in Learning English because student rarely use phonetic notation in the dictionary to improve their pronunciation. Because of that reason the tittle in this research is "The Students' Perception Toward Phonetic Notation In Learning English".

B. Research Question

Based on the statement and phenomena above, researcher decided two research questions that want to be observed in this research, it is:

- a. How is students' perception toward phonetic notation in Learning English?

C. The Objective of The Research

The objective of the research are to investigate the students' perception toward Phonetic Notation in Learning English

D. Significant Of The Research

⁷ J. Gordon.,I.Darcy.,&D.Ewert. *Pronunciation Teaching and Learning*.Ames,IA: Iowa State University
P 194

The significant of this research are :

1. For Lecturer

It help teacher to improve student ability in pronunciation teaching. After the teacher know the student's perspective about the the usefulness of phonetic transcription in english foreign language teaching and learning, it help teacher in developing teaching method in pronunciation practice. The developing of method is to increase the students' awareness in using phonetic notation.

2. For Student

It help student to increase their awareness to use phonetic notation. The student will aware to use phonetic notation if they know what is the importance of phonetic notation in EFL learning for them as the student.

3. For Researcher

The researcher hopes that the result of this study can be used as an input for English Teachers to improve their method in teaching pronunciation. They should realize how important the phonetic transcription in english foreign language teaching and learning. Besides that, this study can also be used as an input for English students of STAIN Curup that the phonetic transcription can be used as a tool to imrove their pronunciation.

E. Delimitation

Based on the phenomena above, the researcher just focus on student of sixth semester that have learned pronunciation practice and phonology

course. Because they have taken those subject but rarely use phonetics notation.

F. Operational Definition

1. Perception

According to Elliot et al, perception is the giving of meaning to the discrete, meaningless stimuli that initially arouse awareness.⁸ The meaning that an individual gives to any stimulus depends upon the manner in which that person patterns it. on the other word, perception is the process by which we receive and interpret information from the world around us.

2. Phonetic Notation

According to Mompean, phonetic notation refers to the use of special written symbols to refer to the sounds or sound features of one or several languages. Related to this, phonetic transcription refers to recording words and utterances using phonetic notation. It can be inferred phonetic notation is the used of phonetic symbols which refer to the sound of the words.

G. Research Paper Organization

In order to make this research is easy to follow, the researcher organizes it as follows.

⁸ M. A. Elliott., Shi Z., Surer F. 2007. *The effects of subthreshold synchrony on the perception of simultaneity*. Psychol. P 71,

Chapter I is introduction, which consists of background of the study, research question, objective of the study, significant of the study, scope and limitation of the study, and research organization.

Chapter II is underlying theory, involving the theories of teaching English pronunciation in EFL classroom, phonetic notation in language learning and teaching and the importance of phonetic notation in language teaching and learning.

Chapter III is research method. This chapter is dealing with research design, setting of the study, data and source of data, data collection technique, variable, instrument, research procedure and data analysis technique.

Chapter IV is related to the analysis of the data, and describe the result of student' perception about phonetic notation.

Chapter V is related to the conclusion and suggestion from the research's result.

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception is psychological process. According to George, perception refers how to the brain organizes and interprets sensory information.⁹ Until fairly recently, perception is consider by the school psychology called behaviorism to be largely a passive and inevitable response to stimuli. And then, Hornby argues that perception is the way you notice things, especially with the senses.¹⁰ According to Elliot, perception is the giving of meaning to the discrete, meaningless stimuli that initially arouse awareness. The meaning that an individual gives to any stimulus depends upon the manner in which that person patterns it. On the other word, perception is the process by which we receive and interpret information from the world around us.

The world around us consists of various kinds and levels of physical energy. Our knowledge of the world comes through our sense organs, which react to the energies. Certain wavelengths of electromagnetic radiation stimulate our eyes. Our ears sense certain kinds of mechanical

⁹ George Brow.,2002.*Psychology Guide Perception*.USA: Harvad University. P 167

¹⁰ A. S.Hornby, *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press. P 30

vibrations in the air. Our noses and our tongues are sensitive to certain chemical stimuli. Sense organs in our skin respond to pressure, temperature changes, and various stimuli related to pain. Sense organs in our joints, tendons and muscles are sensitive to body movement and position.

2. The process of perception

One widely held view states that psychology as a scientific study dealing with the elements and processes that are intermediaries stimuli outside the organism by physical responses of organism that can be observed to the stimulus. In terms of psychology it is said that a person's behavior should start from changing perception. There are four main components of perception:

- a. Stimulus refers to what is out there in the environment, what we actually pay attention in, and what stimulates our receptors
- b. Electricity refers to the electrical signals that are created by the receptors and transmitted to the brain.
- c. Experience and action, refers to our goal to perceive recognize, and react to the stimuli.
- d. Knowledge refers to knowledge we bring to the perceptual situation.¹¹

¹¹ Bruce Goldstein, . 2002.*Sensation and Perception*..USA: Harvad University. P 177

From the explanation above we can conclude if the process of perception involves the stimulus, electricity, experience and action, and knowledge.

Moreover, there are three aspects are needed before making a perception to something , they are:

a. Conception,

It is a process to collect opinion and thinking about an object through information or communication.

b. Opinion

It is a process to employ direct contact regularly and systematically by doing a research.

c. Observation

It is an introduction function to understand real object through direct contact.¹²

So, from three aspects above we can make perception about something but between two or more persons are different because determined by individual responses .

3. Types Of Perception

According to Muktar, there are three types of perceptions, they are:

a. Detection

¹² Sarlito Wirawan Sarwono,Op.Cit, P 36

Detection refers to whether people can sense that they are being stimulated by same forms of energy. For example, a light may be so dim they can barely detect its.

b. Recognition

Recognition means being able to identify as well as detect a particular pattern of stimulation

c. Discrimination

Discrimination means being able to perceive one pattern of stimulation as different from another. For example, a person may hear slight differences between two similar musical tones.¹³

According Azwar Saifuddin, the data has collected than classified into two groups data, they are quantitative data which form of numeral data and qualitative data which form of word symbol. The data is summed or grouped based on instrument which used in this research.¹⁴

Table 1.1

Percentages of Student Perceptions

INTERVAL	CATEGORIES
Score $\geq 23\%$ from average	Positive
Score $\leq 23\%$ from average	Negative
Average	Average

¹³ T.W . Muchtar., *Psychology Social, Sastra Ringkasan*, Jakarta, Balai Pustaka, 2007, P 14.

¹⁴ Saifuddin, Azwar, 2001, *Metode Penelitian dan penyusunan Skala Psikologi*, Pustaka Pelajar: Yogyakarta P 120

Based on Saifuddin, the researcher used scale of perception above. The researcher used questionnaire which consist 20 items which have the highest score 5 and the lowest score 1. If respondent has the highest score above 23% from average it is mean their perception is positive and If respondent has the lowest score below 23% from average it is their perception is negative.

B. Pronunciation Learning

According to Harmer, pronunciation is the way a word or a language is usually spoken, the manner in which someone utters a word¹⁵. In line with the definitions above, Hornby says that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language¹⁶. From the definitions above, it shows conclusion that pronunciation is the way person utters a word or a language. Meanwhile, Goodwin as cited in Celce-Murcia states that pronunciation is the language feature that most readily identifies speakers as non-native.¹⁷

The importance of pronunciation in English Foreign Language learning is to communicate appropriately and fluently. According to Kenworthy, it is important to pay attention in pronunciation because it results in whether or not someone's message can be passed by the people¹⁸. Moreover, gilbert stated

¹⁵ Jeremy Harmer. 2007. *The Practice of English Language Teaching*. Cambridge: Longman. P 45

¹⁶ Hornby., Op.Cit P 45

¹⁷ Celce-Muria Marianne and Lois McIntosh. 1979. *Teaching English as a Second or Foreign Language*. Massachusetts: Newbury House Publishers P 34

¹⁸ Kenworthy., Op.Cit P 72

that if someone cannot listen English well, she or he will cut off from the conversation¹⁹. It can be conclude from the statements above that pronunciation give significant effect to the meaning of someone says.

In pronunciation learning, phonetic instruction is needed to increase student pronunciation ability. According to Neufled, phonetic instruction has been shown to improve pronunciation. Phonetic instruction give significan effect for EFL learners to increase their ability in pronunciation.²⁰ In other word, phonetic notation is needed in pronunciation learning as a tool to increase student ability in pronunci ation.

Phonetics instruction in the FL classroom typically emphasizes the differences between learners' L1 and L2 phonological systems with regards to phonetic inventories, articulation of analogous phones, grapheme–phoneme correspondences, and phonological processes. In addition to this explicit phonetics instruction component, pronunciation instruction usually includes perception practice in the form of phoneme discrimination and identification exercises often with feedback.

C. Phonetic Notation In English Foreign Language Learning

Phonetics is a science concerned with finding acoustic, articulatory, and perceptual regularities in human speech.²¹ Phonetics has a broad reach, ranging from concrete phenomenological descriptions of the sound systems of

¹⁹ Neufled Victoria (ed). 1996. *Webster New World Of Dictionary*. New York: Mac Millan USA. P.76

²⁰ Gilbert ., Op.Cit P 43

²¹ Stephen Krashen. *Second Language Acquisition: Theory, Applications, and Some Conjectures*. Cambridge: Cambridge University Press. 2013. P 34

various languages to abstract theoretical accounts. The key products of phonetics consist of knowledge dissemination and applications for speech and hearing diagnosis and remediation, second language teaching, and several other important contributions, but phoneticians typically do not construct software systems.

Phonetic notation is the use of special written symbols to refer to the sounds or sound features of one or several languages.²² Related to this, phonetic Notation refers to recording words and utterances using phonetic symbols. For example: /'hæn.səm/ as the symbols which represent the pronunciation of handsome and /'prɪt.i/ as the symbols which represent the pronunciation of pretty. The need for phonetic notation in phonetics research and teaching and learning is unquestioned by phoneticians, linguists and speech researchers in general, who find it very convenient to have an unambiguous notation system to refer to sounds.

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

According to Mompean, phonetic notation have four advantages for

²² Mompean., Op. Cit. P 292

EFL Learners. They are:

a. **Systematicity**

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

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

stress, rhythm, intonation. Despite popular views that phonetic notation is only about representing the vowel and consonant phonemes.

Phonetic notation is flexible enough for teachers and learners to decide to what degree of phonetic or linguistic detail they wish to represent speech. In this respect, phonetic notation can be used to represent only the phonemes of the language and no predictable information or the phonetic features and allophonic variation of utterance.²³ For language teaching purposes, a phonemic or at best a partly allophonic transcription representing perceptually salient allophones and connected speech processes is probably most convenient, depending on the needs of the learners.

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

So, it can be conceled that phonetic notation as the systematicity alphaetic system has same advantages as visual support in teaching or learning.

²³ Gilbert ., Op.Cit P 341

b. Awareness-raising

According to Harmer, alongside a wealth of other strategies such as the use of rhymes, tongue-twisters, beating out the pattern of stress with one's hand or finger, etc. phonetic notation is also useful in raising awareness of pronunciation features that often go unnoticed by learners.²⁴ These include L2 sound inventory and features, differences between L2 accents, connected speech differences in pronunciation, phonological and sound-to-spelling differences between the learners' first language (L1) and their L2, common pronunciation errors, etc.

Dufva and Vauras suggest that raising learners' phonological awareness with phonetic notation can even be beneficial for reading and writing skills.²⁵ Raising learners' awareness of pronunciation features exemplifies the *analyticlinguistic* (AL) approach in pronunciation teaching described by Celce-Murcia, Brinton and Goodwin. The AL approach assumes that awareness of many L2 phonological features does not necessarily arise in learners spontaneously. Instead, the approach assumes that this awareness should be fostered with the use of metaphonological tools – tailored to learners' level and interests for learners to become aware of what exactly is to be learned or practiced. The AL approach is related to the role claimed in the L2 teaching

²⁴ Harmer., Op.Cit P 43

²⁵ M.Dufva,& M.Vauras, 2002 . *Promoting at-risk pupils' foreign language literacy learning*. In L. Verhoeven, C. Elbro, & P. Reitsma (Eds.), *Precursors of Functional Literacy* .Amsterdam, The Netherlands: John Benjamins P 45

literature for consciousness-raising and noticing of language features as well as input enhancement and focus on form.

According to Long, draws attention to the distinction between ‘focus on forms’ and ‘focus on form’²⁶. Focus on forms is nothing but the traditional structural syllabus. Focus on form, on the other hand, refers to instruction that draws learners’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication. Focus on form re-emphasizes the formal and linguistic aspect of language learning, encouraging learners to pay conscious attention to certain forms in the input they are otherwise likely to ignore.

c. Visualness and visual support in teaching/learning

By definition, phonetic notation is the visual representation of speech and this visual character of phonetic notation is, in itself, a potential advantage for pronunciation teaching and learning given that visual displays of sounds help develop awareness of pronunciation patterns. According to Molholt Pronunciation work has a strong auditory component, and learners often find sounds elusive and less tangible than written language.²⁷ Unless recordings are available for replay or learners

²⁶ M. Long, 1991. *Focus on form: a design feature in language teaching methodology*. In K. De Bot, R. Ginsberg & C. Kramsch (Eds.), *Foreign Language Research in Crosscultural Perspective*. Amsterdam, The Netherlands: John Benjamin. P 39–52.

²⁷ G. Molholt, 1992. *Visual displays develop awareness of intelligible pronunciation patterns*. In A. Brown (Ed.), *Approaches to Pronunciation Teaching*. London, UK: Macmillan. Mompean, J. A. (2005). Taking P 138–152

go through somewhat intensive periods of ear-training, it is often difficult for them to develop conceptual images of sounds. Given this, phonetic symbols allow teachers and learners to freeze those sounds and the abstract concepts they instantiate into a repertoire of visual symbols for reference and further work.

In this way, phonetic notation is a visual reminder of real auditory stimuli and the concepts they represent, for example: helping learners remember the latter and providing a model on which to work. Displaying phonetic symbols on a chart, for example, can represent a pronunciation visual syllabus for both teachers and learners during most class activities. The visual character of phonetic notation is also advantageous for another reason. The visualness of symbols may be exploited in pedagogically attractive ways by teachers when developing or adapting materials for pronunciation work. As a case in point, changes in font size, font weight or font colour can highlight specific aspects in materials.

d. Autonomous learning

The awareness-raising potential of phonetic notation and its visualness provide the basis for another potential advantage of phonetic notation, that is, its power for autonomous learning. According to Hedge, autonomous learners learn both inside and outside the classroom, and they know how

to use resources independently in both contexts.²⁸ In the classroom, learners can be told about the pronunciation of words or utterances. For example, phonetic symbols can help learners understand their pronunciation errors better if seen laid out in visual form in teachers' feedback.

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

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

²⁸ T. Hedge, 2000. *Teaching and Learning in the Language Classroom*. Oxford, UK: Oxford University Press. P 65

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

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

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

Learner's views of phonetic notation and phonetic instruction have been done by some research. According to Henderson in his research learner views toward phonetic notation can be seen by their **familiarity** toward phonetic notation.²⁹ In this respect Henderson asked the learners which were taught how to recognize and write phonetic symbols. There are some ways see learners familiarity toward phonetic notation. They are how often the student seen phonetic symbols in dictionaries and text book, the learners were taught how to read at least some phonetic symbols at school and the learners' familiarity with phonetic symbols.

Tergujeff argued that learners view of phonetic notation can e been by the **ease and usefulness** of phonetic notation.³⁰ According to Tergujeff the usefulness of phonetic notation in EFL teaching are help the learners remember the sound of English, checking words from dictionary and help the learners see the importance of working on the pronunciation of English. But, in other hand phonetic notation might also negatively affect spelling of the student in lower level. Phonetic notation is more actively used at university levels because it is too difficult to be understood. When learners used phonetic notation too much, they may forget the correct spelling of the word. Littunen added the student would be familiar to the

²⁹A. Henderson, L.Curnick, D. Frost, A. Kautzsch, AKirkova-Naskova, (2015). The English pronunciation teaching in Europe survey: Factors inside and outside the classroom. In J. A. Mompean & J. Fouz González (Eds.), *Investigating English Pronunciation: Current Trends and Directions*. Basingstoke, UK and New York, NY: Palgrave Macmillan P. 45

³⁰Tergujeff, E. (2013). Learner perspective on English pronunciation teaching in an EFL Context. *Research in Language*, 11(1),P 81–95.

phonetic symbols were used in the dictionary when the spelling conversation of the student own language were used in the pronunciation guide.³¹

From the explanation above, it can be concluded that the perception toward phonetic notation can be seen by the potential advantages of the phonetic notation, learners familiarity toward phonetic notation and perceived toward ease and usefulness of phonetic notation.

D. Review Of Related Research

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

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

The secound research is done by Siti Nur Khayati. The tittle is "Using Phonetic Symbols To Improve Students' Pronunciation Of Tenth Grade

³¹ P. Lintunen, (2004). *Pronunciation and Phonemic Transcription: A Study of Advanced Finnish Learners of English*. Turku, Finland: University of Turku. P 56

Students In Senior High School 4 Kediri Academic Year 2014/2015”, the researcher investigate the student the implementation of phonetic symbols in pronunciation teaching to improve student pronunciation. This research related with the researcher’s research , but the researcher focus is the beneficial of using phonetic notation in EFL learning based on student perception.

The Third research is done by Jose A Mompean. The title is phonetic notation in EFL teaching and learning. This research investigate the usefulness of phonetic notation in pronunciation teaching based on student’s perception. This research related to the researcher research but in this research the Mompean compare the student from three countries.

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

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents the method used in this study which consist of kind of research, context of the research, technique of data collection, research instrument and technique of data analysis.

A. Research Design

Research design is the plan of the research that is conducted.³² This research is classified into descriptive quantitative design. According to Hancock, descriptive quantitative research is concered with developing explanation of social phenomena. It describes social phenomena as their occur naturally.³³ Winarno explained that the descriptive study is designed to obtain the current status of phenomena and is it directed toward determaining the nature situation as it exists the time of study.³⁴

The research used the descriptive method. The research only collect the data, and also made the conclusion from the collected data. The investigation was started with the formulation of research question as the problem based on this study. In this research, the researcher worked in an objective way and systematically by using quantitative approach by calculating the presentation of

³² SuharismiArikunto, *ProsedurPenelitianSuatuPendekatanPraktek*(Jakarta: PT. RinekaCipta, 2006), P 51

³³ Barverley Handcock, *Trent afaocus for the Research and Developing in Primary Health Care: An Introduction to Quantitative Research* , 1998 P 2

³⁴ Winarno Surachmad, *Dasar dan Tehnik Research: Pengantar Methologi Ilmiah* (Bandung:CV Tarsito, 1998) P13

the students' perception toward phonetic notation in English foreign language learning.

Based on that opinion the researcher designed this research to investigate students' perception toward phonetic notation in English foreign language learning.

B. Population and Sample

a. Population

Population is the entire group of items or individual from which samples under consideration are presumed to come.³⁵ Population is complete set of elements (person or subject) that possess some common characteristic defined by the sampling criteria established by the researcher. Gay defines population is the group of interest to the researcher, the group to which he would like of the study to be generalizable.³⁶ While according to Ali that the entire population is a subject which is the subject of research.

The population of this research is student of English Study Program in fifth and seventh semester. The researcher took all of the student as the population because they had studied pronunciation practice and phonology.

³⁵ John W. Best - James V. Khan. *Research in Education (7th edition)* (New Delhi: Prentice of India Private Limited, 1995), P 13

³⁶ William M. K. Trochim, *The Research Methods Knowledge Base (2nd edition)* (Ithaca, New York: Cornell Custom Publishing, 1999), P 41

Table 2.1 Population of The Research

No	Semester/Class	Number of Student
1.	VII A	13
2.	VII B	16
3.	VII NR	6
4.	V A	28
5.	V B	28
	Total	91

Source: TBI 2018

b. Sample

According to William, sampling is the process of selecting units (such as people and organizations) from a population of interest so that by studying the sample you can fairly generalize your result to the population from which the units is chosen.³⁷ Best and Khan state, sample is a small proportion of population selected for observation and analysis. In this research the researcher choose the total sampling. In total samples, all people within the research population have a specificable chance of being selected , these types of sample are used if the researcher predict or generalized to the whole research population. Thus, total sampling was employed in this research, it

³⁷ John W. Best - James V. Khan. *Research in Education (7th edition)* (New Delhi: Prenticed of India Private Limited, 1995), P 13

means the research took all the population as the sample. It involved all of the students in fifth and seventh semester.

C. Technique of Data Collecting

Technique of data collection means the way that researcher uses to collect the data or informations from participants.³⁸ In this research, the researcher used questionnaire as the techniques of collecting data. In the process of collecting data, the researcher identified and analyzed the data. Questionnaire is As discussed in a previous issue a survey involves directly collecting information from people (or sometimes organizations) whom we are interested in.³⁹ The types of information will take account of the people's or organizations' level of knowledge, attitude, personalities, beliefs, or preferences. Questionnaires are widely used to collect such information. Well designed questionnaires are highly structured to allow the same types of information to be collected from a large number of people in the same way and for data to be analyzed quantitatively and systematically.

Questionnaires are best used for collecting factual data and appropriate questionnaire design is essential to ensure that we obtain valid responses to our questions.⁴⁰ Therefore, the instruments of this research were group of written question (questionnaire) itself. In this research the researcher will spend two

³⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2010), P 266

³⁹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Age International(P) Limited,2006), P 191.

⁴⁰ Narbuko cholid – Achmadi Abu, *Metodologi Penelitian* (Jakarta: PT Bumi Aksara, 2009), P 57

weeks to take the data. For the first week the researcher will give the questionnaire to the subject of the research. For the second week the researcher will take back the questionnaire that have given to the subject of the research.

D. Instrument

Instrument is a tool or facility that is used by the researcher to collect the data.⁴¹ It means the researcher instrument helped the researcher to get the information needed that related to the research. In this research the instrument for helping to collecting the data are:

a. Questionnaire

The instrument used in this study is questionnaire. A questionnaire is a form which is prepared and distributed for the purpose of securing responses.⁴² In constructing questionnaire, the questions designed based on the theories of advantages of phonetic notation in EFL learning, the student familiarities toward phonetic notation and student perception toward ease and usefulness of phonetic notation. In this research the researcher did not take the advantages of phonetic notation from systematicity side. It is because the researcher combine the advantages of phonetic notation in systematicity side with the visual support in teaching. In this questionnaires the researcher used term phonetic symbols because it is more familiar than phonetic notation. Questionnaire was prepared by researcher by using Likert Scale. Likert Scale

⁴¹ Ibid, P 136

⁴² Arthur Hughes, *Testing for Language Teachers* (Cambridge: University Press, 2003), P 135

is a scale used to measure the perceptions, attitudes or opinions about a person or group, events or social phenomena, based on the operational definition that has been set by the researcher.⁴³ This research measured the main thing, the perception, which is obtained from the questionnaire given to the student. Therefore, the researchers used Likert Scale to describe the results of the questionnaire which has five options as alternative answers. They were :

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

The data collection process by using questionare are:

1. The questionnaire is given to respondents
2. Collecting the questionares
3. The questinare analyzed according to each advantages of phonetic notation in english learning.

The questionnaire talbulated and analyzed based on the percentage formula.

Moreover, before deciding to distributed this questionares to respondents.

⁴³ Arif Naufan Sapoetra. 2015. Cara Menghitung Kuesioner Skala Likert. Accessed in <https://www.diedit.com/skala-likert/> on June 7th 2018

NO	INDICATORS	STATEMENT	VA	A	N	DA	VDA
1.	Awareness Rising	1. Phonetic symbols help me became aware of discrepancies and correspondences between spelling and pronunciation.					
		2. Phonetic symbols help me become aware of existence of sounds features and combinations of sounds which is not familiar					
2	Visual Support	3. Phonetic symbols help me regard the sounds of english less abstracy					
		4. Phonetic symbols symbols help me visualize the sounds					
3.	Autonomous Learning	5. phonetic symbols help me check the pronunciation of word in dictionary					
		6. Phonetic symbols help me improve my own pronunciation by myself					
		7. I can more or less know how the word is pronounced and it is not essential to listen to the word as pronounced by a native speaker					
		8. I don't pay attention to phonetic symbols when I see them a dictionary					
		9. When I hear a new word, I use my own language spelling to write down it					
		10. When I hear a new word, I try to write it down with phonetic symbols					
4.	Familiarity	11. I have often seen phonetic symbols in dictionaries and textbooks					
		12. I was taught how to read at least some phonetic symbols					
		13. I'm familiar with phinetic symbols and what they mean					
		14. Phonetic symbols help me see the importance of working on the					

5.	Perceived and Usefulness	pronunciation of English					
		15. Phonetic symbols are not difficult for student in University level					
		16. I usually remember at once what a given phonetic symbols mean/refers to					
		17. Phonetic symbols help me remember the sound oof English					
		18. I would understand dictionaries better if spelling conversation of my own language were used instead of phonetic symbols in their pronunciation guide					
		19. If I use phonetic symbols too much, I may forget the correct spelling of word					
		20. Phonetic symbols are too dificult to be understood					

E. Validity and Reability of Instrument

1. Validity of The Questionare

Sugiyono says, “ Validity is the occasion when there is found similaritybetween the data collected and the actual data on the object of the research, the validity of instrument test means that the instrument used for collecting data is valid.⁴⁴ Based on Sugiono’s statement, in this instrument of research, the researcher want to get valid the questionnaire that is used to collect the data. In addition, to decide whether the test used were valid or not, the researcher used the construct validity to measure the test.

⁴⁴ Sugiyono, Op.Cit P 172-173

To decide whether the test were valid or not, the researcher used validity expert. After made the questionnaire, the questionnaire was validated by expert. In this study, the expert validation is the professional lecture in IAIN Curup. The lecture was choosen because he had taught pronunciation practice and phonology more than 5 years. He was Mr. Bayu Senjahari, M.Pd,. M.Ed. The researcher gave the questionnaire intrument to expert validation to get the comments and feedbacks.

F. Technique Data Analysis

The data from analized after test hanve been done. Where the analysis of the data by following ways:

a. Tabulating

The tabulating data is used to arrange for processing data, also for getting the data better for systematic process.

b. Making percentage

Then, the researcher also calculated total number and percentage of each student's perception based on the result of questionnaire given to them, by using the formula :

$$P = \frac{F}{N} \times 100\%$$

P : Number of percentage

F : The frequency of answer

N : Number of sample⁴⁵

⁴⁵ Herzberg, Paul. *Principles of Statistic*, (New York: University Press, 1993) P 134

CHAPTER IV

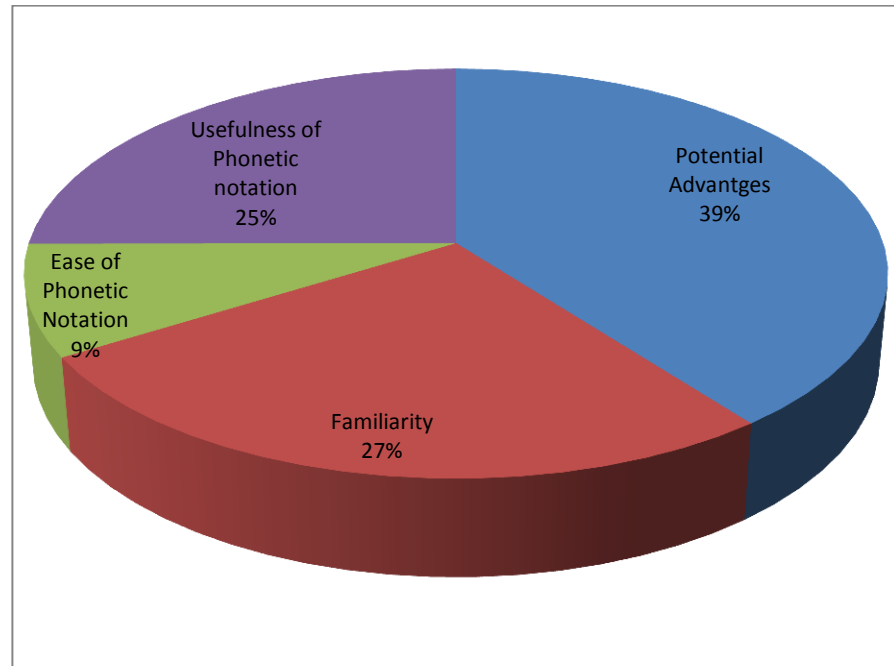
FINDING AND DISCUSSION

The fourth chapter concerns with the data analysis from the first activity up to the last activity. It discusses the data analysis

A. Findings

In this part provided the finding of the research from questionnaire and interview. The questionnaires have been given to the student on October 5th, 2018 at IAIN CURUP Rejang Lebong. The researcher used the questionnaire to answer the research question about student's perception toward phonetic notation and the usefulness of phonetic notation for EFL student. The researcher used percentage formula to get frequency and percentage data from the questionnaire. The researcher also used interview to know the student's perception toward phonetic notation. The questionnaire provided five responses for each question: Very Agree(5), Agree(4), Netral(3), Disagree(2), and Very Disagree(1). The questionnaire was transcribed into table. It discusses the data analysis and the result of the data analysis.

1. Student Perception Toward Phonetic Notation in EFL Learning



Based on the chart above the researcher saw the student's perception toward phonetic notation based on three part. First advantages of phonetic notation, second familiarity toward phonetic notation and the last from perceived ease and usefulness. The findings show that the whole student's perception toward Phonetic Notation In English Foreign Language Learning is 75,3%. It means that the student have positive perception toward Phonetic Notation In English Foreign Language Learning because based on Saifudin, if the respondent has score above 23% it means they are positive and if respondent has below 23% it means they are negative.

From the findings above the student's perception toward advantages of phonetic notation the highest. In this case, Phonetic notation helped student as

visual support is the highest. Student agree that phonetic notation helped them to visualize the sound of english. Next is phonetic symbol helped student in awareness rising. Student agree that phonetic notation helped them become aware about sound and spelling. Then phonetic notation helped student in aoutonomous learning. In this case phonetic notation helped the student to learn and improve pronunciation by themselves.

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

The next discussion is student perception toward perceived ease and usefulness of phonetic notation. There are 94% students agreed about phonetic symbols helped them see the importance of working on the pronunciation of English. Therefore, the symbols seem be a usefull addition to practical language courses. In addition 76% student agreed about phonetic symbols

were not difficult for student in university level and 71% students agreed about they remember at once what a given phonetic symbols mean and 81% student agreed about phonetic symbols helped them to remember the sound of english. This mean the phonetic symbols seem to be relatively to use.

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

Based on the explanation above, it can be concluded that the student have positive perception toward potential advantages of phonetic notation, were familiar with phonetic notation and have positive perception toward the usefulness of phonetic notation in EFL learning but they have negative perception toward perceived ease of phonetic notation because phonetic notation is too difficult to be understood. From the table above for the first indicator there were 5,1% student “agreed” about phonetic notation raised their awareness. For statement number one 5,3% student “agreed” about phonetic symbol helped them became aware of discrepancies and

correspondences between spelling and pronunciation. In statement number two 10,4% students “agreed” about phonetic symbol helped them became aware of existance of the sounds features and combinations of sound which was not familiar.

For the secound indicator, there were 9,6% student agreed about phonetic notation helped them in visual support. For statement number three 4,8% students “agreed” about phonetic symbol helped them regard the sounds of english less abstracly. For the statement numer four 4,8% “agreed” about phonetic symbols helped them visualize the sounds.

For the third indicator, 23,5% student agreed about phonetic notation helped them in otonomous learning. For the statement number five, 5,0% student agreed about phonetic symbols helped them check the pronunciation of word in dictionary. For the stament six 4,9% student agreed about phonetic symbol helped them improve their own pronunciation by themselves. For the statement seven 3,8% student agreed about they can more know how the word is pronounced and it is not essential to listen to the word as pronounced by native speaker. For the statement eight 3,2% student agreed about they did not pay attention when they see it in the dictionary. For the statement nine 3,8% student agreed about when they heard new word they used their own language spelling to write it. For the statement number ten 2,8% student agreed about

when they heard new word they used their own language spelling to wrote down it with phonetic symbols.

For the fourth indicator, the were 29,1% student agreed about familiarity to the phonetic notation. For the statement eleven 4,5% student agreed about they often saw the phonetic symbol in dictionaries and textbooks. For statement number twelve 4,3% student agreed about they were taught how to read at least some phonetic symbol. For statement number thirteen 4,1 % agreed about they were familiar with phonetic symbols and what they mean.

For the fifth indicator 27,4% were agreed about perceived and usefulness of phonetic notation. For statement fourteen 5,3% agreed about phonetic symbols helped them see the importance of working on the pronunciation of English. For statement number fifteen 4,3% student agreed about phonetic symbols were not difficult for student in university level. For statement number sixteen 3,6% agreed about they remember at once what a given phonetic symbols mean.

Still in fifth indicator, for the statement seventeen 4,6% student agreed about phonetic symbols helped them to remember the sound of english. For statement number eighteen 4,1% student agreed about they would understand dictionaries better if spelling conversation of their own language were used

instead of phonetic symbols in their pronunciation guide. For the statement nine teen 3,2% agreed about if they used phonetics symbols too much, they may forget the correct spelling of word. For the statement twenty 3.3% agreed about phonetic symbols are too difficult to be understood. The percentage of each statement can e seen in Appendix 6.

Each alternative is given a score assessment, for positive statement Very Agree = 5, Agree = 4, Netral = 3 , Disagree = 2, Very Disagree = 1. For negative statement Very Agree = 1, Agree = 2, Netral = 3 , Disagree = 4, Very Disagree = 5. To calculate the average percentage for the answer Very Agree $462:20 = 23,1 \times 100 :91 \text{ res} = 25,4\%$. To calculate the average percentage for the answer agree $927:20 = 46,35 \times 100:91 = 50,9\%$. To calculate the average disagree $215:20 = 10,75 \times 100:91 = 11,8\%$. to calculate the percentage very disagree $20:20 = 1 \times 100: 91 = 1,1\%$. Because statement number 8 is negative statement, when the researcher calculate the average percentage agree the researcher add score for disagree and for average percentage disagree the researcher add score agree. So, the average percentage of agree is $24,5\% + 50,9\% = 75,3\%$ and the average for disagree is $11\%+1,1\% = 12,1\%$.

The conclusion is from the answer above 73,5% have positive perception toward phonetic notation in EFL learning because phonetic

notation give advantages for EFL Learner. Next is the percentages of each statements from student's and presenting in table and chart.

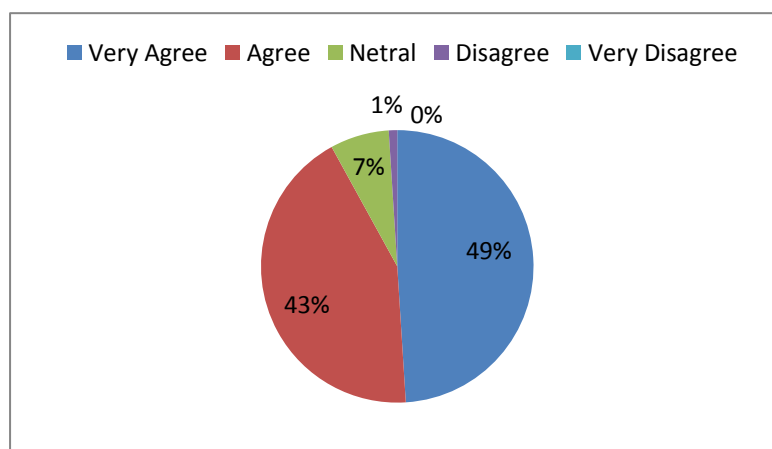
a. Potential Advantage of Phonetic Notation

No	Indicators	Statement	Very Agree	Agree	Netral	Disagree	Very disagree	Total			
			F	F	F	F	F	Percentage			
1.	Potential Advantages	Awareness Rising	1. Q1	45	39	6	1	0	88,1 %	85,5 %	82,3%
			2. Q2	20	66	3	2	0	82,8 %		
	Visual Support	3. Q3	30	48	7	2	0	80,6 %	86,7 %		
		4. Q4	18	61	7	5	0	92,8 %			
	Autonomous Learning	5. Q5	46	38	4	3	0	90,3 %	78,4 %		
		6. Q6	28	52	7	4	0	93,4 %			
		7. Q7	16	46	19	10	0	75,9 %			
		8. Q8	12	41	18	17	2	69,5 %			

			9. Q9	26	35	23	1	6	76,2 %		
			10. Q10	10	35	18	25	3	65,2 %		

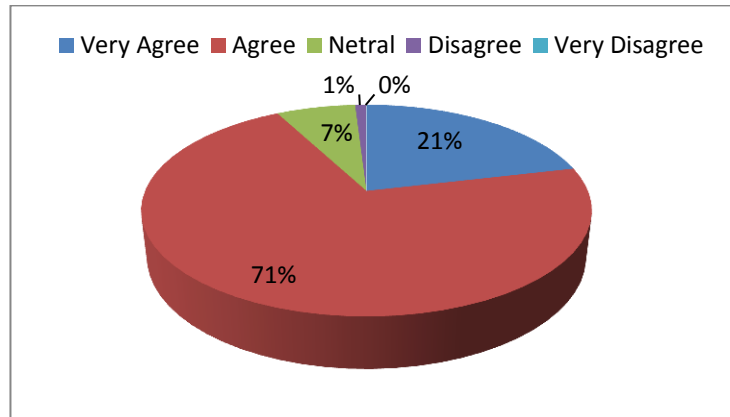
1. Awareness Rising

Chart 1.1 Percentage of Statement 1



From the Statement number 1 “*Phonetic symbols help me became aware of discrepancies and correspondences between spelling and pronunciation*” ,the researcher displayed in chart, 49% students very agree, 43% agree, 7% netral, 1% in disagree, and 0% in very disagree. Based on the chart, researcher concluded that phonetic notation help student became aware of discrepancies and corespondences between spelling and pronunciation.

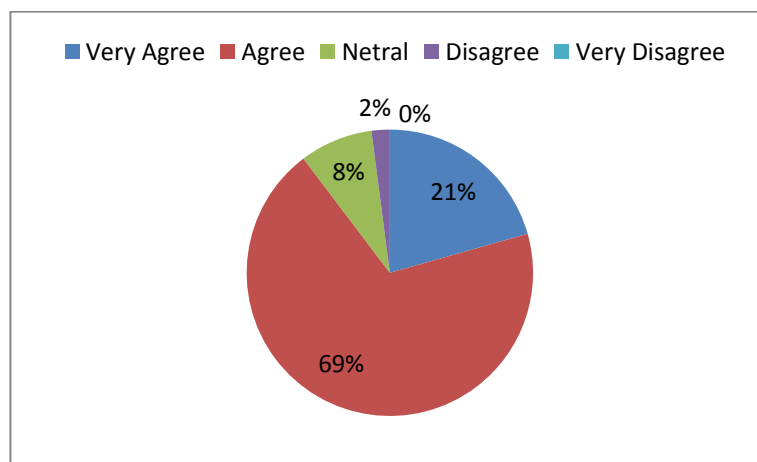
Chart 1.2 Percentage of Statement 2



From the Statement number 2 ” *Phonetic symbols help me become aware of existence of sounds features and combinations of sounds which is not familiar*” the researcher displayed in chart, 21% students very agree, 71% agree, 7% netral, 1% in disagree, and 0% in very disagree. Based on the chart, researcher concluded that phonetic symbol helped student become aware of existence of sound features and combination of sound which is not familiar.

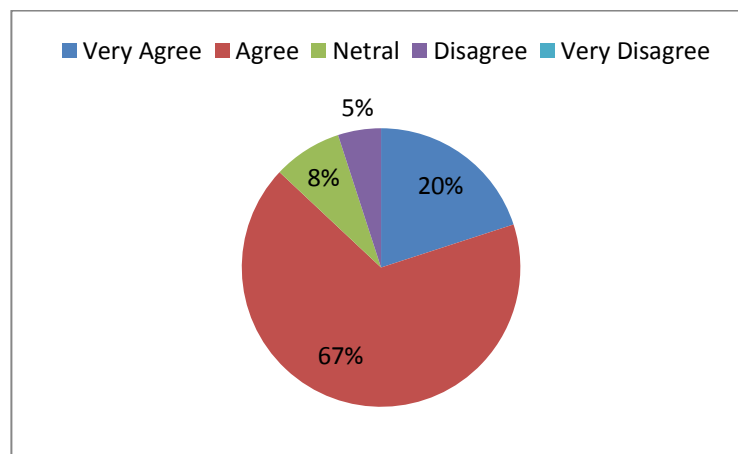
2. Visual Support

Chart 2.1 Percentage of Statement 3



From the Statement number 3 “*Phonetic symbols help me regard the sounds of english less abstracy*” the researcher got from table and chart, 21% students very agree, 69% agree, 8% netral, 2% in disagree, and 0% in very disagree. From the table and chart above it can be concluded that the phonetic symbols helped the student regard the sounds of english less abstractly.

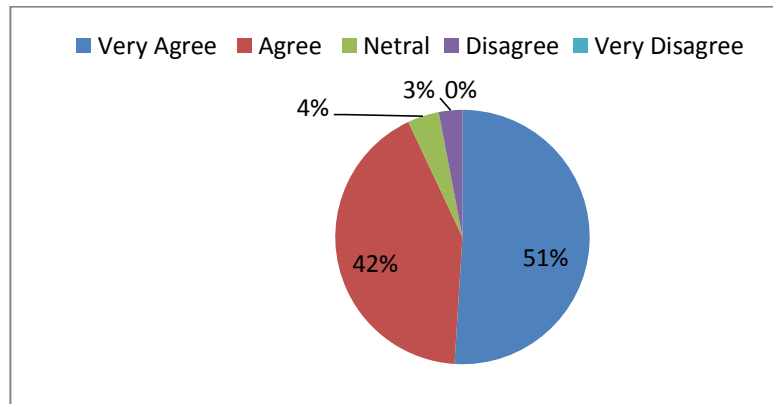
Chart 2.1 Percentage of Statement 4



From the Statement number 4” *Phonetic symbols symbols help me visualize the sounds*” the researcher got from table and chart, 20% students very agree, 67% agree, 8% netral, 5% in disagree, and 0% in very disagree. From the table and chart above it can be concluded that the phonetic symbols helped the student visualize the sounds.

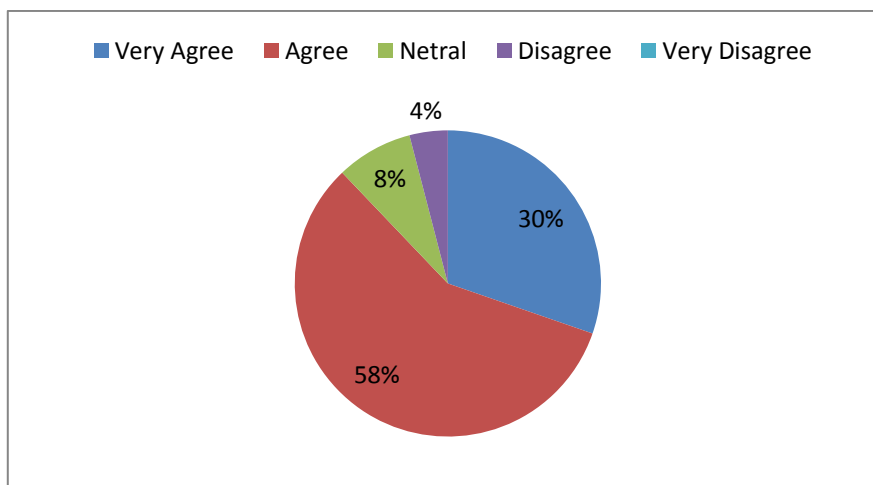
3. Atonomous Learning

Chart 3.1 Percentage of Statement 5



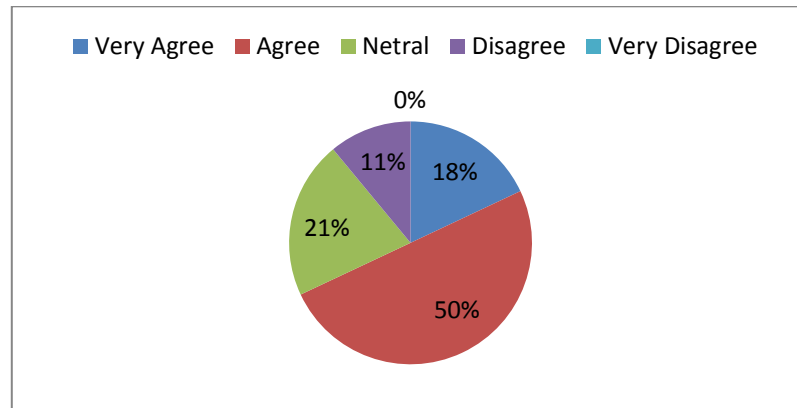
From the Statement number 5 ” *phonetic symbols help me check the pronunciation of word in dictionary*” the researcher got from table and chart, 51% students very agree, 42% agree, 4% netral, 3% in disagree, and 0% in very disagree. From the table and chart above it can be concluded that the phonetic symbols helped the student check pronunciation in the dictionary.

Chart 3.2 Percentage of Statement 6



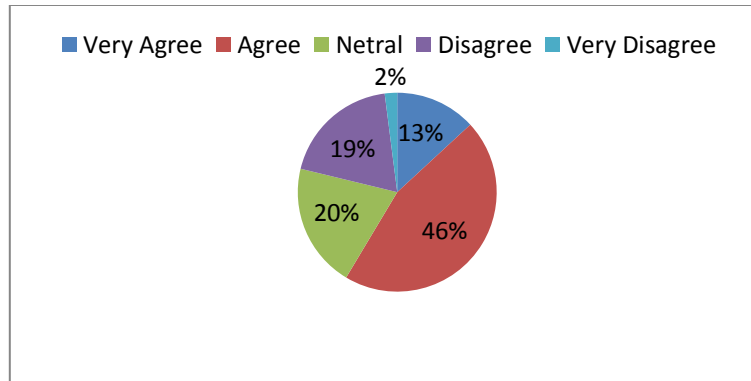
From the Statement number 6 " *Phonetic symbols help me improve my own pronunciation by myself*" the researcher got from table and chart, 30% students very agree, 58% agree, 8% netral, 4% in disagree, and 0% in very disagree. From the table and chart above it can be concluded that the phonetic symbols helped the student improve their pronunciation by themselves.

Chart 3.3 Percentage of Statement 7



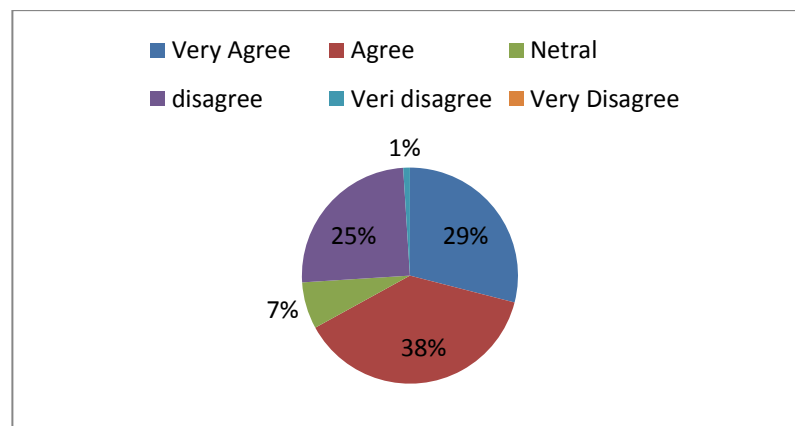
From the Statement number 7 " *I can more or less know how the word is pronounced and it is not essential to listen to the word as pronounced by a native speaker*" the researcher got from table and chart, 18% students very agree, 50% agree, 21% netral, 11% in disagree, and 0% in very disagree. From the table and chart above it can be concluded that the student can more know how the word is pronounced and it is not essential to listen to the word as pronounced by native speaker.

Chart 3.4 Percentage of Statement 8



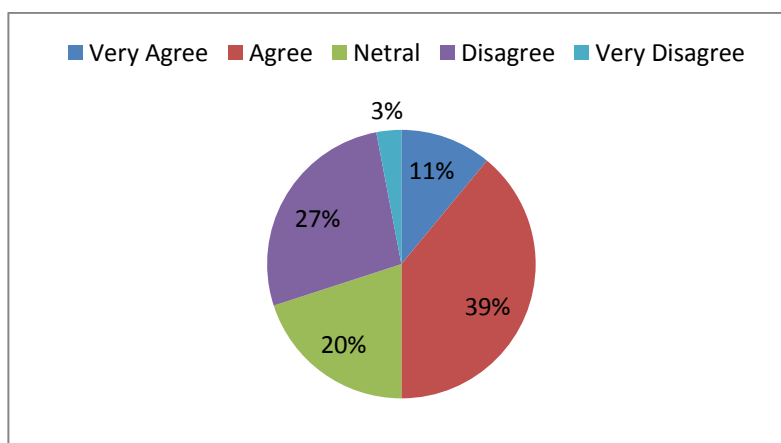
From the Statement number 8 ” *I don’t pay attention to phonetic symbols when I see them a dictionary*” the researcher got from table and chart, 13% students very agree, 46% agree, 20% netral, 19% in disagree, and 2% in very disagree. From the table and chart above it can be concluded that the student do not pay attention to phonetic symbols when see them in dictionary.

Chart 3.5 Percentage of Statement 9



From the Statement number 9 “*When I hear a new word, I use my own language spelling to write down it*” the researcher got from table and chart, 29% students very agree, 38% agree, 7% netral, 25% in disagree, and 1% in very disagree. From the table and chart above it can be concluded that when heard new word the student use their own language spelling to write.

Chart 3.6 Percentage of Statement 10

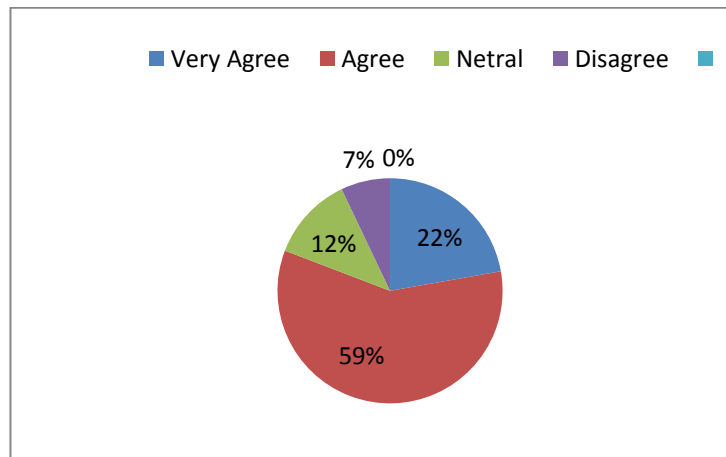


From the Statement number 10” *When I hear a new word, I try to write it down with phonetic symbols*” the researcher got from table and chart, 11% students very agree, 39% agree, 20% netral, 27% in disagree, and 3% in very disagree. From the table and chart above it can be concluded that when heard new word the student try to write it down with phonetic symbols.

b. Familiarity

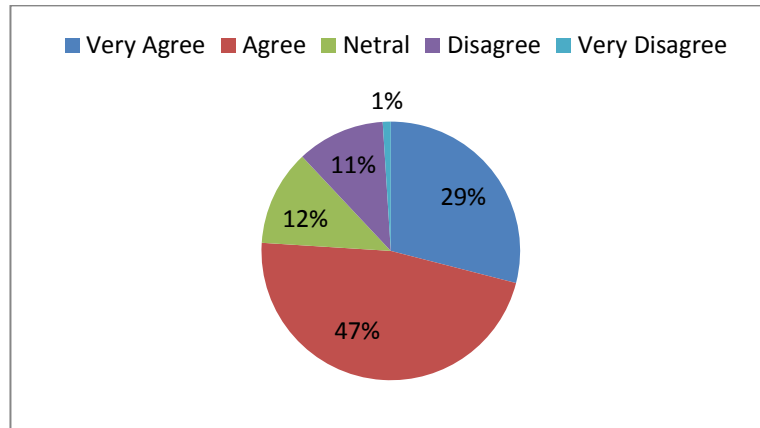
No	Statement number	Very agree	Agree	Netral	Disagree	Very Disagree	Total	
		F	F	F	F	F	P	78,3 %
4	Q.11	20	53	12	7	0	81,1%	
	Q.12	26	43	11	10	1	72,8%	
	Q.13	24	41	10	15	1	75,8%	

Chart 4.1 Percentage of Statement 11



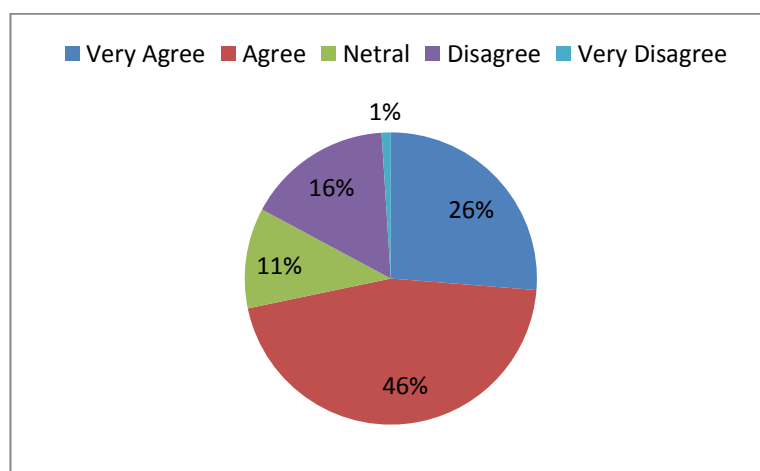
From the Statement number 11 “*I have often seen phonetic symbols in dictionaries and textbooks*” the researcher got from table and chart, 22% students very agree, 59% agree, 12% netral, 7% in disagree, and 0% in very disagree. From the table and chart above it can be concluded that the student often seen phonetic symbols in dictionaries and textbooks.

Chart 4.2 Percentage of Statement 12



From the Statement number 12 *“I was taught how to read at least some phonetic symbols“* the researcher got from table and chart, 29% students very agree, 47% agree, 12% netral, 11% in disagree, and 1% in very disagree. From the table and chart above it can be concluded that the student was taught how to read at least some phonetic symbols

Chart 4.3 Percentage of Statemet 13

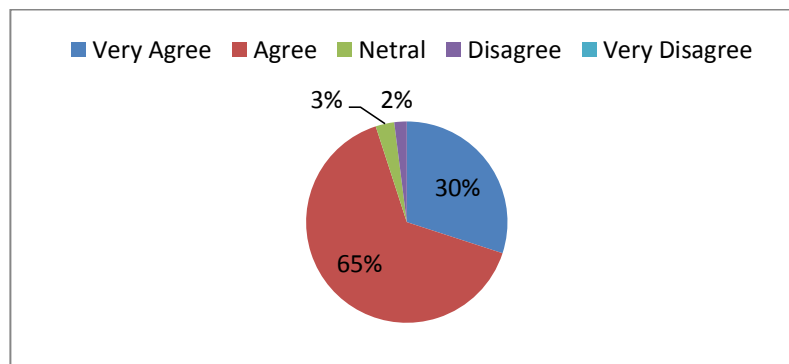


From the Statement number 13 “*I’m familiar with phinetic symbols and what they mean*” the researcher got from table and chart, 26% students very agree, 45% agree, 11% netral, 16% in disagree, and 1% in very disagree. From the table and chart above it can be concluded that the student were familiar with phonetic symbols.

c. Perceived and Usefulness

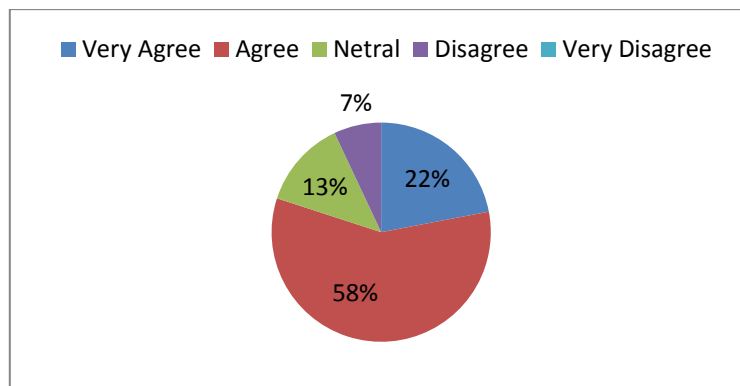
No	Statement number	Very agree	Agree	Netral	Disagree	Very disagree	Total	
		F	F	F	F	F	%	%
5	Q.14	27	59	3	2	0	89,1	75,1
	Q.15	20	53	12	6	0	76,1	
	Q.16	12	47	12	14	1	68,7	
	Q.17	12	41	18	17	2	79,1	
	Q.18	26	35	6	23	1	76,5	
Q.19	10	35	18	25	3	66,1		
	Q. 20	16	39	12	21	3	69,6	

Chart 5.1 Percentage of Statement 14

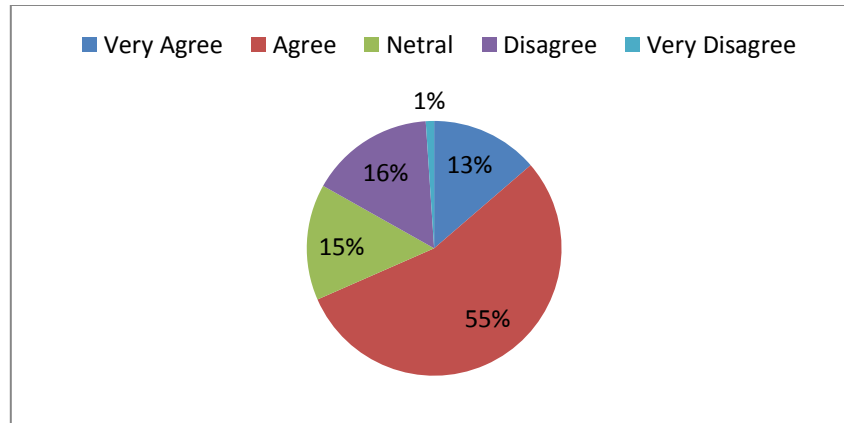


From the Statement number 14 “*Phonetic symbols help me see the importance of working on the pronunciation of English* “ the researcher got from table and chart, 30% students very agree, 65% agree, 3% netral, 2% in disagree, and 0% in very disagree. From the table and chart above it can be concluded that the student were familiar with phonetic symbols helped the student see the importance of working on the pronunciation of English.

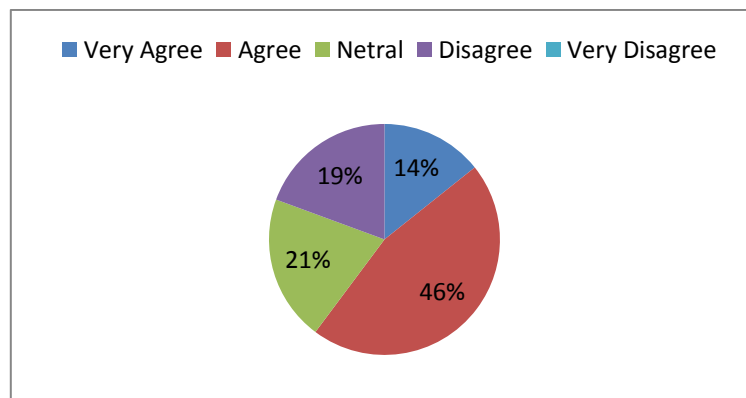
Chart 5.1 Percentage of Statement 15



From the Statement number 15 “ *Phonetic symbols are not difficult for student in University level*” the researcher got from table and chart, 22% students very agree, 58% agree, 13% netral, 7% in disagree, and 0% in very disagree. From the table and chart above it can be concluded that phonetic symbols were not difficult for student in University level.

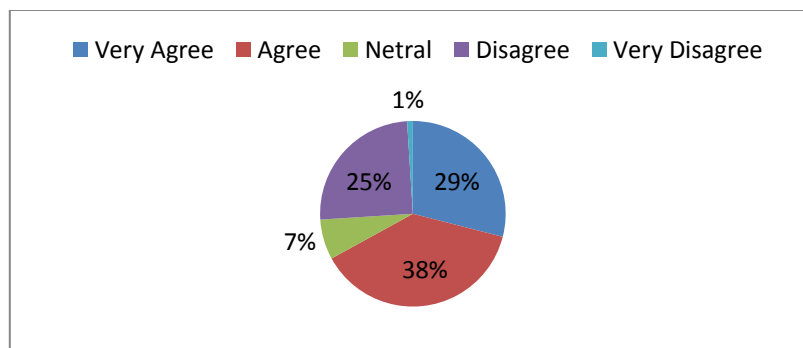
Chart 5.3 Percentage of Statement 16

From the Statement number 16 *“I usually remember at once what a given phonetic symbols mean/refers to”* the researcher got from table and chart, 13% students very agree, 52% agree, 13% netral, 15% in disagree, and 1% in very disagree. From the table and chart above it can be concluded that the student usually rememer at once what a given phonetic symbols refers to.

Chart 5.4 Percentage of Statement 17

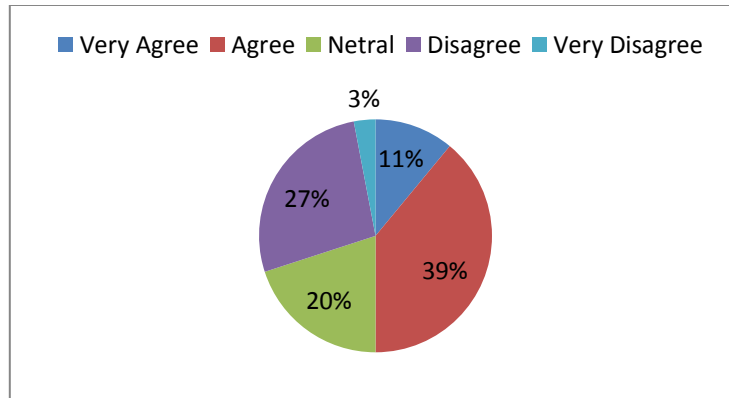
From the Statement number 17 “*Phonetic symbols help me remember the sound of English*” the researcher got from table and chart, 14% students very agree, 45% agree, 20% netral, 19% in disagree, and 2% in very disagree. From the table and chart above it can be concluded that phonetic symbols helped the student rememer the sound of english.

Chart 5.5 Percentage of Statement 18



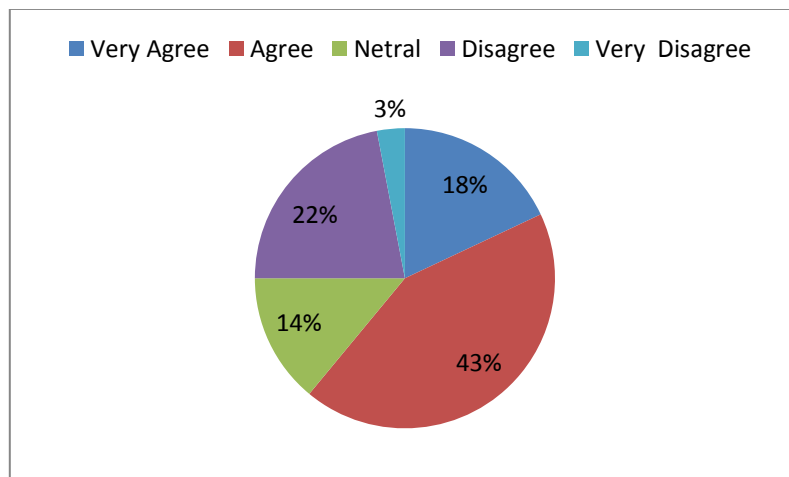
From the Statement number 18 ” *I would understand dictionaries better if spelling conversation of my own language were used instead of phonetic symbols in their pronunciation guide*” the researcher got from table and chart, 29% students very agree, 38% agree, 7% netral, 25% in disagree, and 1% in very disagree. From the table and chart above it can be concluded that the student would understand dictionaries better if spelling of conversation of their language were used instead of phonetic symbols in the pronunciation guide.

Chart 5.5 Percentage of Statement 19



From the Statement number 19 *“If I use phonetic symbols too much, I may forget the correct spelling of word “* the researcher got from table and chart, 11% students very agree, 39% agree, 20% netral, 27% in disagree, and 3% in very disagree. From the table and chart above it can be concluded that if the student used phonetic symbols too much they may forget the correct spelling word.

Chart 5.6 Percentage of Statement 20



From the Statement number 20 " *Phonetic symbols are too difficult to be understood*" the researcher got from table and chart, 18% students very agree, 43% agree, 14% netral, 22% in disagree, and 3% in very disagree. From the table and chart above it can be concluded that the phonetic symbols are too difficult to be understood.

B. DISCUSSION

1. Student Perception Toward Phonetic Notation In English Foreign Language Learning

Based on the finding from the questionnaire about how is students' perception toward english foreign language learning, it can be concluded that the student' perception is positive. The researcher saw the student's perception toward phonetic notation based on three part. First advantages of phonetic notation, second familiarity toward phonetic notation and the last from perceived ease and usefulness. The findings show that the whole student's perception toward Phonetic Notation In English Foreign Language Learning is 75,3%. It means that the student have positive perception toward Phonetic Notation In English Foreign Language Learning because based on Saifudin, if the respondent has score above 23% it means they are positive and if respondent has below 23% it means they are negative.

From the findings above the student's perception toward advantages of phonetic notation the highest. In this case, Phonetic notation helped student as visual support is the highest. Student agree that phonetic notation helped them

to visualize the sound of English. Next is phonetic symbol helped student in awareness rising. Student agree that phonetic notation helped them become aware about sound and spelling. Then phonetic notation helped student in autonomous learning. In this case phonetic notation helped the student to learn and improve pronunciation by themselves.

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

The next discussion is student perception toward perceived ease and usefulness of phonetic notation. There are 94% students agreed about phonetic symbols helped them see the importance of working on the pronunciation of English. Therefore, the symbols seem be a useful addition to practical language courses. In addition 76% student agreed about phonetic symbols were not difficult for student in university level and 71% students agreed

about they remember at once what a given phonetic symbols mean and 81% student agreed about phonetic symbols helped them to remember the sound of english. This mean the phonetic symbols seem to be relatively to use.

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

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

After analyzed the data from the result of questionnaires, the researcher found the potential advantages of phonetic notation that have been gotten by the student in English Study Program at IAIN Curup. Based on the finding above, the researcher found that the student got advantages from phonetic

notation in EFL learning. First advantages is awareness rising. Almost all of the student said that phonetic notation helped them in awareness rising. In line with Harmer phonetic notation is useful in raising awareness of pronunciation features that often go unnoticed by the learners. These include second language sound inventory and features, differences between the second language accents, connected speech differences in pronunciation, phonological and sound to spelling differences between learners' first language and second language. From the finding, the student are agree with the statement. Their percentage is 93,5%. It means that the phonetic notation really usefull for student's awareness rising. Phonetic notation helped student become aware of discrepancies and correspondences between spelling and pronunciation by using phonetic symbols. Beside that, phonetic notation also helped student become aware of existance of sound features and combination of sound by using phonetic symbols.

The second advantages is visual support. Almost all of the student said that phonetic notation helped them as visual support in learning pronunciation. Related to Molhort, phonetic notation is visual reminder of real auditory stimuli and the concept they represent, for example: helping learners remember the latter and providing a model on which to work. Displaying phonetic symbols on a chart, for example, can represent a pronunciation visual syllabus for both teachers and learners during most class activities. The visual character of phonetic notation is also advantageous for

another reason. The visualness of symbols may be exploited in pedagogically attractive ways by teachers when developing or adapting materials for pronunciation work. The result for the second indicator is student agree with the that phonetic notation is usefull as visual support. The percentage of answer agree is 86,5%. Phonetic notation helped student regard the sound of English less abstract and also phonetic symbols helped the student visualize the sound of english.

The third advantages is atonomous learning. From the finding above, the student said that they got some advantages from phonetic notation phonetic notation helped them to lean pronunciation by themselves. In this respect, phonetic notation helped student check the pronunciation of word in dictionary. According to Tergujeff, phonetic symbol is usefull when checking a word in the dictionary. It is based on his researh about the usefulness of phonetic notation in english teaching. The next, phonetic notation helped the student improve their own pronunciation by themselves, and know how to interpret phonetic symbols. As Hedge stated that outside the classroom even advanced learners often develop innacurate impressions of what the native speaker pronunciation sounds like. A strategy than can be used to mitigate this problem is to help learners understand and use the information on pronunciation in dictionariesor ather EFL materials. On condition that the learners know the values of the phonetic notation employed, dictionaries are widely considered to help learners work out the pronunciation of lexical item

autonomously even without having heard it. But, based on finding above the researcher found that a half of student do not pay attention to the phonetic symbols when they see them in the dictionary or book. According to

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

The result for the third indicator is the student agree about phonetic notation is really usefull in autonomous learning. The percentage of student who agree is 64,5%. It means the student get some advantages from phonetic notation. Based on finding above, phonetic notation helped student check the pronunciation in dictionary, helped student improve their pronunciation by themselves, and helped student to pronounce and write new word with phonetic symbols.

From the explanation above, it can be concluded if phonetic notation has some advantages for english study program student. They are: awareness rising, visual support and autonomous learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

B. Suggestion

Dealing the result of finding that had been presented above, the researcher would like some suggestion as follow:

1. For student

Student should learn more how to read phonetic notation, because it will help the student increase their pronunciation by themselves. Phonetic notation will lead the student how to pronounce word correctly. As an english study program student phonetic notation is really helpful in teaching English.

2. For The Lecturer

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

3. For Further researcher

It will be conduct the research in this area, the writer hopes that other time, the researcher investigate more about student perception toward phonetic notation especially in student' difficulties in reading phonetic notation. So the teacher can develop teaching method in teaching phonetic and pronunciation.

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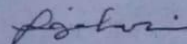
Table 2. close Ended Questionnaire

Student's Perception Toward Phonetic Notation in EFL learning

No	Indicator	Statements	Very agree	Agree	Netral	Disagree	Very disagree
1.	Awareness Rising	1. Phonetic symbols help me become aware of discrepancies and correspondences between spelling and pronunciation.					
		2. Phonetic symbols help me become aware of existence of sounds features and combinations of sounds which is not familiar					
2.	Visual Support	1. Phonetic symbols help me regard the sounds of english less abstracy					
		2. Phonetic symbols symbols help me visualize the sounds					
3.	Autonomous Learning	1. phonetic symbols help me check the pronunciation of word in dictionary					
		2. Phonetic symbols help me improve my own pronunciation by myself					
		3. I can more or less know how the word is pronounced and it is not essential to listen to the word as pronounced by a native speaker					
		4. I don't pay attention to phonetic symbols when I see them a dictionary					
		5. When I hear a new word, I use my own language spelling to write down it					
		6. When I hear a new word, I try to write it down with phonetic symbols					
4.	Familiarity	1. I have often seen phonetic symbols in dictionaries and textbooks					
		2. I was taught how to read at least some phonetic symbols					
		3. I'm familiar with phinetic symbols and what they mean					
		1. Phonetic symbols help me see the importance of working on the pronunciation of English					

5.	Perceived and Usefulness	2. Phonetic symbols are not difficult for student in University level					
		3. I usually remember at once what a given phonetic symbols mean/refers to					
		4. Phonetic symbols help me remember the sound of English					
		5. I would understand dictionaries better if spelling conversation of my own language were used instead of phonetic symbols in their pronunciation guide					
		6. If I use phonetic symbols too much, I may forget the correct spelling of word					
		7. Phonetic symbols are too difficult to be understood					

Validator



Bayu Senjahari, M.Ed., M.Pd
Nip. 198003062002 20012 1 004

Table 2. close Ended Questionare

Student's Perception Toward Phonetic Notation in EFL learning

No	Indicator	Statements	Very agree	Agree	Netral	Disagree	Very disagree
1.	Awareness Rising	1. Phonetic symbols help me became aware of discrepancies and correspondences between spelling and pronunciation.					
		2. Phonetic symbols help me become aware of existence of sounds features and combinations of sounds which is not familiar					
2	Visual Support	1. Phonetic symbols help me regard the sounds of english less abstracy					
		2. Phonetic symbols symbols help me visualize the sounds					
3.	Autonomous Learning	1. phonetic symbols help me check the pronunciation of word in dictionary					
		2. Phonetic symbols help me improve my own pronunciation by myself					
		3. I can more or less know how the word is pronounced and it is not essential to listen to the word as pronounced by a native speaker					
		4. I don't pay attention to phonetic symbols when I see them a dictionary					
		5. When I hear a new word, I use my own language spelling to write down it					
		6. When I hear a new word, I try to write it down with phonetic symbols					
4.	Familiarity	1. I have often seen phonetic symbols in dictionaries and textbooks					
		2. I was taught how to read at least some phonetic symbols					
		3. I'm familiar with phinetic symbols and what they mean					
		1. Phonetic symbols help me see the importance of working on the pronunciation of English					

Name : Nana Herlina
 Class/Semester : PBI 3 B

Table 2. close Ended Questionare

Student's Perception Toward Phonetic Notation in EFL learning

No	Indicator	Statements	Very agree	Agree	Netral	Disagree	Very disagree
1.	Awareness Rising	1. Phonetic symbols help me became aware of discrepancies and correspondences between spelling and pronunciation.		✓			
		2. Phonetic symbols help me become aware of existence of sounds features and combinations of sounds which is not familiar		✓			
2.	Visual Support	1. Phonetic symbols help me regard the sounds of english less abstracy		✓			
		2. Phonetic symbols symbols help me visualize the sounds		✓			
3.	Autonomous Learning	1. phonetic symbols help me check the pronunciation of word in dictionary		✓		✗	
		2. Phonetic symbols help me improve my own pronunciation by myself	✓				
		3. I can more or less know how the word is pronounced and it is not essential to listen to the word as pronounced by a native speaker			✓		
		4. I don't pay attention to phonetic symbols when I see them a dictionary	✓				
		5. When I hear a new word, I use my own language spelling to write down it		✓			
		6. When I hear a new word, I try to write it down with phonetic symbols		✓			
4.	Familiarity	1. I have often seen phonetic symbols in dictionaries and textbooks		✓			
		2. I was taught how to read at least some phonetic symbols		✓			

APPENDIX 2

Documentation of The Research











KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jl. Dr. A.K. Gadi Kotak Pos 108 Tlp. 0732 21010 - 21759 Fax 21010 Curup 3919 Email: staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 130/g /St.03/1/PP.00.9/12/2017
Tentang

PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
3. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
4. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
5. Keputusan Menteri Agama RI Nomor 031 Tahun 2016 tentang STATUTA STAIN Curup ;
6. Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan : 1. **Sakut Ansori, M.Hum** 19811020 200604 1 002
Pertama 2. **Henny Septia Utami, M.Pd** 17102010

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Indri Febriana**
N I M : **14551037**
JUDUL SKRIPSI : **Phonetic Ability In Students Pronunciation.**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;

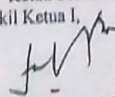
Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 21 Desember 2017
a.n. Ketua STAIN Curup
Wakil Ketua I,

Hendra Harmi, M.Pd.
NIP. 19751108 200312 1 001

Tembusan :
1 Pembimbing I dan II;
2 Bendahara STAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan STAIN;
5 Mahasiswa yang bersangkutan;
6 Arisp/Jurusan Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 1645/In.34/PP.00.9/10/2018
Lampiran : Proposal Dan Instrumen
Hal : Rekomendasi Izin Penelitian

17 Oktober 2018

Kepada Yth.
Kepala Prodi PBI IAIN Curup
Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)

Curup:

Nama : **Indri Febriana**
NIM : 14551037
Jurusan/Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : Student's Perception Tow Ard Phonetic Notation In English
Foreign Language Learning.
Waktu Penelitian : 17 Oktober s.d 17 Januari 2018
Tempat Penelitian : Prodi PBI IAIN Curup Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

Rektor
Kab. Rejang Lebong
KEMENTERIAN AGAMA
IAIN CURUP
REPUBLIC INDONESIA
Muhammad Abdu, S.Pd.I., MM
NIP. 19690810 199503 1 002

REVISI KONTEN DAN PEMERINTAH SKRIPSI

1. NAMA : Indri Febriana

2. NIM : 19551031

3. JURUSAN/PRODI : Tadris Bahasa Inggris / Tadris

4. PEMBIMBING I : Sakut Anshari, M.Hum

5. PEMBIMBING II : Henny Septia Utami, M.Pd

6. JUDUL SKRIPSI : Student's Perception toward Phonetic

Notation in English Foreign Language

Learning

* Kartu komentar ini harap dilampirkan pada setiap komentar dengan pembimbing I atau pembimbing 2;

* Disarankan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum ditijikan di lapangan agar komentar terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi

REVISI KONTEN DAN PEMERINTAH SKRIPSI

1. NAMA : Indri Febriana

2. NIM : 19551031

3. JURUSAN/PRODI : Tadris Bahasa Inggris / Tadris

4. PEMBIMBING I : Sakut Anshari, M.Hum

5. PEMBIMBING II : Henny Septia Utami, M.Pd

6. JUDUL SKRIPSI : Student's Perception toward Phonetic

Notation in English Foreign Language

Learning

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Group.

Pembimbing I,

M. H. Anshari T. 61

Sakut Anshari, M.Hum
NIP. 19811020 200604 1 002

Pembimbing II,

Henny Septia Utami, M.Pd
NIP. 197102010

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	9/5/2018	Bimbingan bab 1-3	K ₁	1
2.	31/5/2018	Bimbingan Bab 1-3	K ₁	1
3.	6/2018	Bimbingan bab 1-3	K ₁	1
4.	27/2018	Revisi ' bab 3	K ₁	1
5.	21/2018	bimbingan bab IV	K ₁	1
6.	28/2018	Bimbingan bab IV	K ₁	1
7.	2/2018	Bimbingan bab V	K ₁	1
8.	13/2018	Abstrak	K ₁	1

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	6/2018	Bimbingan Bab 1-3	K ₂	1
2.	14/3/2018	Bimbingan bab I	K ₂	1
3.	29/2018	Bimbingan bab 2	K ₂	1
4.	18/2018	Bimbingan bab 3	K ₂	1
5.	8/2018	Bimbingan bab IV	K ₂	1
6.	19/2018	Bimbingan Bab IV	K ₂	1
7.	30/2018	Bimbingan bab V	K ₂	1
8.	19/2018	Abstrak	K ₂	1

BIOGRAPHY



Indri Febriana, was born in Curup, 21St of February 1996. She is the first daughter from her parents, are Mr. Maryonol and Mrs. Eli Maryani. She has a Brother his name is Ramandhan Alfa Riski and a sister her name is Sesilia Arvina A. Her first studied is when she was 6 years old at SDN 08 Sindang Kelingi at 2002-2008. she continued her education again to SMPN 03 Sindang Kelingi at 2008-2011 and then she entered SMAN 1 Sindang Kelingi at 2011-2014.

After finished high school, the researcher chose IAIN Curup to continue her study and choosed English Tadris Study Program as her major, because she want to learn more about English language deeply and as her provisions to be a good English Teacher in the future.