



**TEACHING PRONUNCIATION TO THE ELEVENTH GRADE
STUDENTS OF MA NAHDLATUL MUSLIMIN UNDAAN
KUDUS BY USING PHONETIC INSTRUCTION IN THE
ACADEMIC YEAR 2014/2015**

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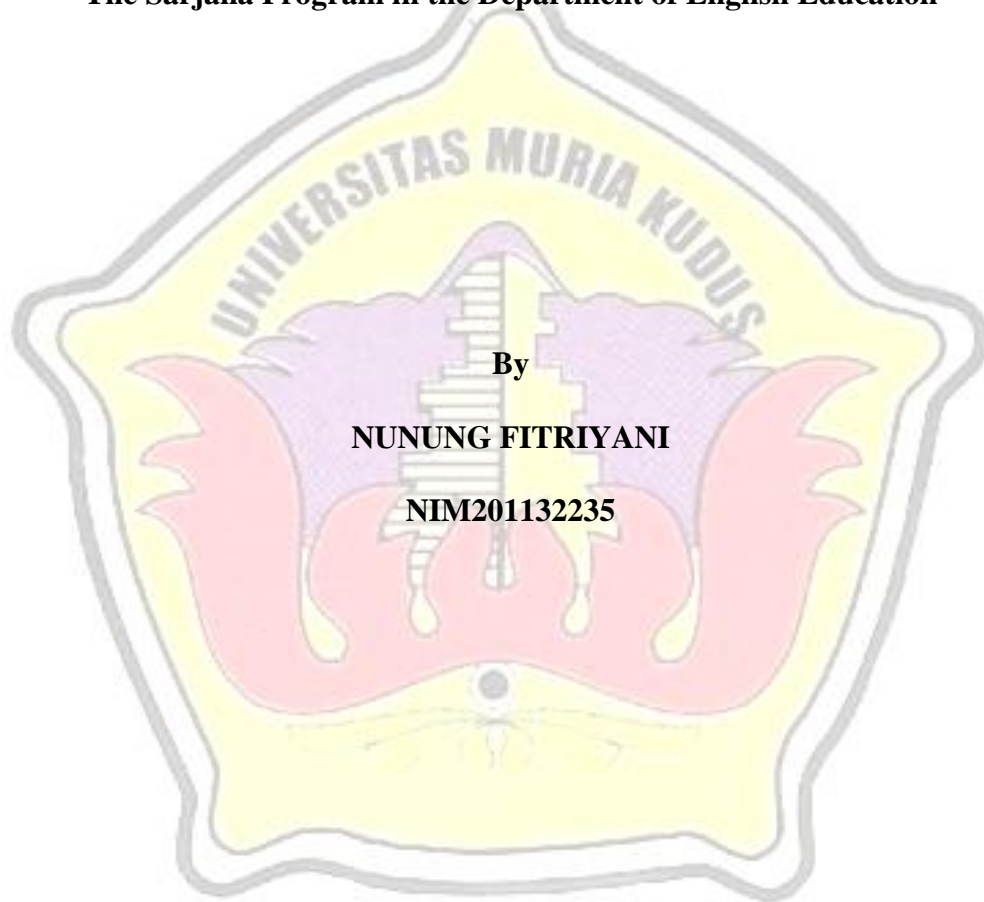
2015



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MA NAHDLATUL MUSLIMIN UNDAAN KUDUS BY USING PHONETIC
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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
The Sarjana Program in the Department of English Education**



By

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**

MOTTO AND DEDICATION

Motto:

- ❖ *Our parents are the greatest gift in this life*
- ❖ *When you have never made a mistakes, it means you have not tried anything*
- ❖ *Better to feel how hard education is at this time rather than feel the bitterness of stupidity later*
- ❖ *The formulas of a success are a hard work and never give up*

This skripsi dedicated to:

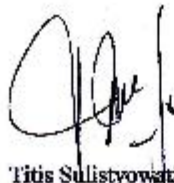
- *The researcher beloved Parents
(Siti Maryam and Soewarno)*
- *The researcher dearest siblings
(Supriyanto, Sri Purwati,
BambangSupriyono, RustamSantiko,
SutartoWahyudi and AniKristiana)*
- *The researcher best friends
(Zeni, Dian, Sri, Rizka, Yuni, Ulil and
Ulin)*

ADVISORS' APPROVAL

This is to certify that the Skripsi of NUNUNG FITRIYANI (NIM.201132235) has been approved by the advisors for further approval by Examining Committee.

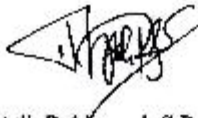
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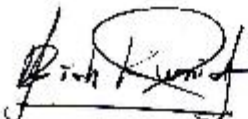
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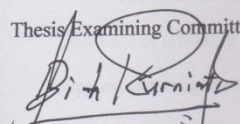
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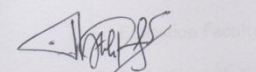
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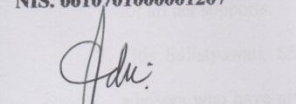
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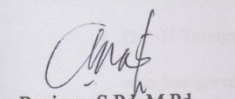
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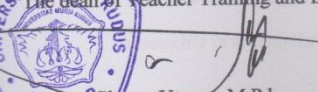
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The researcher realizes that this skripsi would never complete without assistance of others. In this opportunity, she is very grateful to all who have given support, encouragement, suggestion and guidance in finishing this skripsi, especially to:

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6. All of the students in the eleventh grade of MA Nahdlatul Muslimin Undaan Kudus for the joy and help that always full of spirit during the process of research.
7. Her beloved family, mother, father, sister, and brother who always give support, patience, spirit and love.
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9. And to all her friends and all of people who have helped her in any time in writing this skripsi.

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Kudus, August 2015

The writer,

Nunung Fitriyani

ABSTRACT

Fitriyani, Nunung. 2015. *Teaching Pronunciation to the Eleventh Grade Students of MA Nahdlatul Muslimin Undaan Kudusby Using Phonetic Instruction in the Academic Year 2014/2015*. Skripsi. Department of English Education. Faculty of Teacher Training and Education. University of Muria Kudus. Advisors: (i) Titis Sulistyowati, SS, M.Pd. (ii) Atik Rokhayani, S.Pd, M.Pd.

Key words: Teaching Pronunciation, Phonetic Instruction

Teaching pronunciation is the most complicated but significant aspects of ESL/EFL teaching. In the process of communication, pronunciation has great importance because successful communication takes place only with correct pronunciation. Bad pronunciation of English will make people misunderstand the speaker easily, whereas, good pronunciation will encourage them to listen the speaker willingly. Teaching pronunciation in Indonesia is difficult because there are many local languages in Indonesia and the students are varied and they are all influenced by their own mother tongues. It was also happened in MA Nahdlatul Muslimin Undaan Kudus, most of the students have difficulty in pronunciation. Because of pronunciation is an important thing in learning English, if our pronunciation is incorrect, the listener will get misunderstanding. Therefore the students should be able to pronounce English well. Based on the fact above, the researcher thinks that it would be better using phonetic instruction to solve the problem. Phonetic instruction is one of technique to teach pronunciation regarding phonetic symbol and phonetic transcription.

The objective of this research is to find out whether or not that there is a significant difference between teaching pronunciation to the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in the academic year 2014/2015 before and after by using phonetic instruction.

The design of this research is quantitative experimental research. The researcher uses one group pre-test post-test. The subjects of this research are 37 students, because it is done in one group without control group. The data were collected by giving test for pre-test and post-test. The test is spoken test that is storytelling of narrative text in front of class one by one.

The result of this research indicates that teaching pronunciation to the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in the academic year 2014/2015 before by using phonetic instruction, the researcher found the maximum score is 68, and the minimum score is 40. The calculation of the data showed the mean is 52 and the standard deviation is 5.05. It is categorized as poor. Meanwhile, the result of teaching pronunciation to the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in the academic year 2014/2015 after by using phonetic instruction the researcher found the maximum score is 80, and the minimum score is 60. The calculation of the data showed the mean is 77.05 and the standard deviation is 3.6. It is categorized

as good. For the analyzing data, the researcher used t-test. The result of t-observation (t_o) is 17.38. Based on (df) 36 in the level of significance 0.05 t-table (t_c) is 2.021. It means that t-observation is higher than t-table ($t_o > t_c$). It indicates that the null hypothesis that there is significant difference between teaching pronunciation to the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in the academic year 2014/2015 before and after by using phonetic instruction is denied. On the other hand, the hypothesis that there is significant difference between teaching pronunciation to the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in the academic year 2014/2015 before and after by using phonetic instruction is confirmed.

Therefore, the researcher has a suggestion that the teacher would be better to use phonetic instruction in teaching pronunciation. So, the students can pronounce English words correctly.



ABSTRAK

Fitriyani, Nunung. 2015. *Mengajar Cara Pengucapan pada siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus dengan menggunakan pengajaran fonetik pada tahun ajaran 2014/2015*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (i) Titis Sulistyowati, SS, M.Pd. (ii) Atik Rokhayani, S.Pd, M.Pd.

Kata kunci : Mengajar cara pengucapan, pengajaran fonetik

Mengajar cara pengucapan adalah hal yang paling sulit tetapi menjadi hal yang penting dalam pengajaran ESL/EFL. Dalam proses berkomunikasi, cara pengucapan sangat berarti karena keberhasilan komunikasi sangat dipengaruhi oleh cara pengucapan yang benar. Buruk dalam cara pengucapan Bahasa Inggris akan membuat orang salah paham kepada pembicara dengan mudahnya, oleh karena itu baik dalam cara pengucapan akan mendorong mereka untuk mendengarkan pembicara dengan sepenuh hati. Mengajar cara pengucapan di Indonesia itu sulit karena ada banyak bahasa daerah di Indonesia dan murid bervariasi dan mereka terpengaruh oleh bahasa ibunya sendiri. Dan itu juga terjadi di MA Nahdlatul Muslimin Undaan Kudus, kebanyakan siswa mempunyai kesulitan dalam cara pengucapan. Karena cara pengucapan adalah hal yang penting dalam pembelajaran Bahasa Inggris, jika cara pengucapan kita salah maka pendengaran akan salah paham. Oleh karena itu siswa harus bisa cara pengucapan yang baik. Berdasarkan kenyataan di atas, peneliti berfikir kalau hal tersebut akan lebih baik menggunakan pengajaran fonetik untuk menyelesaikan masalah. Pengajaran fonetik adalah salah satu teknik untuk mengajar cara pengucapan mengenai lambang fonetik dan tulisan fonetik.

Tujuan dari penelitian ini adalah untuk menemukan ada atau tidaknya perbedaan antara mengajar cara pengucapan pada siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus pada tahun ajaran 2014/2015 sebelum dan sesudah menggunakan pengajaran fonetik.

Jenis penelitian yang digunakan adalah penelitian kuantitatif eksperimen. Peneliti menggunakan satu kelompok pre-test dan post-test. Jumlah subjek yang diteliti ada 37 siswa. Karena dilakukan dalam satu kelompok tanpa kelompok pembandingan. Data yang sudah terkumpul diperoleh dengan memberitask pada pre-test dan post-test. Tes yang digunakan adalah tes berbicara yaitu bercerita tentang teks naratif di depan kelas dengan cara majas satu per satu.

Hasil dari penelitian ini menunjukkan bahwa mengajar cara pengucapan pada siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus pada tahun ajaran 2014/2015

sebelum menggunakan pengajaran fonetik.

Peneliti telah menemukan nilai tertinggi adalah 68, dan nilai terendah adalah 40. Hasil dari perhitungan data menunjukkan rata-rata adalah 52 dan standar deviasi adalah 5,05. Hal tersebut termasuk kategori tidak baik. Sementara itu, hasil dari mengajar cara pengucapan pada siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus pada tahun ajaran 2014/2015 setelah menggunakan pengajaran fonetik, peneliti telah menemukan nilai tertinggi adalah 80 dan nilai terendah adalah 60. Hasil dari perhitungan data telah menunjukkan nilai rata-rata adalah 77,05 dan standar deviasi adalah 3,6. Hal tersebut termasuk kategori baik. Untuk menganalisis data, peneliti menggunakan t-test. Hasil dari t-observation (t_o) adalah 17,38. Berdasarkan dari (df) 36 pada level of significant 0,05 t-table (t_c) adalah 2,021. Hal tersebut berarti bahwa t-observation lebih tinggi daripada t-table ($t_o > t_c$). Itu menunjukkan bahwa null hypothesis nyaterdapat perbedaan yang penting mengenai perbedaan antara mengajar cara pengucapan pada siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus pada tahun ajaran 2014/2015 sebelum dan sesudah menggunakan pengajaran fonetik adalah diterima.

Oleh karena itu, peneliti memberikan saran kepada guru akan lebih baik jika menggunakan pengajaran fonetik dalam mengajar cara pengucapan. Dengan itu siswa dapat mengucapkan Bahasa Inggris dengan baik.



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