



**STUDENTS' MASTERY IN PRONOUNCING ENGLISH
WORDS PRESENTED IN THEIR TEXTBOOKS**

**An Action Research on the Eighth Year Students of SMP N 1
WINONG PATI in the Academic Year of 2008/2009**

a final project

submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan in English

by

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Fakultas Bahasa dan Seni, Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa final project yang berjudul: **Students' Mastery in Pronouncing English Words presented in their Textbook an Action Research on the Eighth Year Students of SMP N 1 Winong in the Academic Year of 2008/2009**, yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan melalui penelitian, bimbingan, diskusi dan pemaparan (ujian). Semua kutipan, baik yang diperoleh dari sumber kepustakaan maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan final project. Dengan demikian, walaupun tim penguji dan pembimbing penulisan final project ini membubuhkan tanda tangan keabsahannya, seluruh isi final project ini tetap menjadi tanggung jawab saya sendiri. Jika dikemudian hari ditemukan pelanggaran terhadap konvensi tata tulis ilmiah, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan

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- *And before thee also the messengers We sent were but men, to whom We granted inspiration: if ye realize this not, ask of those who possess the Message (Q.S. An Nahl : 43).*

- *No pain no gain.*
- *If you believe, dreams come true.*

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ABSTRACT

Hidayatun, Layla. 2009. *Students' Mastery in Pronouncing English Words Presented in Their Textbook an Action Research on the Eighth Year Students of SMP N 1 Winong Pati in the Academic Year of 2008/2009*. Final project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Alim Sukrisno, MA. Second Advisor: Dr. Djoko Sutopo, M. Si.

Key words: Mastery, Pronouncing, Words, Textbook

The objective of this final project was to find out the students' mastery in pronouncing English words presented in the textbook by the eighth year students of SMP N 1 Winong. Moreover, this study was also conducted to explain the difficulties faced by the students in pronouncing the words.

The population of this study was the eighth year students of SMP N 1 Winong, Pati in the Academic Year of 2008/2009. The number of the population was 247, however, the writer took 15% of the population or 36 students as the samples of this study. Then, they were given 60 test items to pronounce which were chosen using purposive and proportional random sampling technique. The test items were arranged proportionally; consisting of 29 nouns, 17 verbs, 12 adjectives, and 2 adverbs. In gathering the data, the writer used a tape recorder and ninety minutes blank cassette to record the students' pronunciation. After that, the writer transcribed the results of the recording assisted by a friend of hers. As far as this, the raw scores were gained. Then, after that, the data was computed and analyzed using the Curriculum 2004 criterion.

From the analysis, it was found that the average proportion of the data was 51.8. The mean of the students' pronunciation results was 31.08, which meant that each student could only pronounce 31 from 60 words correctly. This study confirmed the proposed assumption, which was the students faced difficulties in pronouncing English words presented in their textbook. Referring to the result of the data, there were 14 words considered difficult. They were *neighbors*, *villa*, *scenery*, *mount*, *hour*, *cousin*, *height*, *frightens*, *produce*, *increase*, *choose*, *finally*, *certain*, and *humorous*, while the easiest ones were *news* and *lazy*.

Based on the analysis of the average proportion of the data, the students' mastery in pronouncing English words presented in their textbook was considered '**poor**'. Then, the suggestions are: the students have to improve their ability in pronouncing English words both in the class and in daily conversation. It is also suggested that English teachers do something to help their students to improve their pronunciation. Moreover, it will be better if the books used for students are completed with more exercises for pronunciations.

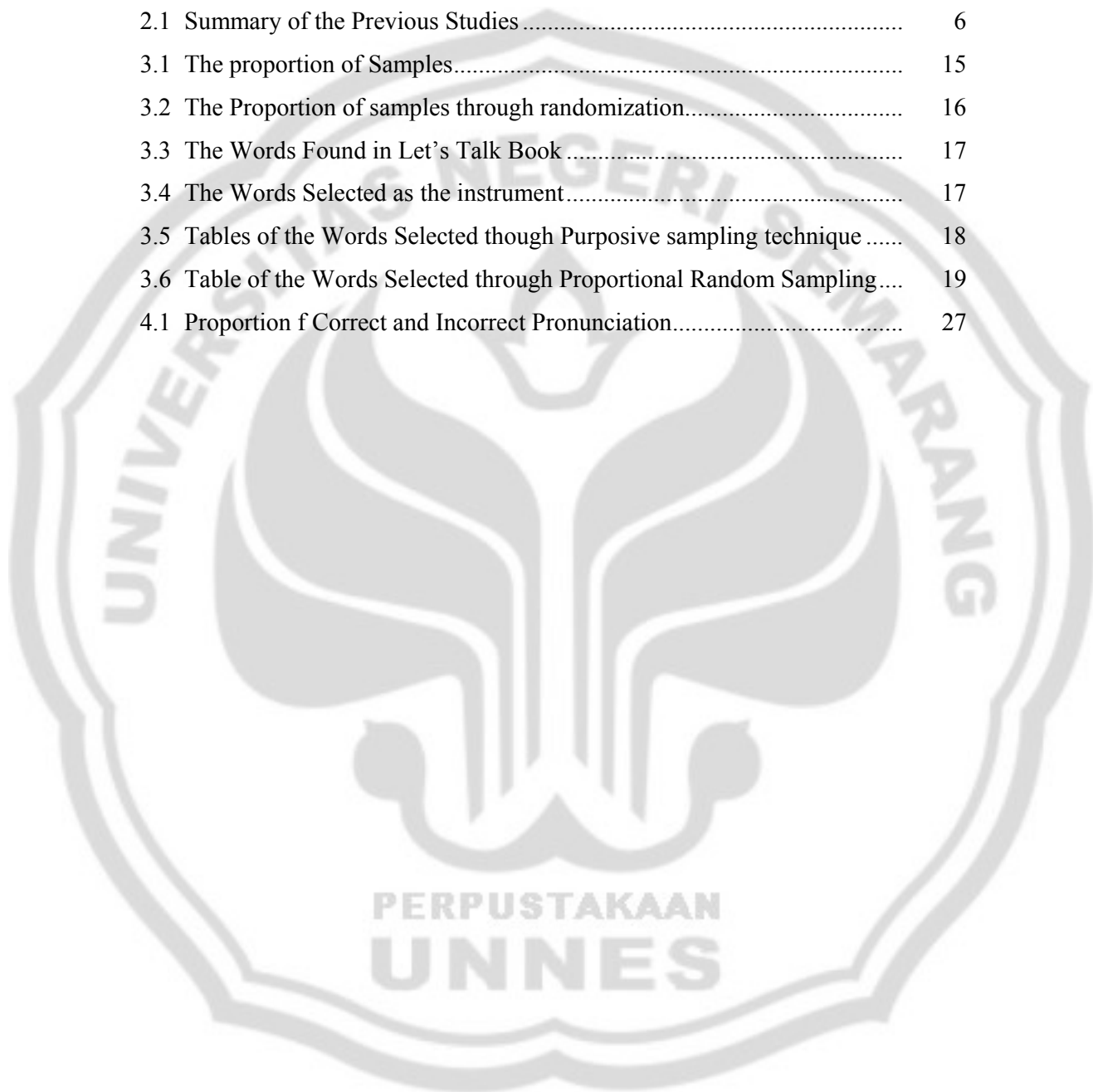
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CHAPTER 1

INTRODUCTION

1.1 General Background of the Study

Students in their final semester of graduate studies in some universities such as UNNES are required to complete what is known the Final Project, for which they must enroll in 6 credits. The final Project is an opportunity for students to apply what they have learned in their degree program by completing a project based on original research.

The writer, who is a student of Education program in UNNES majoring English, studies not only English language for University students, but also for Junior and Senior High School students since she is prepared to be an English teacher. In studying English, both students of a university and high schools have some difficulties. Even, junior and senior high school students have greater difficulties in studying the language. It is proved by what she experienced while doing *Praktek Pengalaman Lapangan (PPL)*. In the school where she was doing the training to be a teacher, she found out that the aspect of English language that students found most difficult is pronunciation. Although they have learned the language for several years and have got much knowledge about it, they still felt confused and made mistakes in pronouncing English words, especially those presented in their textbooks.

Being interested in the phenomenon above, the writer decided to have research on the students' mastery of English words, especially those which are

presented in the textbook, as the topic of her final project. She believed that by this topic, she will be able to figure out many problems such as how well the students pronounce English words in the textbook, what difficulties that they face, why they get some difficulties in pronouncing English words, what the curriculum makers have to do to solve the problems, etc. Moreover, the writer is sure that this study will be very useful for teachers' career and will lead her to graduation.

1.2 Reasons for Choosing the Topic

In learning English, there are four skills to master. They are listening, speaking, reading, and writing. In studying speaking and reading, pronunciation plays very important roles. It is because if the students are not able to pronounce English words or sounds correctly, they will not be understood. Even, a little mispronunciation shall cause big problems since it can have different meaning.

Moreover, after having experienced with some difficulties in pronouncing English words, there was a curiosity in the writer's mind. She wondered whether students of other schools also face the same problems. In other words, she was curious to know how actually the students' mastery of pronouncing English words presented in the textbook is.

In addition, the writer feels that there should be something to do to solve such a serious problem. She thinks that the students should be able to pronounce English words correctly so that their message will be understood well.

1.3 Research Question

The problems that are discussed in this study are as follows:

- (1) How well do the students pronounce English words presented in the textbook?
- (2) What are the difficulties faced by the students in pronouncing English words presented in the textbook?

1.4 Objective of the Study

The objective of this study is to find out how well students pronounce English words presented in the textbook, along with what difficulties they face in pronouncing those words.

1.5 Significance of the Study

By this research, the writer hopes that the result of the study will give useful contribution to English language teaching. In brief, she hopes that this study will provide good input for English teachers in conducting language teaching as well as in being aware of the students' mistakes especially in pronouncing English words presented in the textbook.

Besides that, it is also hoped that this study will help book writers to be as creative as possible so that the students will find it easy to pronounce the words presented in the textbook.

1.6 Limitation

In order not to make misunderstanding between the writer and the readers, the writer would like to limit the study as follows:

- (1) The subjects of the study are limited to the eighth year students of SMP N 1 Winong.
- (2) The study of this research is limited to English content words presented in the textbook used by the eighth year students of SMP N 1 Winong in the academic year of 2008/2009.

1.7 Organization of Study

This paper consists of five chapters that are:

Chapter 1 is introduction which consists of background of the study, reasons for choosing the topic, research questions, objectives, the significances, limitation, and organization of the study.

Chapter 2 is review of related literature. This chapter consists of researches on pronunciation, review of theoretical studies, and the theoretical framework.

The next chapter is chapter 3. The first thing that is presented in this chapter is objects of the research. The second one is subject of the research which includes population, sample, and the sampling technique. This chapter also contains the explanation of types of data, instrument and method of collecting data, and the method of analyzing data. In explaining about method of analyzing data, the writer calculates the percentage and determines criteria of mastery level.

Chapter 4 is about the explanation of the result of the study

Chapter 5 is conclusion and suggestion



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Researches on Pronunciation

In relation to pronunciation, there were some studies conducted previously. Muis (2007) conducted a research on English voiced sounds in words of final position. In his research, he found out that the pronunciation of the tenth year students of MA Al Asror Patemon was very weak. In analyzing the students' pronunciation, he figured out that the most difficult sounds to pronounce was the sound [d], while the easiest one was the sound [g]. In addition, statistically, based on the mean, the average of the students' scores was 56.65 from the whole pronunciation items, which are 100 items.

Muis found out that the results were caused by two major factors; the new sounds which were faced by the students and the poor guidance or insufficient knowledge to pronounce such sounds.

Another researcher, Puspita (2007), who had her research on students' error in pronouncing English vowels on students of SMA N 1 Sigaluh Banjarnegara, said that in her research, the total of correct pronunciation of English vowel was 77.77 from the total pronunciation. According to Puspita, the major problem that the students face in pronouncing the sounds was because they lacked knowledge of the correct pronunciation. They were not able to pronounce new words. Moreover, they tended to pronounce a word on the way it was spelt as they were not trained to pronounce such a sound since they were children.

Another study of English pronunciation was done by Hardiani (2007). In her research on the Science program of Senior High School Pemalang investigating the students' errors in pronouncing English voiceless plosive consonant [p], [t], and [k], she found out that the students' score was 55,5.

Here, the writer compares the three results of the researches above based on the criterion used in the Curriculum of 2004 because the criterion is fairer and more logical than other criteria. The criterion is as follows.

Table 2.1

The Criterion of Mastery level in the Curriculum of 2004.

Score	Grade
85-100	A (excellent)
72-84	B (good)
60-71	C (average)
50-59	D (poor)
0-49	E (fail)

The criterion will also be used later in this study. The summary of the three studies above are presented as follows:

Table 2.2

Summary of the Studies

Case Study	Score	Level of Achievement
MA Al Asror Patemon (Muis)	56.65	Poor
SMA 1 Sigaluh Anjarnegara (Puspita)	77.77	Good
SMA Pemalang (Hardiani)	55.5	Poor
Mean	63.3	Average

From the three studies above, based on the mean, it can be seen that the students' mastery in pronouncing English words is considered average.

From the descriptions above, it can be concluded that there have been a number of studies of students' pronunciation of English words. However, the study of students' pronunciation mastery of the English words presented the textbook has not been conducted.

2.2 Review of the Theoretical Studies

This part includes curriculum, pronunciation, teaching and learning pronunciation at school, textbook, and the portion of pronunciation in their textbooks.

2.2.1 Curriculum

According to Winecoff (1989:4) 'curriculum is generally defined as a plan developed to facilitate the teaching and learning process under the direction and guidance of a social, college, or university and its staff members'. Clay (1992:9) states 'curriculum is a course of study in a school, college, etc. It is the major concern of a professional teacher in arranging all educational activities in order to reach objectives of education'. Pratt (in Hammond, 1992:62), explains more explicitly that;

- (1) A curriculum is intentions, or plans.
- (2) A curriculum is not activities but plants, or a blueprint, for activities.
- (3) A curriculum contains many other kinds of intentions, such as what learning students are to develop, the mean of evaluation.....required of teachers.
- (4) A curriculum involves formal intentions.....it does not include random, unplanned, or non-learning activities.
- (5) As an organized set of intentions.....a curriculum is a system.
- (6) Both education and training are referred to in the definition to avoid the misunderstanding that occurs one if one is omitted.

In Indonesia, there have been several English curriculums as the source of English teaching process, such as 1954 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 1999 curriculum, the competence based curriculum, and the newest one, *KTSP (Kurikulum Tiap Satuan pembelajaran)* or School-Based Curriculum. The objective of reforming curriculum is to improve the quality of education so that the students who graduate will be able to master the required knowledge or skills demanded by the curriculum.

Based on *Peraturan Menteri Pendidikan Nasional No.22 tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, Junior High School Curriculum must include 10 main subjects, one of which is English. In relation with speaking, the target of teaching and learning process is the functional level, that is making the students able to produce both oral and written communication in order to solve their daily problems in communicating using the English language. In doing so, they have to be able to speak English fluently. For that reason, pronunciation as part of speaking becomes important to be taught to the students.

2.2.2 Pronunciation

Finicchiaro in Nikelas, (1988:3) states 'language is a system of arbitrary vocal symbols which permits all people in a given culture, to communicate or to interact'. One feature we note is that language is a system and another feature is that every language has dual structures, subsystem of meaning and subsystem of sounds. Furthermore, Finicchiaro in Nikelas (1988:112) states that the way sounds

are perceived by the hearer is defined as pronunciation'. In contrast, one definition of pronunciation stated in Hornby Dictionary is that 'pronunciation is the way in which a word is pronounced'. From the two definitions above, we can conclude that pronunciation is a two way communication; the way sounds are produced by the speaker and the way sounds are perceived by the hearer.

However, pronouncing English language is not as easy as pronouncing Indonesian. Ramelan (1994:24) states 'English, as a language, has its own sound system, including its segmental and suprasegmental system'. Moreover, Fultcher (2003:25) adds 'at the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that don't exist in language they already know'. For example, there is an initial consonant in the word "think" which is not found in the Indonesian language. Such a problem is not only distracting for the listener, but also leading to miscommunication or misunderstanding.

2.2.3 Teaching and Learning Pronunciation at School

In *The Jakarta Post* (1999), it was stated 'English has been a mandatory school subject for more than half a century. However, all of us are not yet satisfied with the students' mastery of the language'. The reason is that although the students get an English subject at school, they still have problems in pronouncing English words.

During the nineteenth century, pronunciation was neglected. The usefulness of teaching pronunciation is a widely debated subject in the language teaching worlds (<http://iteslt.org/>). One of the difficulties of the phonological part

in the teaching in the 1940's was the fact that sounds which are merely allophones in one language can be phonemes in another. In addition, 'silent letters' is one of the main pronunciation problems. During the late 1960's and the 1970's, questions were asked about the role of pronunciation in the ESF/EFL curriculum, whether or not the focus of the programs and the instructional methods were effective.

The possible reason why the phenomenon above happens is because commonly, the students learn English to understand texts and teachers' utterances only. They rarely speak up to respond to their teachers' explanation or to read aloud any given text. For that reason, they do not know how to pronounce every English word correctly. Even, they do not pay attention to their pronunciation whether it is correct or not.

Dealing with what is stated above, Suter (1976) in (<http://iteslt.org/>) supports that there was 'Little relationship existed between teaching pronunciation in the classroom and attained proficiency in pronunciation'. In addition, Madden (1983) in (<http://iteslt.org/>) states:

Pronunciation training is relatively ineffective Without adequate pronunciation skills the learner's ability to communicate is severely limited pronunciation is seen as an essential component of communicative competence.

Moreover, Kelly (1976:309) has a notion that there are four principles in learning foreign languages. She states:

1. that learning foreign language implies the formation of new habits and skills;
2. that the only really natural method of tacking foreign language is to teach oral skills before written;

3. the students should work out for himself the grammar of a new structure before seeing the official analysis; and
4. one should take account of cultural facts in learning a language.

The explanation of Kelly's principle is as follows. The first is about habit.

In order to succeed in learning pronunciation, learners must learn and practice it continuously within a certain period of time. It is because learning language, which has four basic skills (listening, speaking, reading, and writing), is a matter of habit. It means that through active learning, it will be easy for learners to master English pronunciation, which is part of speaking.

In relation to the principle above, a French student shared her opinion. He says 'I believe that the best way to improve my pronunciation is to practice'. Moreover, another student wrote, 'I think the most important thing is learning from life and practice through real life conversation'. However, it will be a significant problem when learners keep on the wrong habit of pronunciation. 'A big problem is that what I learned about the pronunciation of some words was wrong and it has become a bad habit to pronounce those words in a wrong way and I even do not notice it', shared an English learner (<http://iteslt.org/>).

The second point of Kelly's principles mentions that in learning foreign languages, it is natural to start with the oral method of learning. For examples, concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed. These things give learners extra information about spoken English.

Lado (in Kelly, 1976:62) states that 'listen first before you imitate is one of the axioms of practical phonetics'. Moreover, he advises (in Kelly, 1976:215)

‘given eighty years later: teach listening and speaking first, reading and writing next’. Harmer (2000:183) states that in order to improve their speaking, students should be taught about pronunciation—both phonemics and phonetics play an important part in the teaching of pronunciation. ‘Linguists of the twentieth century showed that in pronunciation, correct articulation was impossible without some control by the ear’ (Kelly, 1976:61). The students tend to be able to imitate correctly the teacher’s pronunciation of target sounds when their practices are limited to the repetition of individual words or sentences. However, they may make pronunciation errors of the words or sentences when the target sounds appear later, in another time in the same context, though.

There are five kinds of pronunciation difficulties faced by ESL/EFL students (Jones, 1974:2). They are as follows:

- (1) He must learn to recognize readily and with certainty the various speech sounds occurring in the language when he hears them pronounce; he must moreover learn to remember the acoustic qualities of those sounds.
- (2) He must learn to make the foreign sounds with his own organs of speech.
- (3) He must learn to use those sound in their proper plan in connected speech.
- (4) He must learn the proper usage in the matter of sounds attributes as they are often called (esp. length, stress, and voice pitch)
- (5) He must learn to join each sound of a sequence on to the text, and to pronounce the complete sequence rapidly and without stumbling.

However, non-native teachers may naturally feel that her pronunciation will not meet the standard of the native English speaker, so they are not confident to teach pronunciation. Gimson (1989:313) suggests several principles for teaching pronunciation, such as:

- 1) learners efforts to communicate meaningfully are sometimes more important than perfect pronunciation,
- 2) pronunciation practice between students and teacher is essential,
- 3) activities that provide opportunities for learners to communicate meaningfully with each other are more interesting, enjoyable, and memorable,
- 4) feedback on learner progress encourage learners to improve their pronunciation, and
- 5) control of changes in pronunciation is on the learner themselves.

It is better if there is self-monitoring skills of the students so that every time they realize that they are wrong they are able to correct themselves. In *the Internet TESL Journal* a student wrote:

..... I am quite clear it is a long way to improve my English speaking. What is important is that I have learned the ways to improve my pronunciation and realized my weakness, then I can practice and apply the rules to me in the future.

2.2.4 Textbook

Textbooks are for both students and teachers. To meet their needs, the textbook must not just the sources of English language and communication skill content demanded by the curriculum, but it is also important that it should be attractively displayed. Sauver (in Kelly, 1976:261) suggests ‘give your pupils the book at home to read as a preparation for your teaching’.

A textbook has many functions in order to contribute the teaching learning process. Greeny and Petty (in Susanti, 2007:23) mentioned some functions of textbooks:

- 1) express some views of lessons and demonstrate its application in the teaching materials,
- 2) present various source of learning which is suitable with the students needs and interest,
- 3) provide the source in the expressional skills of communication,
- 4) present together with the supplementary books,

- 5) provide an evaluation and remedial teaching program which is suitable and useful for both teacher and students,
- 6) present exercises and practical tasks.

2.2.5 Portion of Pronunciation in the Textbook

In comparison with the material source on teaching meaning and grammar, little has been written about teaching pronunciation. In contrast, in India, in the millennium before Christ, Sanskrit grammarians had developed a sophisticated system of phonology that provided some of the encouragement for the European school of phonetics which flourished during the late nineteenth century.

In modern languages, pronunciation was regarded as something important. Natural Methodists (Kelly, 1976:261) state that ‘reliance on the book during the first stages of language learning prevented the formation of sound linguistic reflexes and good pronunciation habits’.

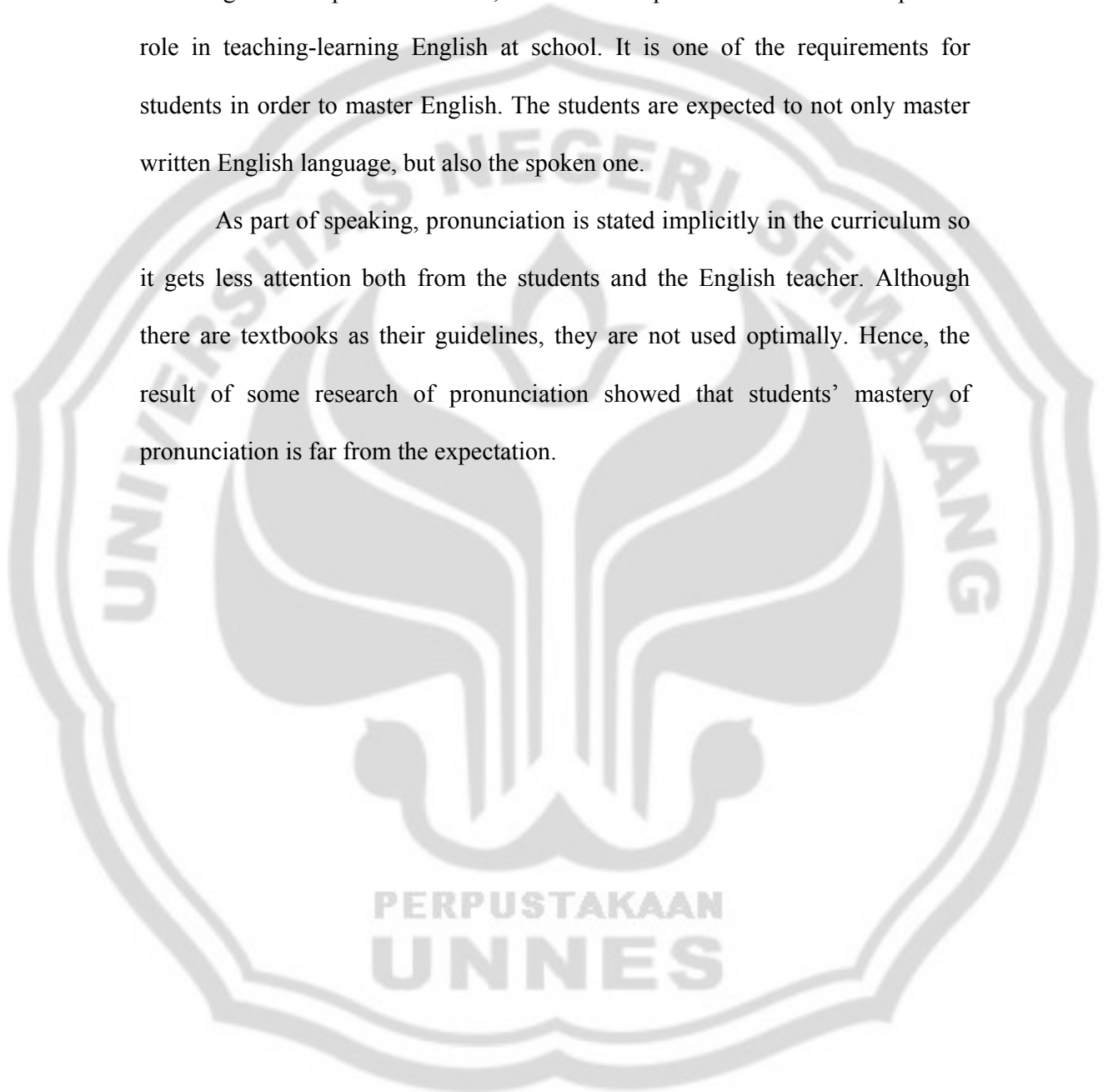
It is suggested to include all the four language skills in a textbook. Generally, most of the students’ textbooks do not serve pronunciation in the same proportion as the other three skills. ‘Textbooks are made up of three major elements; content (and explanation), examples, and exercises or tasks’ (Celce-Murcia, 2001:417).

Let’s Talk is actually facilitated with pronunciation in phonetic transcription. There is a part in the book that serves how words are pronounced correctly, but it is only limited to certain words. Moreover, it is just pages for practice which are not supplied with enough exercises for the students to master those words. Unfortunately, with lack of awareness, pronunciation practices discontinue as soon as the teacher starts to discuss another materials.

2.3 Theoretical Framework

Referring to the explanation above, it is clear that pronunciation has an important role in teaching-learning English at school. It is one of the requirements for students in order to master English. The students are expected to not only master written English language, but also the spoken one.

As part of speaking, pronunciation is stated implicitly in the curriculum so it gets less attention both from the students and the English teacher. Although there are textbooks as their guidelines, they are not used optimally. Hence, the result of some research of pronunciation showed that students' mastery of pronunciation is far from the expectation.



CHAPTER III

METHODS OF INVESTIGATION

3.1 Object of the Research

The object of this research was the students' pronunciation of English words presented in their textbook.

3.2 Subjects of the Research

Arikunto (1998: 107) states that subject of a research is the students from whom the writer gets the data for the study. The subjects of this research were the eighth year students of SMP N 1 Winong in the academic year of 2008/2009.

3.2.1 Population

There are many definitions of population. Gay (1987:102) states one of them. He says 'population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable'. For that reason, the writer must determine the population for his or her research carefully. The population of this research was the eighth year students of SMP N 1 Winong in the academic year of 2008/2009.

Based on the writer's observation, the total number of the population was 247 students. They were divided into 6 classes; A to F. Class A consisted of 40 students. The same number of students could be found in class C. Class B had 41 students, while class D, E, and F each had 42 students (see Appendix 1).

3.2.2 Sample

In this project, the writer did not take the whole population as samples. It was because the whole population, which was 247 students, was too big to investigate. Arikunto (1993: 107) says that if the number of population is too big to investigate, a researcher can take 10-15 % of the population as samples. Moreover, Kerlinger quoted by Anwari (2003: 30) states ‘a sample is a part of a population that is supposed to represent the characteristics of the population’. Based on the statements above, the writer took 15% of the whole population; that is 36 students who are randomly chosen (See Appendix 2).

The proportion of the samples was as follows:

Table 3.1: The Proportion of Samples

Class	The Numbers of Students	15%
VIII A	40	6
VIII B	41	6
VIII C	40	6
VIII D	42	6
VIII E	42	6
VIII F	42	6

3.2.3 Technique of Selecting Members of Samples

As stated above, the population was divided into classes. The sample of the population should include approximately the same proportions in order to be

considered representative. In doing so, the first step done was taking 15% of the whole population.

The technique of selecting the samples out of 247 students was proportional random sampling technique by means of lottery method. The procedure was as follows. First of all, the numbers of the students in the attendance list of each class were written on pieces of papers. These small pieces of papers were rolled and put into a slot of a tin can.

After that, the can was shaken so that the rolled papers would be mixed. After being well-mixed, six pieces of papers bearing the students' names were dropped out of the slot. These six of papers bearing the students' numbers became the respondents of the research.

This procedure was repeated six times by adjusting the number of the population each time. Finally, the result of the randomize selection was as follows.

Table 3.2: The Proportion of Samples

Classes	Number of the Students	Students' numbers as samples
VIII A	40	11, 14, 28, 36, 13, 29
VIII B	41	8, 9, 15, 34, 7, 41
VIII C	40	11, 14, 28, 36, 13, 29
VIII D	42	9, 17, 23, 27, 26, 16
VIII E	42	9, 17, 23, 27, 26, 16
VIII F	42	9, 17, 23, 27, 26, 16

The students' numbers mentioned in the column three became the respondents of this research.

3.3 Type of Data

'A research is defined as a systematic activity of solving many kinds of problems and the solution of the problem needs data collection and interpretation' (Mursid, 1997: 3). In this research, the method of investigation used is a case study. Here static data were applied in the recorded form of the respondents' pronunciation of English words presented in the textbook. In order to get the data from the respondents, the writer constructed instrument.

3.4 Instrument of Collecting Data

Arikunto (1993: 128) states that in terms of a research, observation can be done by giving questionnaires, or by recording activities on the cassette. In collecting the data of this research, the writer constructed a pronunciation test. To apply the test, first, she observed the book used by the eighth year students of SMP N 1 Winong, 'Let's Talk Book'.

After observing the book, the writer found out that there were 404 content words, in which there were 192 nouns, 112 verbs, 84 adjectives, and 16 adverbs (See Appendix 3). Here, the words which appeared more than twice were counted once.

Table 3.3: The Words found in Let's Talk Book

Class of Words	Number of Words
Noun	192
Verb	112
Adjective	84
Adverb	16
Total Number of Words	404

However, the writer believed that it would take too much time to pronounce all the words. That is why; she decided to take 15% of them. Below is the table of the words selected to be the instrument items of the research.

Table 3.4: The Words Selected as the Instrument

Class of words	Percentage of the words (15%)	Rounding (15%)
Noun	192 X 15%	29
Verb	112 X 15%	17
Adjective	84 X 15%	12
Adverb	16 X 15%	2
Total Number		60

3.5 Selecting the Members of Test Items

There were two kinds of technique used in selecting the members of test items; purposive and random sampling technique.

3.5.1 Purposive Sampling Technique

The words which appeared at least three times were regarded important and highly frequently used. For that reason, those words must be included as the members of items. Thus, purposive technique was used in this case. The result of the selection was as follows.

Table 3.5 Table of the words selected through purposive sampling technique.

Class of Words	Words	Frequency of Appearance
Noun	Partner (89)	10
	Car (147)	6
	Water (53)	5
	Game (68)	8
Verb	Thank (203)	12
	Work (231)	16
	Change (303)	8
	Know (250)	11
	Help (202)	15
	Agree (260)	10
Adjective	Hard (305)	13
	Wild (308)	6
Adverb	Absolutely (395)	5

From the table above, it can be seen that there were 13 words selected through purposive sampling technique. In details, there were 4 nouns, 6 verbs, 2 adjectives, and 1 adverb.

3.5.2 Random Sampling Technique

The rest 301 words, which appeared less than three times, were regarded rarely used. In taking the samples of these words, proportional random sampling was used. The procedure was the same as that of taking the samples of the population. The result of selecting the instrument items through random sampling technique was as follows.

Table 3.6: Table of the Words Selected through Proportional Random sampling

Class of words	Words' numbers
Noun	119, 157, 174, 177, 152, 176, 187, 41, 165, 133,153, 88, 149, 111, 168, 159, 118, 3, 34, 46, 56, 57,131, 151, 175
Verb	209, 195, 253, 292, 261, 304, 227, 228, 280, 294, 273
Adjective	328, 381, 334, 326, 339, 361, 327, 354, 378, 362
Adverb	403

Finally, the words to be the instrument items of the research were gained. There were 60 words; 29 nouns, 17 verbs, 12 adjectives, and 2 adverbs. Below are the words selected as the instrument of the research.

1. Nouns: town (119), marriage (157), examination (174), water (53), ears (177), scenery (152), throat (176), mount (187), eagle (41), disease (165), news (133), partner (89), mistakes (153), neighbors (88), villa (149), direction (111), mathematics (118), cigarette (159), shoes

(168), branch (3), corn (34), giraffe (46), hour (56), button (57), game (68), mouse (131), car (147), cousin (151), and height (175).

2. Verbs: change (303), frightens (209), produce (195), accept (253), know (250), drew (292), listen (227), fly (304), help (202), work (231), remember (261), thank (203), share (228), agree (260), deserve (280), increase (294), and choose (273).
3. Adjectives: wild (308), hard (305), short (328), fresh (381), necessary (334), certain (361), careless (339), lazy (326), early (327), humorous (354), elegant (378), and great (362).
4. Adverbs: finally (403) and absolutely (395).

Those 60 words above can also be seen in Appendix 4.

3.6 Method of Collecting the Data

Conducting a research always requires some steps to do in a clear chronological order. In this study, the writer took the following steps as she worked on her research:

3.6.1 Preparation

Before administering the test, the writer:

1. prepared the test papers, which would be read by the students and made sure that the words on the paper were clear enough to read,
2. checked the cassettes and the tape recorder to make sure that they could work well,
3. checked the students whether they were ready to do the test,

4. told the students that the test would be a pronunciation test of English words presented in their textbook, and
5. gave the students a chance to ask questions before doing the test.

3.6.2 Administration

After preparing everything that was necessary for the test, the writer administered the real test. In administering the test, she did the following steps:

1. calling out the name of each student,
2. giving the test paper to the student,
3. asking the student to start doing the test by reading the words on the paper while his or her pronunciation was being recorded on a cassette,
4. turning the tape recorder off when he or she finished reading the words, and
5. asking the students to do the test in turns one by one,
6. the recorded pronunciation was brought home and they were ready to be analyzed.

3.7 Method of Analyzing Data

The collected data were analyzed through the following steps:

3.7.1 Initial or Preliminary Analysis

This analysis was done through the following procedure.

1. Listening the recorded students' pronunciations,
2. Transcribing them into phonetic transcription,
3. Determining whether each pronounced word was correct or wrong, and

4. Giving one point to each correct answer and zero to each wrong answer.

3.7.2 Main Analysis

After the correct and wrong pronunciations of the instrument items were determined, the step to do was analyzing them in order to know the students' mastery and difficulty level. The analysis was like this:

Students	Item Number								
	1	2	3	...	...	...	...	...	60
1	1	0	1	1	1	0	1	0	1
2	0	1	0	1	0	1	1	1	0
3	1	1	1	0	0	1	0	1	0
4	...	...	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...	...	...
...
...
36	...	...	...	...	...	...	...	...	...

3.7.3 Calculating students' score

After determining the correct and wrong pronunciation of the words, the writer gave score to overall students using the following formula:

$$X = \frac{\sum RCA}{\sum MCA} \times 100;$$

in which,

X = Overall students' score

RCA = Respondent Correct Answer

MCA = Maximum Correct Answer

3.7.4 Determining Criteria of Mastery Level

After the correct percentage was gained, the students' mastery level could be obtained. In order to evaluate the students' achievement, there are many criteria that can be used. The followings are some of them:

Academic Grading in Indonesia

(1) Before KBK (Competency based Curriculum)

Score	Qualification
10	Exceptional
6 - 9	Passing
5	Highest failing grade for certain subjects
4	Passing grade in some subjects, a failing grade in others
3	Highest failing grade in general
< 2	Failing grade

(2) KBK (Competency based Curriculum)

Score	Qualification
100	Highest point
70 - 99	Passing score in all subjects
55 - 69	Pass or not differ from each subjects
< 55	Fail

(3) KTSP

In KTSP, the level of students' mastery level is constructed based on KKM.

(4) Mastery Level used in the Curriculum of 2004

The Criterion of Mastery level in the Curriculum of 2004.

Score	Grade
85-100	A (excellent)
72-84	B (good)
60-71	C (average)
50-59	D (poor)
0-49	E (fail)

Mastery Level by Tinambunan

The criterion of mastery level from Tinambunan is as follows:

Percentage of correct answer	Grade	Level Achievement
93 – 100 % correct	A- outstanding	Outstanding achievement
85 – 92 % correct	B – very good	Above average achievement
75 – 84 % correct	C - satisfactory	Average achievement
60 – 74 % correct	D – very weak	Below achievement
Below 60 % correct	E - fail	Insufficient achievement

(Tinambunan, 1988:129)

Although there are many criteria of mastery level, this research applied the criterion of mastery level used in the Curriculum of 2004. This criterion was not only logical, but also had fairest explanation about the students' mastery.

3.7.5 Determining the Level of Difficulty of the Whole Test Items

The level of difficulty showed how difficult the test items are. In order to know the level of difficulty of the items, first of all, the mean of the students' pronunciation results had to be determined. The formula used was as follows:

$$\text{The mean} = \frac{\sum \text{RCA}}{\sum \text{R}}$$

in which,

RCA = Respondent Correct Answer,

R = Respondent

Then, in order to know the level of difficulty in average, the writer used the following formula (Azwar's).

$$\text{ID} = \frac{\text{ni (the mean)}}{N (\sum \text{R})}$$

in which,

ID = the index of item difficulty level of each word,

ni = the number of correct pronunciation, and

N = the total number of the respondents.

Then, in order to determine in what level the students' pronunciation was, the criterion proposed by Arikunto was used. According to Arikunto (2002:210), the level of difficulty of the test is categorized into 3 levels. They are:

$0.00 < \text{ID} \leq 0.30$ is said to be difficult,

$0.30 < \text{ID} \leq 0.70$ is said to be medium, and

$0.70 < \text{ID} \leq 1.00$ is said to be easy.

3.7.6 Determining the Level of Difficulty of Individual Test Item

The calculation of the level of difficulty of individual item was done using the following formula.

$$y_n = \frac{NCI}{MCI}$$

in which,

y_n =Level of individual item difficulty,

NCI =Number of correct item, and

MCI =Maximum correct item



CHAPTER IV

DATA ANALYSIS

Chapter IV presents the analysis of the data collected from the research. The analysis would be done according to the order of the research problems. To answer the research questions, the technique elaborated in Chapter III would be applied. The selected data in Appendix 6, 7, and 8 will be used to describe the students' mastery in pronunciation and to identify the problems faced by students. In short, this chapter would expose, analyze and try to answer the research questions one by one.

In doing the analysis, the writer used the data in the appendices. Here, the questions will be answered one by one. The statistical analysis was applied to answer the first question of how well the eight year students of SMP N 1 Winong master pronunciation of English words presented in their textbook. The steps taken in analyzing the data are as follows:

- 4.9 listening the recorded students' pronunciations
- 4.10 transcribing them into phonetic transcription using the transcription based on Hornby's Oxford Learner's Dictionary of Current English (some of them can be seen in appendix 5, while the rest is in disk)
- 4.11 determining whether the answers of the respondents are correct or wrong, if their answer is correct, a score of 1 for the correct pronunciation is given, and if the answer is wrong, a score of 0 was given (see Table 1)
- 4.12 entering the corrected answers into table 4.1 as seen below

- 4.13 determining the overall students' scores by applying the following formula as elaborated in Chapter 3

$$\begin{aligned}
 X &= \frac{\sum RCA}{\sum MCA} \times 100; \\
 &= \frac{1119}{2160} \times 100 \\
 &= 51.8
 \end{aligned}$$

- 4.14 interpreting the result of the overall students' scores by referring to the following criterion of mastery level of achievement

Table 4.1

The Criterion of Mastery level in the Curriculum of 2004.

Score	Grade
85-100	A (excellent)
72-84	B (good)
60-71	C (average)
50-59	D (poor)
0-49	E (fail)

According to the criterion above, the score between 50 until 59 means that the students were considered poor in the mastery in pronouncing English words. In other words, it answered the first question of this research that is how well the students master pronunciation of English words.

- 4.15 determining the level of difficulty of the whole test items

The first thing that the writer should do in order to determine the level of difficulty of test items in average was to measure the mean of the students' pronunciation results. It was obtained by dividing the sum of the respondents' correct answers with the total number of the respondents. The computation is as follows:

$$\begin{aligned} \text{The mean} &= \frac{\sum RCA}{\sum R} \\ &= \frac{1119}{36} \\ &= 31.08 \end{aligned}$$

Referring to the result above, it can be said that in general, each student can only pronounce 31 words correctly. After determining the mean of the students' pronunciation results, the writer moved on to measure the index of the level of difficulty in average. In doing this, she used the following formula (Azwar's).

$$\begin{aligned} ID &= \frac{ni \text{ (the mean)}}{N (\sum R)} \\ &= \frac{31}{36} \\ &= 0.86 \end{aligned}$$

From the computation above, it can be seen that the index of difficulty level was 0.86. Referring to the level of difficulty proposed by Arikunto as stated in Chapter 3, the index of items difficulty was in the rate between $0.70 < ID < 1.00$, which is considered easy.

Since the majority of the items were considered easy, there must be some items which were considered so difficult that the students found them hard to pronounce and made them reach an unsatisfactory achievement (poor). Therefore, the writer would show the detailed result of each individual word through a descriptive analysis in the following sub-chapter.

4.16 determining the difficult items

This sub-chapter discussed the problems or difficulties which were mostly faced by the students in pronouncing English words which is in fact the research question number 2. The steps were as follows:

8.1 determining the level of difficulty of individual test items;

The calculation of the level of difficulty of individual item was done using the following formula.

$$y_n : \frac{NCI}{MCI}$$

in which,

y_n : level of individual item difficulty,

NCI : Number of correct item, and

MCI : Maximum correct item

Some of the calculations are as follows:

1). Item 1 (n=1)

$$y_n : \frac{NCI}{MCI}$$

$$: \frac{11}{36}$$

$$: 0.3$$

2). Item 2 (n=2)

$$y_n : \frac{NCI}{MCI}$$

$$: \frac{19}{36}$$

$$: 0.53$$

By using the same formula, the level of difficulty of the rest items can be calculated. However, the details can be seen in Table 1. Referring to the results, the item was considered to be:

1. difficult if there were 0 – 10 students pronounced the item correctly,
2. medium if there were 11 – 24 students pronounced the item correctly,
and
3. easy if there were 25 – 36 students pronounced the item correctly.

8.2 explaining the difficulties

From the table 4.1 we could see that there were some words which were difficult for the students to pronounce. Those words were *neighbors*, *villa*, *scenery*, *mount*, *hour*, *height*, *frightens*, *produce*, *increase*, *choose*, *finally*, *certain*, and *humorous*.

The explanation of the big five of the most mispronounced words are as follows.

- (1) The most difficult word was ‘neighbors’. There were only two students who could pronounce this word correctly. The reason was that there was silent letter of *gh* in this word that the students did not know how to pronounce since there was not such spelling in the Indonesian language.
- (2) The tendency to pronounce /d/ instead of /dj/ happened in the word ‘produce’. It was because in Indonesian language, there is no letter /d/ which is pronounced as /dj/ in a word. Moreover, it was because they lacked knowledge about English pronunciation.
- (3) The third difficult word was ‘scenery’. The students found it difficult to pronounce the word because there was ‘c’ in it, so they thought that it

had to be pronounced. Whereas, they did not have to pronounce it. The reason was because there was no silent letter in the Indonesian language.

- (4) Another problem in the case of silent letter also happened in the pronunciation of 'hour'. The reason was the same as that in the previous case.
- (5) The next difficult word was 'choose'. This word contains the sound /tʃ/. However, the students tended to pronounce /k/ instead of the correct pronunciation. It was because commonly, in Indonesian, if there were letters /ch/ in a word, they were usually pronounced as /k/ or /h/.

After finding the difficulties faced by the students, the writer found some factors causing the difficulties. They are:

1. the omission of silent letter,
2. the tendency of pronouncing /f/ instead of /v/,
3. the lack of understanding in determining a certain sound,
4. the lack of the understanding of the inconsistency of English pronunciation, and
5. the lack of understanding of the English pronunciation rules.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

There are two main conclusions which can be drawn after analyzing and interpreting the data in the previous chapter. They are:

- (1) Based on the criterion of mastery level used in the Curriculum of 2004, the mastery of the eighth year students of SMP N 1 WINONG in pronouncing English words presented in their textbook are poor.
- (2) The most common reason of why the students produced incorrect pronunciation was that there were different elements in sound system between the Indonesian and the English language. There are sounds that do not exist in the Indonesian language. Therefore, most of them are so completely new for the eighth year students of SMP N 1 WINONG that they could not recognize them.

5.2 Suggestions

On the basis of the conclusion about the students' mastery in pronouncing English words, especially those presented in the textbook, it is suggested that:

- (1) The students have to improve their ability in pronouncing English words. They can do it by practicing pronouncing the English words as often as possible including in their daily conversation. If they find any difficulty, they are suggested to look it up in their dictionary.

- (2) English teachers should do something to help the students to improve their mastery in the pronunciation of English words.
- (3) It is also suggested that English books used by students are equipped with more phonetic transcriptions and pronunciation drills of the words in the books, especially those which are highly frequently pronounced.



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APPENDICES

Appendix 1

List of Name of the eighth year Students of SMP N 1 Winong

Class VIII A

- | | |
|--------------------------|------------------------------|
| 1. Abdul Ghani | 23. Muhammad Khodarusman |
| 2. Achil Rizky Aji | 24. Nur Cahyati |
| 3. Ahmad Fauzi | 25. Nurul Wahyu Nandifah |
| 4. Ahyanal Mufarrij | 26. Panji Astuti |
| 5. Alif Nur Ali Rohman | 27. Puji Primastuti Ningtyas |
| 6. Desy ayu Arisca | 28. Pukuh Nurkholis |
| 7. Dika Arifianti | 29. Restu Indah Larasati |
| 8. Dwi Widyowati | 30. Rosyida Nuri A. |
| 9. Dyah Ayu Widyaningsih | 31. Siti Mujaroah |
| 10. Heri Susilo Nugroho | 32. Siti Nur Imaningsih |
| 11. Ikha Destisnti | 33. Siti Purwahyuningsih |
| 12. Imam Syafi'I | 34. Sulasih |
| 13. Ina Lestari | 35. Ulin Nuhayati |
| 14. Indah Nur Aini | 36. Umbar Trismi |
| 15. Indah Prasetyowati | 37. Umi Salamah |
| 16. Istiqomah | 38. Viromica Agustina S. |
| 17. Jannur Surya Kusuma | 39. Wulan Nila Sofiana |
| 18. Januar G. wibisono | 40. Yusuf Bahtiar |
| 19. Jaza Khoerul Sofyan | |
| 20. Mohammad Zaelani F. | |

21. Muhammad Suko Budi U.

22. Muhammad Slamet N.

Class VIII B

- | | |
|----------------------------|-----------------------------|
| 1. Adi Cahyono | 25. Nur Said |
| 2. Ahmad Rukhfi Fawzi | 26. Nuryatul Afifah |
| 3. Andi Pujo utomo | 27. Panji Dwi Wiratno |
| 4. Angga Dwo Jatmiko | 28. Pujiarti |
| 5. Anggun Irianti Putri S. | 29. Puput Puji Lestari |
| 6. Awalia Setyaningrum | 30. Rahmad Sukoco |
| 7. Dimas Adi Prawito | 31. Septi Rokhayatun |
| 8. Eka Safitri | 32. Sinta Oktaviani A. |
| 9. Fitrionika Kencana E.S. | 33. Siti Fatchiyatur R. |
| 10. Fredi Eka Aditia | 34. Sri wahyuningsih |
| 11. Hani Rachmawati | 35. Sri Wulandari |
| 12. Hidayatul Hasanah | 36. Waluyo Kuncoro |
| 13. Hindun Hidayati | 37. Wand Khoirunnisa Andini |
| 14. Hisam Darmawan M. | 38. Widya Astutik |
| 15. Indra Ayu Wulandari | 39. Wiwik Sugianti |
| 16. Irfan Al Fahmi | 40. Yayan Andriyani |
| 17. Jajok Suwarjo | 41. Yunda Astri Iswara |
| 18. Joko Sujarno | |
| 19. Kholifatu Sakdiyah | |
| 20. Kusmiyoto | |

21. Moh. Taufiq Anwar

22. Muhamad Asril

23. Novia Nurmayanti

24. Noviana Rusmawati

Class VIII C

1. Akhmad Irfan Sudarsono

25. Nurul Sintani

2. Ali Nur Su'ud

26. Pipit Larasti

3. Andre Bayu Nugroho

27. Purnomo Wati

4. Andy Setyawan

28. Ricky Adi Putra

5. Anga Rista Dinata

29. Rina Dewi Puji Astuti

6. Ari Setyawan

30. Rizma Eka Anggara

7. David Ristiano

31. Sibta Oktafiyanti R.A.

8. Dian Sutrisni

32. Siti Nurhalimah

9. Diana Novitasari

33. Sovi Anthori

10. Edi Riyanto

34. Sri Murniati

11. Edy Sumarto

35. Umi Damayanti

12. Efi Zumrotun Nisa

36. Wijaya Ahmad P.

13. Erwin Setyo Nugroho

37. Wisnu Nugroho

14. Ginanjar

38. Yuli Kurnia Sari

15. Ihda Ayyu Maratussholihah

39. Yuli Susanti

16. Ilmin Nafiah

40. Yuliana

17. Khan Annudin

18. Kukuh dwi Widyaningrum

19. Like Adelia sari
20. Lilia Ayu Marantika D.
21. Listian Eka Pradana
22. Mariyatun
23. Meri Budi Pratomo
24. Muhammad Badrul A.

Class VIII D

- | | |
|-----------------------------|--------------------------------|
| 1. Aisyah Febrian Sari | 25. Nadhila Zafiratun Nisa |
| 2. Ari Andika | 26. Nanik Mujiati |
| 3. Arip Wibowo | 27. Octaviana Kurniawati Utami |
| 4. Cahyanti | 28. Rahayu Ika Fita Sari |
| 5. Dewi Ernawati | 29. Riza Rokhmana |
| 6. Didik Ali Mustofa | 30. Rohman Asnanto |
| 7. Dimas Setya Budi | 31. Sarineka Ratna Dewi |
| 8. Diwa Saputra | 32. Siti Safa'ah |
| 9. Dwi Fitriana | 33. Sri Haryanti |
| 10. Dwi Puji Lestari | 34. Sri Utami |
| 11. Dwi Santana | 35. Sutriyani |
| 12. Eko Wahyu Teguh Cahyono | 36. Syawal Zulhaidir |
| 13. Endang Dwi Mardiyanti | 37. Tri Lasmiatun |
| 14. Endi Nur Hisyam | 38. Wahyu Hartono |
| 15. Fathan Annafi | 39. Yeni Puji Rahayu |
| 16. Indah Nur Dyah Sari | 40. Yoga Prasetyo |

17. Ita Umiyatun Maftukhah 41. Yuli Widjayanti

18. Iwan Pambudi 42. Yunianingrum

19. Jamiatun

20. Kukuh Wahyu Tri Mukti

21. Lilik Surastini

22. Marini

23. Mohamad Reza Pahlepi

24. Murtiati

Class VIII E

1. Adi Hartanto

25. Malasari

2. Ahmad Yusuf BL

26. Ni'matus Sholikhah

3. Ahmad Rizza

27. Ninik Santoso

4. Ahmad Sigit Affandi

28. Nining Saraswati

5. Aminnullah Ahmad

29. Nur Rahmawati

6. Anam Prasetyo

30. Oktiwi Iswanti

7. Anggalia Kartika Sari

31. Ririn Ariestya K.

8. Anik Kunari

32. Sulas

9. Anita Yuliani

PERPUSTAKAAN 33. Safarudin

10. Arga Putra Buih Chandra

UNNES 34. Sandriya Riko Rusmana

11. Arif Budhi Setyawan

35. Soima Sari Devi

12. Asnawati

36. Soleh Solikin

13. Bakti Setyaji

37. Sri Wahyuti S.

14. Bambang Teguh S.

38. Tito Rizkya Rachman

- | | |
|----------------------|----------------------------|
| 15. Celia Oktaviani | 39. Tri Wasis Sugihartanto |
| 16. Diah Juliawati | 40. Ulfia Falashifa |
| 17. Edy Susanto | 41. Yanti Eka Sari putri |
| 18. Efa Khoirun Nisa | 42. Zulham Hidayat |

19. Eko Teguh Ismanto
20. Febri Dwi Astuti
21. Guntur Bayu Istianto
22. Hasan Basri Udin
23. Ilham Nur Alfian
24. Mahendri Anis Mulyani

Class VIII F

- | | |
|---------------------------|---------------------------|
| 1. Angga Dwi Winarno | 25. Pratima Khoirus Santi |
| 2. Ardi Yoga Wibawa | 26. Rini Purniawati |
| 3. Arista Eka Diahwati | 27. Risky Prianggoro |
| 4. Clara Hernika Setiasih | 28. Samuel Kristadi Harja |
| 5. Dedy Kurniawan | 29. Sandra Dewi Lestari |
| 6. Dedy Prasetyo Wibowo | 30. Shinta Khoiriningsih |
| 7. Dhanang Satriya Wibawa | 31. Siti Ainun Jariyah |
| 8. Dina Sri Utami | 32. Sofiyatiningsih |
| 9. Dwi Nur Anitasari | 33. Sri Wulandari |
| 10. Edy Setiawan | 34. Suci Mayasari |
| 11. Eko Dwi Mulyani | 35. Sucipto |
| 12. Eko Yudhi Nugroho | 36. Suhartini |

13. Esata Cahyandari
14. Galih Wijiantarko
15. Haris Sektian
16. Istiqomah
17. Joko Umbarno
18. Jumini
19. Mamik Handayani
20. Mira Eunike Kristiyani
21. Muhammad Irfan Zulfikar
22. Novia Maya ratna
23. Nur Azizah
24. Oktavian Edy Saputro
37. Sulistiyani
38. Sundari
39. Taslan
40. Vega Mustika
41. Vember Dwi Saputro
42. Yunita Rahmawati



Appendix 2**List of students chosen as samples.**

Class	The number of students	(15%)	Sample
A	40	6	11. Ikha Destianti 13. Ina Lestari 14. Indah Nur Aini 28. Pukuh Nurkholis 29. Restu Indah Larasati 36. Umbar Trismi
B	41	6	7. Dimas Adi Prawito 8. Eka Safitri 9. Fitrionika Kencana E.S. 15. Indra Ayu Wulandari 34. Sri Rahayuningsih 41. Yunda Astri Iswara
C	40	6	11. Edy Sumarto 13. Erwin Setyo Nugroho 14. Ginanjar 28. Ricky Adi Putra 29. Rina Dewi Puji Astuti 36. Wijaya Ahmad P.

D	42	6	<p>9. Dwi Fitriana</p> <p>16. Indah Nur Dyah Sari</p> <p>17. Ita Umiyatun Maftukhah</p> <p>23. Mohammad Reza Pahlepi</p> <p>26. Nanik Mujiati</p> <p>27. Octaviana Kurniawati Utami</p>
E	42	6	<p>9. Anita Yulianti</p> <p>16. Dyah Juliawati</p> <p>17. Edy Susanto</p> <p>23. Ilham Nur Alfian</p> <p>26. Ni'matus Sholikhah</p> <p>27. Ninik Susanto</p>
F	42	6	<p>9. Dwi Nur Anitasari</p> <p>16. Istiqomah</p> <p>17. Joko Umbarno</p> <p>23. Nur Azizah</p> <p>26. Rini Purniawati</p> <p>27. Risky Prianggoro</p>
	247	36	

Appendix 3

Below is Vocabulary List Found in the Book used by the Eighth Year Students of SMP N 1 Winong (Let's Talk Kelas VIII)

A. List of Nouns found in The textbook

1. Leaf	2. Twig	3. Branch	4. Fruit
5. Trunk	6. Seed	7. Root	8. Ground
9. Tree	10. Oxygen	11. Carbon Dioxide	12. Energy
13. Sunlight	14. Salt	15. Dishes	16. Sleeve
17. Shirt	18. Tiger	19. Forest	20. King
21. Cow	22. Animals	23. Students	24. Elephant
25. Tail	26. Goat	27. Grass	28. Monkey
29. Horn	30. Crocodile	31. Monkey	32. Grass
33. Plant	34. Corn	35. Egg	36. Tussle
37. Owl	38. Bird	39. Rabbit	40. Pet
41. Eagle	42. Rice	43. Frog	44. Rhinoceros
45. Zoo	46. Giraffe	47. Eyes	48. Lashes
49. Spot	50. Skin	51. Head	52. Camel
53. Water	54. Methods	55. Adult	56. Hour
57. Button	58. Invitation	59. Party	60. Engagement
61. Friend	62. Fact	63. Friendship	64. Feeling
65. Opinion	66. Homework	67. Food	68. Game

69. Nose	70. School	71. Grade	72. Thought
73. Canteen	74. Library	75. girl	76. Story
77. Joke	78. Attention	79. Sadness	80. Compliment
81. Interest	82. Candle	83. Cage	84. World
85. Assistant	86. Boss	87. Fiancé	88. Neighbors
89. Partner	90. Roommate	91. Birthday	92. End
93. Movie	94. Children	95. Compass	96. Map
97. Raincoat	98. Holiday	99. Place	100. House
101. Camera	102. Tent	103. Jacket	104. Mat
105. Pack	106. Picnic	107. Jar	108. Equipment
109. Photograph	110. Weather	111. Direction	112. Medicine
113. Bandages	114. cotton	115. Freedom	116. Money
117. Pocket	118. Mathematics	119. Town	120. Europe
121. Foreign	122. Passport	123. Passenger	124. Forename
125. Souvenir	126. Knife	127. Wife	128. Woman
129. Sheep	130. Tooth	131. Mouse	132. Clothes
133. News	134. Bread	135. Way	136. Countries
137. Function	138. Date	139. Publication	140. Affair
141. Cottage	142. Bus	143. Airplane	144. Motel
145. Inn	146. Train	147. Car	148. Suitcase
149. Villa	150. Painting	151. Cousin	152. Scenery
153. Mistakes	154. Father	155. Trophy	156. Park

157.Marriage	158.Marry	159.Cigarette	160.Visitors
161.Blood	162.Temperature	163.Pressure	164.Doctor
165.Disease	166.Parents	167.Nurse	168.Shoes
169.Scale	170.Hospital	171.Heart	172.Pulse
173.Weekend	174.Examination	175.Height	176.Throat
177.Ears	178.Result	179.Meal	180.Kangaroo
181.Drought	182.hair	183.Flowers	184.Trouble
185.Haircut	186.Restaurant	187.Mount	188.Journey
189.Rainforest	190.Brother	191.Minutes	192.cough

B. List of Verbs Found in the Textbook

193.Absorb	194.Consists	195.Produce	196.Breathe
197.Go	198.Pass	199.Take	200.Wash
201.Study	202.Help	203.Thank	204.Eat
205.Lay	206.Run	207.See	208.Protects
209.Frightens	210.Gallop	211.Stay	212.Fight
213.Destroy	214.Invite	215.Held	216.Special
217.Come	218.Call	219.Think	220.Feel
221.Play	222.Love	223.Show	224.Give
225.Laugh	226.Hear	227.Listen	228.Share
229.Marry	230.Live	231.Work	232.Wonder
233.Want	234.Like	235.Dance	236.Talk

237.Went	238.Enjoy	239.Sat	240.Ask
241.Wait	242.Start	243.Happen	244.Visit
245.Spend	246.Need	247.Put	248.Travel
249.Roll	250.Know	251.Offer	252.Drink
253.Accept	254.Refuse	255.Depends	256.Quarrel
257.Learn	258.Smoke	259.Work	260.Agree
261.Remember	262.Master	263.Keep	264.Check
265.Buy	266.Bought	267.Read	268.Assist
269.Presented	270.Find	271.Finish	272.Decide
273.Choose	274.Wear	275.Say	276.Ride
277.Received	278.Meet	279.Think	280.Deserve
281.Remind	282.Wrote	283.Gave	284.Felt
285.Polished	286.Beat	287.Arrived	288.Understand
289.Suggested	290.Stand	291.Measure	292.Drew
293.Relieves	294.Increase	295.Shout	296.Covered
297.Support	298.Developed	299.Born	300.Hope
301.Laugh	302.Mix	303.Change	304.Fly

C. List of Adjectives Found in the Textbook

305.Hard	306.Long	307.Tame	308.Wild
309.Big	310.Small	311.Tall	312.Fat
313.Old	314.Young	315.Cheap	316.Strong

317.Fast	318.Clean	319.Wide	320.Thin
321.Thick	322.Clear	323.Quick	324.Busy
325.Easy	326.Lazy	327.Early	328.Short
329.Careful	330.Beautiful	331.Expensiv e	332.Interesting
333.Important	334.Necessary	335.Diligent	336.Handsome
337.Popular	338.Stupid	339.Careless	340.Male
341.Brown	342.Large	343.High	344.Peak
345.Weak	346.Female	347.Correct	348.Fine
349.Helpful	350.Happy	351.Clever	352.Nasty
353.Different	354.Humorous	355.Shy	356.Awful
357.Nice	358.Embarrassed	359.Hot	360.Cold
361.Certain	362.Great	363.Lovely	364.Fantastic
365.Difficult	366.Objective	367.Late	368.Sharp
369.Entertaining	370.Primary	371.Magical	372.Smart
373.Excellent	374.Beautiful	375.Highest	376.Luxurious
377.Comfortable	378.Elegant	379.Nutritiou s	380.Healthy
381.Fresh	382.Huge	383.Balance	384.Plenty
385.Friendly	386.Little	387.Alike	388.Much

D. List of Adverbs Found in the Textbook

389.Certainly	390.Tomorrow	391.Carefully	392.Beautifully
393.Carelessly	394.Exactly	395.Absolutely	396.Precisely
397.Patiently	398.Especially	399.Completely	400.Everywhere
401.Totally	402.Yesterday	403.Finally	404.Afternoon



Appendix 4

List of words to be pronounced

- | | | |
|-----------------------|---------------------|----------------------|
| 1. Town (119) | 21. Corn (34) | 41. Thank (203) |
| 2. Marriage (157) | 22. Giraffe (46) | 42. Share (228) |
| 3. Examination (174) | 23. Hour (56) | 43. Agree (260) |
| 4. Water (53) | 24. Button (57) | 44. Deserve (280) |
| 5. Ears (177) | 25. Game (68) | 45. Increase (294) |
| 6. Scenery (152) | 26. Mouse (131) | 46. Choose (273) |
| 7. Throat (176) | 27. Car (147) | 47. Absolutely (395) |
| 8. Mount (187) | 28. Cousin (151) | 48. Finally (403) |
| 9. Eagle (41) | 29. Height (175) | 49. Wild (308) |
| 10. Disease (165) | 30. Change (303) | 50. Short (328) |
| 11. News (133) | 31. Frightens (209) | 51. Hard (305) |
| 12. Partner (89) | 32. Produce (195) | 52. Fresh (381) |
| 13. Mistakes (153) | 33. Know (250) | 53. Necessary (334) |
| 14. Neighbors (88) | 34. Accept (253) | 54. Lazy (326) |
| 15. Villa (149) | 35. Drew (292) | 55. Careless (339) |
| 16. Direction (111) | 36. Remember (261) | 56. Certain (361) |
| 17. Shoes (168) | 37. Fly (304) | 57. Early (327) |
| 18. Cigarette (159) | 38. Help (202) | 58. Humorous (354) |
| 19. Mathematics (118) | 39. Work (231) | 59. Elegant (378) |
| 20. Branch (3) | 40. Listen (227) | 60. Great (362) |

Appendix 5**Phonetic Transcription of the Students Pronunciation**

Students' code: 1

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/tɔ:n/	/taun/	Frightens	/frɪgtəns/	/fraɪtns/
marriage	/mæriədʒ/	/mæri:dʒ/	Produce	/prɔ:duks/	/prədʒu:s/
Examination	/ɪgzæmɪneɪʃn/	/ɪgzæmɪneɪʃn/	Know	/nəʊ/	/nəʊ/
Water	/wɔ:tə(r)/	/wɔ:tə(r)/	Accept	/æsept/	/əksept/
Ears	/iəs/	/iə(r)s/	Drew	/dru:/	/dru:/
Scenery	/sɛnəri/	/si:nəri/	Remember	/remembər/	/rɪmembə(r)/
Throat	/θrəʊt/	/θrəʊt/	Fly	/flaɪ/	/flaɪ/
Mount	/maʊnt/	/maʊnt/	Help	/help/	/help/
Eagle	/egəl/	/i:gl/	Work	/wɜ:k/	/wɜ:k/
Disease	/di:seas/	/di:zi:z/	Listen	/lɪsn/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/tænk/	/θæŋk/
Partner	/pɑ:tnə(r)/	/pɑ:tnə(r)/	Share	/ʃeə(r)/	/ʃeə(r)/
Mistakes	/misteɪks/	/misteɪks/	Agree	/egri:/	/əgri:/
Neighbors	/neɪgbɜ:rs/	/neɪbə(s)/	Deserve	/desɜ:f/	/dɪzɜ:v/
Villa	/vɪlə/	/vɪlə/	Increase	/ɪnkræs/	/ɪnkri:s/
Direction	/dɪrɛkʃn/	/dɪrɛkʃn/	Choose	/ku:s/	/tʃu:z/
Shoes	/ʃu:s/	/ʃu:s/	Absolutely	/əbsəlutəli/	/əbsəlu:tlɪ/
Cigarette	/sɪgəret/	/sɪgəret/	Finally	/fɪnəli/	/fɪnəli/
Mathematics	/mæθəmətɪks/	/mæθəmətɪks/	Wild	/waɪld/	/waɪld/
Branch	/brɑ:ntʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/hɑ:d/	/hɑ:d/
Giraffe	/dʒərə:f/	/dʒərə:f/	Fresh	/frefʃ/	/frefʃ/
Hour	/hɔ:r/	/əʊə/	Necessary	/nekəsəri/	/nesəsəri/
Button	/bʌtn/	/bʌtn/	Lazy	/leɪzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/keələs/	/keələs/
Mouse	/maʊs/	/maʊs/	Certain	/sɜ:ten/	/sə:tn/
Car	/kɜ:r/	/kɑ(r)/	Early	/ɜ:li/	/ɜ:li/
Cousin	/kəʊsɪn/	/kʌzn/	Humorous	/hʌmərəʊs/	/hju:mərəs/

Height	/heik/	/hart/	Elegant	/eligənt/	/eligənt/
Change	/cæn/	/tʃeɪndʒ/	great	/greit/	/greit/

Students code: 2

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/taun/	/taun/	Frightens	/freɪgtens/	/fraɪtns/
marriage	/merɪeɪʒ/	/mæriɪdʒ/	Produce	/prɒdʊk/	/prədʒu:s/
Examination	/ɪgzæmɪneɪʃn/	/ɪgzæmɪneɪʃn/	Know	/knəʊ/	/nəʊ/
Water	/wɑ:tə/	/wɔ:tə(r)/	Accept	/eksəp/	/əksept/
Ears	/eərs/	/ɪə(r)s/	Drew	/dru:/	/dru:/
Scenery	/skenerɪ/	/si:nəri/	Remember	/rɪmembə(r)/	/rɪmembə(r)/
Throat	/θrəʊt/	/θrəʊt/	Fly	/flaɪ/	/flaɪ/
Mount	/maunt/	/maunt/	Help	/help/	/help/
Eagle	/i:gl/	/i:gl/	Work	/wɔ:k/	/wɜ:k/
Disease	/dɪzeəs/	/dɪzi:z/	Listen	/lɪstən/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/θæŋk/	/θæŋk/
Partner	/pɑ:tnə(r)/	/pɑ:tnə(r)/	Share	/ʃeə(r)/	/ʃeə(r)/
Mistakes	/mɪsteɪks/	/mɪsteɪks/	Agree	/əɡri:/	/əɡri:/
Neighbors	/neɪgbərs/	/neɪbə(s)/	Deserve	/dɪsɪ:f/	/dɪzɜ:v/
Villa	/vɪlə/	/vɪlə/	Increase	/ɪnkri:s/	/ɪnkri:s/
Direction	/dɪreɪkʃn/	/dɪreɪkʃn/	Choose	/tʃu:z/	/tʃu:z/
Shoes	/ʃu:s/	/ʃu:s/	Absolutely	/əbsəʊtli/	/əbsəʊtli/
Cigarette	/sɪgəret/	/sɪgəret/	Finally	/faɪnəli/	/faɪnəli/
Mathematics	/mæθəmətɪks/	/mæθəmətɪks/	Wild	/waɪld/	/waɪld/
Branch	/brɑ:ntʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/hɑ:d/	/hɑ:d/
Giraffe	/ɡɪræf/	/dʒərə:f/	Fresh	/frefʃ/	/frefʃ/
Hour	/hɔ:rs/	/əʊə/	Necessary	/nesəseri:/	/nesəsəri/
Button	/bʊtən/	/bʌtn/	Lazy	/leɪzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/keələs/	/keələs/
Mouse	/maʊs/	/maʊs/	Certain	/sərtən/	/sə:tn/
Car	/kɑ(r)/	/kɑ(r)/	Early	/earli:/	/ɜ:li/
Cousin	/kəʊsɪn/	/kʌzɪn/	Humorous	/hju:mərəs/	/hju:mərəs/
Height	/heɪg/	/hart/	Elegant	/eligənt/	/eligənt/
Change	/tʃeɪndʒ/	/tʃeɪndʒ/	great	/greit/	/greit/

Students code:3

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/taʊn/	/taʊn/	Frightens	/friktns/	/fraɪtns/
marriage	/mɛrɪɛdʒ/	/mæɪrɪdʒ/	Produce	/prɒduk/	/prədʒu:s/
Examination	/ɪgzæmɪnɛlʃn/	/ɪgzæmɪnɛlʃn/	Know	/nəʊ/	/nəʊ/
Water	/wɔ:tə/	/wɔ:tə(r)/	Accept	/əksept/	/əksept/
Ears	/ɪə(r)s/	/ɪə(r)s/	Drew	/drʊ:/	/drʊ:/
Scenery	/skənəri/	/si:nəri/	Remember	/rɪmɛmbə(r)/	/rɪmɛmbə(r)/
Throat	/θrɔt/	/θrəʊt/	Fly	/flaɪ/	/flaɪ/
Mount	/maʊnt/	/maʊnt/	Help	/help/	/help/
Eagle	/i:gl/	/i:gl/	Work	/wɔ:k/	/wɜ:k/
Disease	/dɪsɪəz/	/dɪzi:z/	Listen	/lɪstən/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/θæŋk/	/θæŋk/
Partner	/pɑ:tnə(r)/	/pɑ:tnə(r)/	Share	/ʃeə(r)/	/ʃeə(r)/
Mistakes	/mɪsteɪks/	/mɪsteɪks/	Agree	/əgrɪ:/	/əgrɪ:/
Neighbors	/neɪbɔrs/	/neɪbə(s)/	Deserve	/dɪzɜ:v/	/dɪzɜ:v/
Villa	/vɪlə/	/vɪlə/	Increase	/ɪnkri:s/	/ɪnkri:s/
Direction	/dɪrɛkʃn/	/dɪrɛkʃn/	Choose	/ku:s/	/tʃu:z/
Shoes	/ʃu:s/	/ʃu:s/	Absolutely	/æbsəlu:tli/	/æbsəlu:tli/
Cigarette	/sɪgəret/	/sɪgəret/	Finally	/fɪnəli/	/fɪnəli/
Mathematics	/mæθəmætɪks/	/mæθəmætɪks/	Wild	/wɪld/	/waɪld/
Branch	/brɑ:ntʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/hɑ:d/	/hɑ:d/
Giraffe	/dʒərə:f/	/dʒərə:f/	Fresh	/frefʃ/	/frefʃ/
Hour	/hɔ:r/	/əʊə/	Necessary	/nesəsəri/	/nesəsəri/
Button	/bʊtən/	/bʌtn/	Lazy	/leɪzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/keələs/	/keələs/
Mouse	/maʊs/	/maʊs/	Certain	/sə:tn/	/sə:tn/
Car	/kɑ(r)/	/kɑ(r)/	Early	/ɜ:li/	/ɜ:li/
Cousin	/kɔsɪn/	/kʌzn/	Humorous	/hʊmərəʊs/	/hju:mərəs/
Height	/heɪk/	/haɪt/	Elegant	/elɪgənt/	/elɪgənt/
Change	/tʃeɪndʒ/	/tʃeɪndʒ/	great	/greɪt/	/greɪt/

Students code: 4

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/toun/	/taun/	Frightens	/fratns/	/fratns/
marriage	/mæridʒ/	/mæridʒ/	Produce	/prɒduk/	/prədju:s/
Examination	/ɪgzæmɪneɪʃn/	/ɪgzæmɪneɪʃn/	Know	/knɔ:/	/nəu/
Water	/wetər/	/wɔ:tə(r)/	Accept	/əksept/	/əksept/
Ears	/ɪə(r)s/	/ɪə(r)s/	Drew	/dru:/	/dru:/
Scenery	/skeneri:/	/si:nəri/	Remember	/rɪmembə(r)/	/rɪmembə(r)/
Throat	/trɔt/	/θrəʊt/	Fly	/flaɪ/	/flaɪ/
Mount	/mɔ:nt/	/maunt/	Help	/help/	/help/
Eagle	/i:gl/	/i:gl/	Work	/wɜ:k/	/wɜ:k/
Disease	/dɪzi:z/	/dɪzi:z/	Listen	/lɪsn/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/θæŋk/	/θæŋk/
Partner	/pɑ:tnə(r)/	/pɑ:tnə(r)/	Share	/ʃeə(r)/	/ʃeə(r)/
Mistakes	/mɪsteɪks/	/mɪsteɪks/	Agree	/əgri:/	/əgri:/
Neighbors	/neksbɔ/	/neɪbə(s)/	Deserve	/dɪzɜ:v/	/dɪzɜ:v/
Villa	/vɪlə/	/vɪlə/	Increase	/ɪnkri:s/	/ɪnkri:s/
Direction	/dɪreɪʃn/	/dɪreɪʃn/	Choose	/ku:s/	/tʃu:z/
Shoes	/ʃu:s/	/ʃu:s/	Absolutely	/əbsɔlut/	/əbsəlu:tli/
Cigarette	/kɪgəret/	/sɪgəret/	Finally	/fɪnəli:/	/fəɪnəli/
Mathematics	/matəmatɪk/	/mæθəmətɪks/	Wild	/waɪld/	/waɪld/
Branch	/brɑ:ntʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/hɑ:d/	/hɑ:d/
Giraffe	/dʒərə:f/	/dʒərə:f/	Fresh	/frefʃ/	/frefʃ/
Hour	/hɔ:ɹ/	/əʊə/	Necessary	/nesəsəri/	/nesəsəri/
Button	/bʌtn/	/bʌtn/	Lazy	/leɪzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/kɪrələs/	/keələs/
Mouse	/mɔ:s/	/maʊs/	Certain	/səteɪn/	/sə:tn/
Car	/kær/	/kɑ(r)/	Early	/ɜ:li/	/ɜ:li/
Cousin	/kʌzn/	/kʌzn/	Humorous	/hʊmərs/	/hju:mərəs/
Height	/haɪt/	/haɪt/	Elegant	/elegen/	/elɪgənt/
Change	/tʃeɪndʒ/	/tʃeɪndʒ/	great	/gri:t/	/gret/

Students code: 5

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/tɔ:n/	/taʊn/	Frightens	/frɪktən/	/fraɪtns/
marriage	/mæɪɪdʒ/	/mæɪɪdʒ/	Produce	/prɒdɒk/	/prədʒu:s/
Examination	/ɪgzæmɪneɪʃn/	/ɪgzæmɪneɪʃn/	Know	/knɔ:/	/nəʊ/
Water	/wɔ:tə(r)/	/wɔ:tə(r)/	Accept	/əksept/	/əksept/
Ears	/er/	/ɪə(r)s/	Drew	/dreʊ/	/dru:/
Scenery	/si:nəri/	/si:nəri/	Remember	/remembə/	/rɪmembə(r)/
Throat	/θrəʊt/	/θrəʊt/	Fly	/flaɪ/	/flaɪ/
Mount	/maʊnt/	/maʊnt/	Help	/help/	/help/
Eagle	/engl/	/i:gl/	Work	/wɜ:k/	/wɜ:k/
Disease	/dɪseəs/	/dɪzi:z/	Listen	/lɪsn/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/tæŋk/	/θæŋk/
Partner	/pætərn/	/pɑ:tnə(r)/	Share	/ʃeə(r)/	/ʃeə(r)/
Mistakes	/mɪstekəs/	/mɪsteɪks/	Agree	/əgrɪ:/	/əgrɪ:/
Neighbors	/neɪbəʊs/	/neɪbə(s)/	Deserve	/dɪzɜ:v/	/dɪzɜ:v/
Villa	/vɪlə/	/vɪlə/	Increase	/ɪnkres/	/ɪnkri:s/
Direction	/dɪreɪkʃn/	/dɪreɪkʃn/	Choose	/kɔ:s/	/tʃu:z/
Shoes	/ʃɔ:ʊs/	/ʃu:s/	Absolutely	/əbsɔ:lʊt/	/əbsəlu:tli/
Cigarette	/cɪgɪt/	/sɪgəret/	Finally	/fɑ:məli/	/fɑ:məli/
Mathematics	/mæθəmətɪks/	/mæθəmətɪks/	Wild	/waɪld/	/waɪld/
Branch	/bræɪnʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/hæd/	/hɑ:d/
Giraffe	/gɪrɑ:f/	/dʒərə:f/	Fresh	/frefʃ/	/frefʃ/
Hour	/hɔ:rs/	/əʊə/	Necessary	/nesəsəri:/	/nesəsəri/
Button	/bʌtn/	/bʌtn/	Lazy	/leɪzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/kærəles/	/keələs/
Mouse	/maʊs/	/maʊs/	Certain	/sə:tn/	/sə:tn/
Car	/kɑ(r)/	/kɑ(r)/	Early	/erli:/	/ɜ:li/
Cousin	/kɔ:sɪn/	/kʌzn/	Humorous	/hʊmərəs/	/hju:mərəs/
Height	/heɪk/	/haɪt/	Elegant	/elegən/	/elɪgənt/
Change	/jæŋ/	/tʃeɪndʒ/	great	/græt/	/greɪt/

Students Code: 6

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/taʊn/	/taʊn/	Frightens	/frɪktən/	/fraɪtns/
marriage	/mæɪdʒ/	/mæɪdʒ/	Produce	/prɒdʌk/	/prədʒu:s/
Examination	/ɪgzæmɪneɪʃn/	/ɪgzæmɪneɪʃn/	Know	/nəʊ/	/nəʊ/
Water	/wɔ:tə(r)/	/wɔ:tə(r)/	Accept	/æsept/	/æksept/
Ears	/eərs/	/ɪə(r)s/	Drew	/dru:/	/dru:/
Scenery	/skənəri/	/si:nəri/	Remember	/remembər/	/rɪmembə(r)/
Throat	/θrɔt/	/θrəʊt/	Fly	/flaɪ/	/flaɪ/
Mount	/maʊnt/	/maʊnt/	Help	/help/	/help/
Eagle	/i:gl/	/i:gl/	Work	/wɜ:k/	/wɜ:k/
Disease	/dɪzi:z/	/dɪzi:z/	Listen	/lɪsn/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/θæŋk/	/θæŋk/
Partner	/pɑ:tnə(r)/	/pɑ:tnə(r)/	Share	/ʃeə(r)/	/ʃeə(r)/
Mistakes	/mɪstekəs/	/mɪsteɪks/	Agree	/egri:/	/əgri:/
Neighbors	/nekbəʊərs/	/neɪbə(s)/	Deserve	/desərf/	/dɪzɜ:v/
Villa	/vɪlə/	/vɪlə/	Increase	/ɪnkreəs/	/ɪnkri:s/
Direction	/dɪreɪʃn/	/dəreɪʃn/	Choose	/kʊ:s/	/tʃu:z/
Shoes	/ʃu:s/	/ʃu:s/	Absolutely	/əbsəlu:tli/	/əbsəlu:tli/
Cigarette	/sɪgəret/	/sɪgəret/	Finally	/fɪnəli/	/fəɪnəli/
Mathematics	/mæθəmætɪks/	/mæθəmætɪks/	Wild	/waɪld/	/waɪld/
Branch	/brɑ:ntʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/hɑ:d/	/hɑ:d/
Giraffe	/dʒərə:f/	/dʒərə:f/	Fresh	/fres/	/fref/
Hour	/aʊə/	/aʊə/	Necessary	/nesəsəri/	/nesəsəri/
Button	/bʌtn/	/bʌtn/	Lazy	/leɪzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/keələs/	/keələs/
Mouse	/maʊs/	/maʊs/	Certain	/sə:tn/	/sə:tn/
Car	/kɑ(r)/	/kɑ(r)/	Early	/ɜ:li/	/ɜ:li/
Cousin	/kʊsɪn/	/kʌzɪn/	Humorous	/hʊmərəʊs/	/hju:mərəs/
Height	/heɪk/	/haɪt/	Elegant	/elɪgənt/	/elɪgənt/
Change	/ʒæŋ/	/tʃeɪndʒ/	great	/græt/	/gret/

Student's code: 7

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/taʊn/	/taʊn/	Frightens	/fraɪtns/	/fraɪtns/
marriage	/mæriədʒ/	/mæriɪdʒ/	Produce	/prədʒju:s/	/prədʒju:s/
Examination	/ɪgzæmɪneɪʃn/	/ɪgzæmɪneɪʃn/	Know	/nəʊ/	/nəʊ/
Water	/wɔ:tə(r)/	/wɔ:tə(r)/	Accept	/æsept/	/ækssept/
Ears	/ɪ(r)s/	/ɪə(r)s/	Drew	/dru:/	/dru:/
Scenery	/skenəri/	/si:nəri/	Remember	/rɪmembə(r)/	/rɪmembə(r)/
Throat	/θrəʊt/	/θrəʊt/	Fly	/flaɪ/	/flaɪ/
Mount	/maʊnt/	/maʊnt/	Help	/help/	/help/
Eagle	/egəl/	/i:gl/	Work	/wɜ:k/	/wɜ:k/
Disease	/dɪsɪz/	/dɪzi:z/	Listen	/lɪsn/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/θæŋk/	/θæŋk/
Partner	/pɑ:tnə(r)/	/pɑ:tnə(r)/	Share	/ʃe(r)/	/ʃeə(r)/
Mistakes	/mɪstekəs/	/mɪsteɪks/	Agree	/egri:/	/ægri:/
Neighbors	/nekbəʊrs/	/neɪbə(s)/	Deserve	/dɪzɜ:v/	/dɪzɜ:v/
Villa	/vɪlə/	/vɪlə/	Increase	/ɪnkræs/	/ɪnkrɪ:s/
Direction	/dɪrɛkʃn/	/dɪrɛkʃn/	Choose	/ku:s/	/tʃu:z/
Shoes	/ʃu:s/	/ʃu:s/	Absolutely	/æbsəlu:tli/	/æbsəlu:tli/
Cigarette	/kɪgɪret/	/sɪgəret/	Finally	/fɑ:məli/	/fɑ:məli/
Mathematics	/matəmatɪk/	/mæθəmætɪks/	Wild	/waɪld/	/waɪld/
Branch	/brɑ:ntʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/hæd/	/hɑ:d/
Giraffe	/gɪræf/	/dʒərə:f/	Fresh	/fres/	/fref/
Hour	/əʊə/	/əʊə/	Necessary	/nesərari:/	/nesəsəri/
Button	/bʌtn/	/bʌtn/	Lazy	/leɪzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/kærəles/	/keələs/
Mouse	/maʊs/	/maʊs/	Certain	/sə:tn/	/sə:tn/
Car	/ker/	/kɑ(r)/	Early	/earli/	/ɜ:li/
Cousin	/kʌzn/	/kʌzn/	Humorous	/hju:mərəs/	/hju:mərəs/
Height	/haɪt/	/haɪt/	Elegant	/elɪgənt/	/elɪgənt/
Change	/tʃeɪndʒ/	/tʃeɪndʒ/	great	/greɪt/	/greɪt/

Student's code: 8

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/tɔən/	/taʊn/	Frightens	/frɪgtəns/	/fraɪtns/
marriage	/mæɪdʒ/	/mæɪdʒ/	Produce	/prɔdʌks/	/prədʒu:s/
Examination	/ɪgzæmɪnɪʃn/	/ɪgzæmɪnɪʃn/	Know	/knɔʊ/	/nəʊ/
Water	/wɔ:tə(r)/	/wɔ:tə(r)/	Accept	/əksept/	/əksept/
Ears	/ɪr/	/ɪə(r)s/	Drew	/dru:/	/dru:/
Scenery	/skənəri/	/si:nəri/	Remember	/rɪmembə(r)/	/rɪmembə(r)/
Throat	/θrəʊt/	/θrəʊt/	Fly	/flaɪ/	/flaɪ/
Mount	/mɔnt/	/maʊnt/	Help	/help/	/help/
Eagle	/i:gl/	/i:gl/	Work	/wɜ:k/	/wɜ:k/
Disease	/dɪzi:z/	/dɪzi:z/	Listen	/lɪstən/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/θæŋk/	/θæŋk/
Partner	/pɑ:tnə(r)/	/pɑ:tnə(r)/	Share	/ʃeə(r)/	/ʃeə(r)/
Mistakes	/mɪsteks/	/mɪsteɪks/	Agree	/əgrɪ:/	/əgrɪ:/
Neighbors	/nekbɔ:rs/	/neɪbə(s)/	Deserve	/desərf/	/dɪz:v/
Villa	/vɪlə/	/vɪlə/	Increase	/ɪnkræs/	/ɪnkrɪ:s/
Direction	/dɪrɛkʃn/	/dɪrɛkʃn/	Choose	/ku:s/	/tʃu:z/
Shoes	/ʃu:s/	/ʃu:s/	Absolutely	/æbsəlu:tli/	/æbsəlu:tli/
Cigarette	/sɪgəret/	/sɪgəret/	Finally	/fɪnəl/	/fəɪnəli/
Mathematics	/mæθəmætɪks/	/mæθəmætɪks/	Wild	/waɪl/	/waɪld/
Branch	/brɑ:ntʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/həd/	/hɑ:d/
Giraffe	/gɪræf/	/dʒɜ:rɑ:f/	Fresh	/frefʃ/	/frefʃ/
Hour	/hɔ:rs/	/əʊə/	Necessary	/nesəsəri/	/nesəsəri/
Button	/bʌtən/	/bʌtn/	Lazy	/leɪzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/keələs/	/keələs/
Mouse	/maʊs/	/maʊs/	Certain	/sə:tn/	/sə:tn/
Car	/kɑ:/	/kɑ(r)/	Early	/ɜ:li/	/ɜ:li/
Cousin	/kəʊsɪn/	/kʌzn/	Humorous	/hʌmɜ:ɔ:əs/	/hju:mərəs/
Height	/heɪk/	/haɪt/	Elegant	/elɪgənt/	/elɪgənt/
Change	/tʃeɪn/	/tʃeɪndʒ/	great	/greɪt/	/greɪt/

Student's code: 9

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/tɔən/	/taʊn/	Frightens	/frɪktəns/	/fraɪtns/
marriage	/mæriədʒ/	/mæriɪdʒ/	Produce	/prɒdʌks/	/prədʒu:s/
Examination	/ɪgzæmɪneɪʃn/	/ɪgzæmɪneɪʃn/	Know	/nəʊ/	/nəʊ/
Water	/wɔ:tə(r)/	/wɔ:tə(r)/	Accept	/æsept/	/əksept/
Ears	/eərs/	/ɪə(r)s/	Drew	/dru:/	/dru:/
Scenery	/skenerɪ/	/si:nəri/	Remember	/rɪmembə(r)/	/rɪmembə(r)/
Throat	/θrəʊt/	/θrəʊt/	Fly	/fli:/	/flaɪ/
Mount	/maʊnt/	/maʊnt/	Help	/help/	/help/
Eagle	/i:gl/	/i:gl/	Work	/wɜ:k/	/wɜ:k/
Disease	/dɪseɪs/	/dɪzi:z/	Listen	/lɪsn/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/θæŋk/	/θæŋk/
Partner	/pɑ:tnə(r)/	/pɑ:tnə(r)/	Share	/ʃeə(r)/	/ʃeə(r)/
Mistakes	/mɪstekəs/	/mɪsteɪks/	Agree	/əgrɪ:/	/əgrɪ:/
Neighbors	/neɪkbɔ:rs/	/neɪbə(s)/	Deserve	/desərf/	/dɪz:v/
Villa	/vɪl/	/vɪlə/	Increase	/ɪnkræs/	/ɪnkri:s/
Direction	/dɪrɛkʃn/	/dɪrɛkʃn/	Choose	/ku:s/	/tʃu:z/
Shoes	/ʃu:s/	/ʃu:s/	Absolutely	/æbsəlu:tli/	/æbsəlu:tli/
Cigarette	/sɪgəret/	/sɪgəret/	Finally	/fɪnəl/	/fɪnəli/
Mathematics	/mæθəmətɪks/	/mæθəmətɪks/	Wild	/wɪl/	/waɪld/
Branch	/brɑ:ntʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/hɑ:d/	/hɑ:d/
Giraffe	/dʒərə:f/	/dʒərə:f/	Fresh	/fref/	/fref/
Hour	/hɔ:rs/	/əʊə/	Necessary	/nekəsəri/	/nesəsəri/
Button	/bʌtən/	/bʌtn/	Lazy	/leɪzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/keələs/	/keələs/
Mouse	/maʊs/	/maʊs/	Certain	/sə:tn/	/sə:tn/
Car	/kɑ(r)/	/kɑ(r)/	Early	/earli/	/ɜ:li/
Cousin	/kəʊsɪn/	/kʌzn/	Humorous	/hʊmərəʊs/	/hju:mərəs/
Height	/heɪk/	/haɪt/	Elegant	/elɪgənt/	/elɪgənt/
Change	/tʃeɪn/	/tʃeɪndʒ/	great	/gri:t/	/gret/

Student's code: 10

Words	Students pronunciation	Correct pronunciation	Words	Students pronunciation	Correct pronunciation
town	/tɒn/	/taʊn/	Frightens	/fraɪtns/	/fraɪtns/
marriage	/mæɪdʒ/	/mæɪdʒ/	Produce	/prɒdʊks/	/prədʒʊ:s/
Examination	/ɪkzæmɪneɪʃn/	/ɪgzæmɪneɪʃn/	Know	/nəʊ/	/nəʊ/
Water	/wɔ:tə(r)/	/wɔ:tə(r)/	Accept	/æsept/	/əksept/
Ears	/ɪə(r)s/	/ɪə(r)s/	Drew	/dru:/	/dru:/
Scenery	/skenerɪ/	/si:nəri/	Remember	/rɪmembə	/rɪmembə(r)/
Throat	/θrəʊt/	/θrəʊt/	Fly	/fli:/	/flaɪ/
Mount	/maʊnt/	/maʊnt/	Help	/hel/	/help/
Eagle	/i:gl/	/i:gl/	Work	/wɜ:k/	/wɜ:k/
Disease	/dɪsɪz/	/dɪzi:z/	Listen	/lɪsn/	/lɪsn/
News	/nju:z/	/nju:z/	Thank	/tæŋk/	/θæŋk/
Partner	/pɑ:tnə(r)/	/pɑ:tnə(r)/	Share	/ʃe(r)/	/ʃeə(r)/
Mistakes	/mɪsteɪks/	/mɪsteɪks/	Agree	/əgri:/	/əgri:/
Neighbors	/neɪbərs/	/neɪbə(s)/	Deserve	/desɜ:f/	/dɪzɜ:v/
Villa	/vɪlə/	/vɪlə/	Increase	/ɪnkri:s/	/ɪnkri:s/
Direction	/dɪreɪʃn/	/dɪreɪʃn/	Choose	/tʃu:z/	/tʃu:z/
Shoes	/ʃu:s/	/ʃu:s/	Absolutely	/æbsəlu:tli/	/æbsəlu:tli/
Cigarette	/sɪgəret/	/sɪgəret/	Finally	/fɑ:nəli/	/fɑ:nəli/
Mathematics	/mæθəmətɪks/	/mæθəmətɪks/	Wild	/waɪld/	/waɪld/
Branch	/brɑ:ntʃ/	/brɑ:ntʃ/	Short	/ʃɔ:t/	/ʃɔ:t/
Corn	/kɔ:n/	/kɔ:n/	Hard	/hɜ:d/	/hɑ:d/
Giraffe	/dʒərə:f/	/dʒərə:f/	Fresh	/frefʃ/	/frefʃ/
Hour	/hʌʊr/	/əʊə/	Necessary	/nekesəri/	/nesəsəri/
Button	/bʌtn/	/bʌtn/	Lazy	/ləzi/	/leɪzi/
Game	/geɪm/	/geɪm/	Careless	/keələs/	/keələs/
Mouse	/mos/	/maʊs/	Certain	/sə:tn/	/sə:tn/
Car	/kɑ(r)/	/kɑ(r)/	Early	/ɜ:li/	/ɜ:li/
Cousin	/kʌsɪn/	/kʌzn/	Humorous	/hʌmɜrs/	/hju:mərəs/
Height	/heɪk/	/haɪt/	Elegant	/elegen/	/elɪgənt/
Change	/kæŋ/	/tʃeɪndʒ/	great	/gri:t/	/gret/