



**STUDENTS' PRONUNCIATION ABILITY
IN READING REPORT TEXT**

**(A Case of the Fifth Semester Students of the English Department of
Semarang State University on the Academic Year of 2009/2010)**

a final project

**Submitted in Partial of the Requirements for the Degree of
Sarjana Pendidikan in English**

by

Yanuarria Kuku Perwira

2201406531

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

SEMARANG STATE UNIVERSITY

2011

PERNYATAAN

Dengan ini saya,

Nama : Yanuarria Kukuh Perwira

NIM : 2201406531

Prodi / Jurusan : Pendidikan Bahasa Inggris / Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa Skripsi / Tugas Akhir /Final Project yang berjudul:

**STUDENTS' PRONUNCIATION ABILITY IN READING REPORT TEXT
(A Case Study of the Fifth Semester Students of the English Department of Semarang State University in the Academic Year of 2009/2010)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan adanya pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,

Yang membuat pernyataan

Yanuarria Kukuh Perwira

NIM. 2201406531

He who gains a victory over other men is strong, but he who gains victory over himself is all-powerful.

(Lao Tze)



To:

My beloved parents

My sister

ABSTRACT

Perwira, Y Kukuh. 2011. *Students' Pronunciation Ability in Reading Report Text (A Case Study of the Fifth Semester Students of the English Department of Semarang State University in the Academic Year of 2009/2010)*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M.Hum Second Advisor: Sri Wuli F., S.Pd,M.Pd.

Keywords: Pronunciation, reading, report text.

This study is about the analysis of pronunciation ability of the fifth semester students of the English Department of Semarang State University in the academic year of 2009/2010. The aim of this study is to find out the percentage of students who are able to pronounce English words correctly and to find out in what kind of words the students commonly fail to pronounce.

The data of this research were the transcripts of the recordings of the students' pronunciation. There were thirty students of the fifth semester of the English Department which were taken randomly. The data were analyzed based on the standard British English taken from Oxford Advance Learner's Dictionary 5th edition (1995) and Cambridge Advance Learner's Dictionary 3rd Edition (2008). Then, the data were scored based on the Test of Spoken English scoring scale (Underhill, 1987). Then, in order to determine whether the percentage was high or low, the writer used criterion referenced grading (Gronlund; 1981: 527).

The score showed that 51.56% of the students pronounce English words appropriately which mean that the pronunciation skill of fifth semester students of the English Department was very low although they had passed the Phonology I and Phonology II subjects. In addition, words they commonly mispronounce were words with correlation mark, words ended in "-ates", prepositions and "there" as pronoun.

Based on the result, it is suggested that teachers ought to find another media beside textbooks in order to create students' interest in learning pronunciation and make them easier to remember and to produce the correct pronunciation.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my highest gratitude to Allah SWT, the Almighty for the endless blessing and mercy given to me every time, for the health and power during the writing of this final project.

I would like to express my thanks to Drs. Amir Sisbiyanto, M.Hum, as the first advisor, who was willing to give valuable and continuous guidance, advice, as well as encouragement for me in making and completing this final project. I would also like to thank to Sri Wuli F., S.Pd, M.Pd, as the second advisor, who read this final project and gave useful suggestions and corrections for its improvement. Then, to all lecturers of the English Department, who have given lesson and knowledge during my study.

I also would say special appreciation to my father and mother, who always support, keep, and give suggestion in my life and for being my constant source of unconditional love, for the undying memories, the sincere prayers, and for always being home for me. Thanks to my sister who cheers me up when I'm sad. To Ega who gives me support every time I lose my faith. To all my friends in the English Department for the exciting and unforgettable moments, unstoppable funny jokes and stories every time I kiss the ground, and their unquestionable friendship, thank you very much.

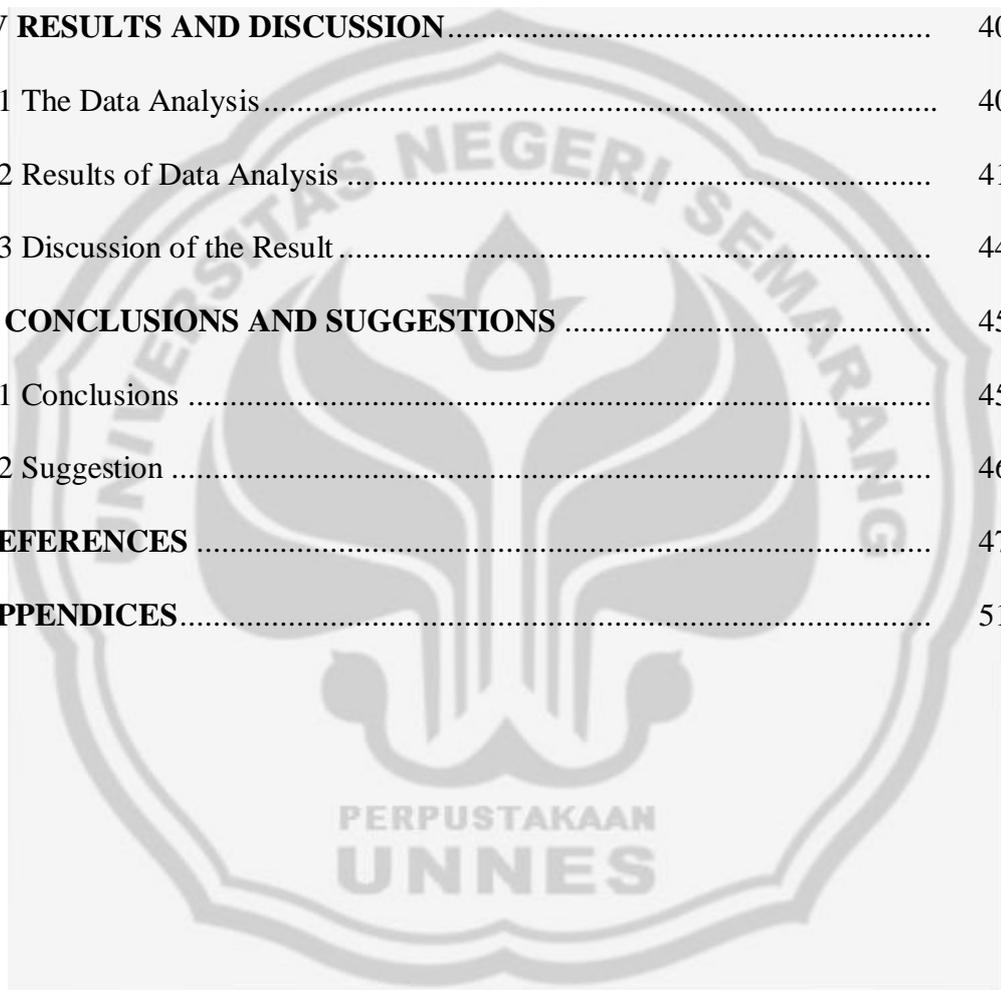
Yanuarria Kukuh P.

TABLE OF CONTENTS

ABSTRACT	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
CHAPTER	
I INTRODUCTION	1
1.1 General Background of the Study.....	1
1.2 Reasons for Choosing the Topic	5
1.3 Statement of Problems	5
1.4 Objective of the Study.....	6
1.5 Significance of the Study	6
1.6 Outline of the Report.....	6
II REVIEW OF RELATED LITERATURE	8
2.1 Review of Previous Study	8
2.2 Review of Theoretical Background	10
2.2.1 Phonology and Phonetics	10
2.2.1.1 Pronunciation: Theories and Definitions.....	12
2.2.1.2 Problems of Learning Pronunciation.....	15
2.2.1.3 Reasons for Pronunciation Problems	16
2.2.2 Genre	21
2.2.2.1 Text Types	22
2.2.2.1.1 Advertisements.....	23

2.2.2.1.2 Analytical Exposition	23
2.2.2.1.3 Anecdote	23
2.2.2.1.4 Description	23
2.2.2.1.5 Discussion	23
2.2.2.1.6 Explanation	24
2.2.2.1.7 Hortatory Exposition	24
2.2.2.1.8 Narrative	24
2.2.2.1.9 News Item	24
2.2.2.1.10 Procedure	25
2.2.2.1.11 Recount	25
2.2.2.1.12 Reviews	25
2.2.2.1.13 Spoof	25
2.2.2.1.14 Report	26
2.2.3 Reading	26
2.2.3.1 The Purpose of Reading	27
2.2.3.2 Reading Aloud	28
2.2.3 Assessing Speaking	29
2.3 Theoretical Framework	31
III METHOD OF INVESTIGATION	33
3.1 Research Approach	33
3.2 Type of Data	33
3.3 Subjects	34

3.2.1 Population	34
3.2.2 Sample and Technique of Sampling	35
3.4 Instruments	36
3.5 Procedures of Collecting Data	36
3.6 Procedure of Data Analysis	37
3.6 Method of Reporting the Result.....	39
IV RESULTS AND DISCUSSION.....	40
4.1 The Data Analysis.....	40
4.2 Results of Data Analysis	41
4.3 Discussion of the Result	44
V CONCLUSIONS AND SUGGESTIONS	45
5.1 Conclusions	45
5.2 Suggestion	46
REFERENCES	47
APPENDICES.....	51



CHAPTER I

INTRODUCTION

In this particular chapter, the writer presents the general background of the study, reasons for choosing the topic, statement of problems, objective of the study, significance of the study and the outline of the study.

1.1 General Background of the Study

English is one of the international languages used as a means of communication among nations in the world. It is used in international trades, tourism, and other important international affairs. In Indonesia, English is not used in daily communication, but, it is used as the first foreign language.

English is introduced into the curriculum and it is a compulsory subject in junior high schools, senior high schools and in some universities. Even in some areas, English becomes a local content at elementary schools starting from grade four. The Indonesian government always makes effort to improve the quality of education by improving the quality of the teachers and other teaching components, which involve the educational processes. However, the result of English teaching in our school is still unsatisfactory.

There are a lot of factors that influence the result of the language teaching. According to the Education Unit Level Curriculum (KTSP) of the English curriculum 2004 for Senior High School, the teaching English aim is to develop the four language skills. They are listening, speaking, reading, and writing. These skills are learned through selected materials based on their developmental level. However, in teaching and learning process, a teacher must develop the four language skills in an integrative way. Qualified teachers, good environments, facilities, and media also support the success of language learning. One of factors a teacher can be said “qualified” is their pronunciation, because their pronunciation will affect the pronunciation of their students. Since pronunciation is related to phonology, the writer suggests that phonology is a very crucial matter in learning English on the “next phase”. Yet, we have to consider things that lower the pronunciation of English learner. For example, learners think that they don’t have to pronounce a word correctly as long as they understand what they mean. It is easy to take the attitude “*What difference does pronunciation make, as long as I’m understood?*” (Celce-Murcia et al 1996:19, 29). In some cultures and environments, students may fear that having pronunciation that sounds “*too good*” can sound like showing off or may be in some other way antisocial. Stevick (1991:116) calls this “the interpersonal and intrapersonal price of success in pronunciation.” So a student may choose to try to sound minimally understandable to others in a way that follows local conventions, rather than trying to sound really native like. Quite a few teachers also take this approach. Therefore, it is important for teachers to convince their students that having a

better pronunciation will not lose them, otherwise it will give them benefits in learning English.

Pronunciation is closely related to phonology. According to Bloomfield (1933: 43), phonology is the systematic use of sound to encode meaning in any spoken human language, or the field of linguistics studying this use. The better a speaker pronounce words, the better he can explain what he means to native speakers. On the other hand, it will be hard for native speakers to understand non-native speakers if their pronunciation is not clear. The writer, of course, cannot improve his pronunciation unless he becomes interested in phonology itself.

Another factor that affects learner's pronunciation is the teacher's teaching methods. According to Clark (1983:184), teaching methods are the means by which the teacher attempts to bring about the desired learning. Basically, method in teaching concerns the way teachers organize and use technique of teaching subject matter, teaching tools, teaching material, and teaching procedures that will best achieve these objectives, carrying out the procedures, evaluating the success of the learning activities and following up their success and failure. Techniques, according to Gerlach (1975:197) are the ways and means adapted by a teacher to direct the learner's activities toward an objective. Techniques are the tools of the teacher. The effective teacher has a multitude of techniques and must be prepared to select the one which will be most efficient in leading the learner to the desired terminal behaviour. Techniques are the means for teaching, and objective can be part of expository for inquiry approaches.

One odd thing in Chung's experience (<http://ccms.ntu.edu.tw/~karchung>; 12 June 2009): sometimes a nearly perfect equivalent exists in the native language for a sound that students often have trouble with in the target language, due to previous faulty teaching. One such case is the sound [eɪ] as in *take*, which is often pronounced [tæk] in the ESL variety common in Taiwan. If students are told to simply make the Mandarin [eɪ] when pronouncing *take*, they keep trying to “anglicize” [eɪ] to the version they're more familiar with, in the process producing the wrong sound, either [ɛ] or [æ]. Many students seem to find it difficult to suddenly switch to a “Chinese” sound in the middle of an English word, even though the results are excellent when they manage to do it. They tend to find it [strɛndʒ] and laugh. This is an example of the effects of reinforced faulty models. It shows that students in fact learn some of their lessons extremely well and hold on to them tenaciously—it's just unfortunate it is sometimes a wrong sound that is taught so successfully. Such errors can however be fixed, with effort, and the most motivated learners do succeed.

Another area of pronunciation difficult to correct is that of relative length. This can be dealt with through a combination of targeted practice and cognitive understanding of rules such as “A vowel occurring before a voiced sound will be lengthened” (e.g. *bat* vs. *bad*). Lengthened vowels can also be noted in text mark-up.

In order to improve learners' pronunciation, the easiest way, is by listen to English songs or movies. It can be found easily in a fun way while they watch television, listen to their radio or even their “mp3” players.

1.2 Reason for Choosing the Topic

There are three reasons why the writer chose the topic of “The pronunciation ability of the students of Semarang State University (Case of the Fifth Semester Students of English Department)”, those reasons are:

- (1) The writer considers that pronunciation is one of the most important things related to English learning process.
- (2) The fifth semester students of Semarang State University have enough knowledge about pronunciation since they had passed Phonology I either Phonology II.
- (3) The writer wants to analyze the pronunciation ability of the fifth semester students of English Department of the Semarang State University.

1.3 Statement of Problems

The problems of this study are as follows:

- (1) How is the percentage of students who are able to pronounce English words in a report text in correct intonations?
- (2) In what kind of words do the students commonly fail to pronounce correctly?

1.4 Objective of the Study

The purposes of the study can be stated as follows:

- (1) To find out the percentage of students who are able to pronounce English words in a report text in correct intonations.
- (2) To find out what kind of words the students fail to pronounce.

1.5 Significance of the Study

By doing the research, the writer expected some significance that might be useful. First, theoretically, the analysis of this research is expected to look at the weakness and the strength of the fifth semester students of the Semarang State University. Second, practically, the findings can help the students to improve their English pronunciation.

1.6 The Outline of the Report

This paper is divided into five sections, which are outlined as follows:

Chapter I presents the general background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study and outline of the study.

Chapter II presents review of previous studies of pronunciation that have been conducted by previous researchers, review of related theories, and framework of analysis.

Chapter III deals with the method of investigation which discusses the research design, types of data, subjects, instruments, procedure of collecting data, procedure of data analysis, and method of reporting the results.

Chapter IV presents the data analysis, result of data analysis and the discussion of the results.

Chapter V presents the conclusions of the investigation together with the suggestion for the improvement of teaching reading.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents review of previous studies of pronunciation that have been conducted by previous researchers, review of related theories, and framework of analysis. The first part below is explaining review of previous studies of pronunciation.

2.1 Review of Previous Studies

Learning to pronounce words correctly and fluently is an important language skill. That is why there were many studies conducted with the purpose of revealing the students' mastery in pronunciation. In addition, these studies were done by English Department students of Semarang State University.

One of many studies about pronunciation was about students' errors in pronouncing English voiced stops in words final position. This study was conducted by Muis (2008); his object study was the tenth grade students of SMA Al Asror Patemon Gunung Pati Semarang. He found out that the students had problems in pronouncing English voiced stops. He analyzed the students' mastery in pronunciation using Tinambunan's criterion.

Then, the percentage showed that the students are still very poor in pronouncing English voiced stops in word final position (because only 435 out of

990 utterances or 43.9% utterances were correct), they faced difficulty in pronouncing the sound [d].

The other research was conducted by Febriani (2007), on the eleventh graders of language class of SMA Kesatrian 1 Semarang in the academic year of 2006/2007. It was about an analysis of students' pronunciation of weak forms of function words. Based on the research, most of those students in SMA Kesatrian were not able to pronounce them properly (26.96%). She also uses Tinambunan's criterion of mastery level.

The next research was done by Kusumaningrum (2008). It was about students' ability in pronouncing weak forms of English words at the sixth semester students of English Department of Semarang State University in the academic year of 2007/2008. She used Gronlund Criterion-Referenced Grading (1981: 527) to interpret students' mastery. Based on Gronlund's criterion, the students' mastery in pronouncing weak forms of English function words was unsatisfactory because this was 20.97% or the lowest grade in the criterion.

There was also a research about pronunciation conducted by Sagita (2009). She studied about the words pronounced by eighth grade students of SMP N 01 Losari from the students' compulsory book. The result was quite unsatisfying because the students of SMP N 04 Purbalingga were considered to be "poor" in pronouncing words offered in the junior high school textbook. The score is 56.7 out of 100 in grade average.

Besides analyzing the pronunciation of weak forms of English content words, there were studies of final position sounds. In 2008, Maulinda evaluate the

pronunciation of English sounds [b, d, g] in final position made by Tegal Javanese students. She chose the tenth grade students of SMA N 01 Brebes. The result showed not all Tegal Javanese students pronounce English sounds [b, d, g] in final position correctly. In fact, based on her recordings and analyzing, there were 48.33% students who pronounced the sounds incorrectly.

Finally, those researches about pronunciation suggested that the students of junior and senior high school still did not master English pronunciation. They mispronounced many of English words being tested. Therefore, after reviewing researches on pronunciation above, the writer intends to know the pronunciation ability of fifth semester students of the English Department since they have passed Phonology I either Phonology II.

2.2 Review of Theoretical Background

In this particular part of the second chapter, the writer would give a brief explanation about analysis, pronunciation theories, problems of learning pronunciation, and reasons for pronunciation problems which will be explained as follows:

2.2.1 Phonology and Phonetics

Before we can talk about pronunciation, one thing that cannot be put aside that is phonology and phonetics. Both of them are highly affect the students' ability in pronouncing English words because English learners, for the first time, learn about the correct pronunciation in-depth.

O'grady (2005: 137) defines phonetics as a branch of linguistics that comprises the study of the sounds of human speech. It is concerned with the physical properties of speech sounds (phones): their physiological production, acoustic properties, auditory perception, and neurophysiological status. Phonology, on the other hand, is concerned with abstract, grammatical characterization of systems of sounds.

Phonetics provides objective ways of describing and analysing the range of sounds humans use in their languages. More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearer's ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics and neurology (McMahon; 2002: 1).

Phonology, in short description, is the sub-branch of Linguistics which studies sounds. In a broader explanation, phonology is the systematic use of sound to encode meaning in any spoken human language, or the field of linguistics studying this use. Whereas phonetics is about the physical production, acoustic transmission and perception of the sounds of speech, phonology describes the way sounds function within a given language or across languages to encode meaning.

Goldsmith (1992: 140) describes phonology as the subfield of linguistics that deals with the sound systems of languages. Whereas phonetics is about the physical production, acoustic transmission and perception of the sounds of speech, phonology describes the way sounds function within a given language or across languages to encode meaning.

In contrast to phonetics, phonology is the study of language-specific systems and patterns of sound and gesture, relating such concerns with other levels and aspects of language. While phonology is grounded in phonetics, it has emerged as a distinct area of linguistics, dealing with abstract systems of sounds and gestural units (e.g., phoneme, features, moral, etc.) and their variants (e.g., allophones), the distinctive properties (features) which form the basis of meaningful contrast between these units, and their classification into natural classes based on shared behaviour and phonological processes. Phonetics tends to deal more with the physical properties of sounds and the physiological aspects of speech production and perception. It deals less with how sounds are patterned to encode meaning in language (though overlap in theorizing, research and clinical applications are possible).

2.2.1.1 Pronunciation: Theories and Definition

“Pronunciation is the way language or word is spoken” (Hornby, 1995: 928).

Another definition by Dalton and Seidlhofer (1994: 3) says that “pronunciation is the production of the significant sound in two senses”. Furthermore, “Pronunciation is the manner in which someone utters a word and the way a word

or a language is customarily spoken” (<http://www.thefreedictionary.com/>). Then, according to Seidlhofer (in Celce-Murcia, 1996: 117), “Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts”.

In conclusion, when people speak and communicate with each other, they automatically produce words from their speech organs. It can be said that producing words means pronouncing the words.

The ability to pronounce each word correctly is a basic and essential skill to avoid misunderstanding between the speaker and the hearer in an oral communication. Moreover, it was mentioned at <http://en.wikipedia.org/> that pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If someone is said to have "correct pronunciation," then it refers to both within a particular dialect (2 February 2010, 2.30 p.m.).

Furthermore, Dalton and Seidlhofer (1994: 52) say that there are six communicative abilities related to pronunciation;

- (1) prominence: how to make salient the important points we make,
- (2) topic management: how to signal and recognize where one topic ends and another begins,
- (3) information status: how to make what we assume to be shared knowledge as opposed to something new,
- (4) turn-taking: when to speak, and when to be silent, how (not) to yield the floor to somebody else,

(5) social meanings and roles: how to position ourselves vis-à-vis our interlocutor(s) in terms of status, dominance/authority, politeness, solidarity/separateness,

(6) degree of involvement: how to convey our attitudes, emotions, etc.

In addition, when people have oral communication with native speaker, their pronunciation creates the first impression, and it also becomes a guarantee of their ability in speaking English. Consequently, incorrect pronunciation can make misunderstandings between two speakers, and poor pronunciation becomes one of the big obstacles in oral communication. As one of ESL students (in Celce-Murcia, 1996: 117) who writes:

Sometimes when I speak to Native American, I guess because of my Chinese sense or mispronounce the word, they ask me what you said, can you repeat, or I beg you pardon. Sometime my face turns red, and become so embarrassed in front of them. I remembered once my tears were in my eyes.

The quotation above proves that pronunciation is a crucial thing for language learners, but it is not an easy job for them to master. In order to have a good pronunciation they need more practice and a huge will of it, because it is matter of habit. Despite of the habit formation of pronunciation, there are still more about problems students face while they learn pronunciation. Therefore, these issues below will talk about problems the students face in learning pronunciation.

2.2.1.2 Problems of Learning Pronunciation

As mentioned before, there are problems that may happen in a process of learning pronunciation. First of all, students usually pronounce a sound which is new and unfamiliar with the close sounds they have already known. For example, the word “measure” [ˈmeɪʒə(r)], Indonesian students will have problem to pronounce this word since their vocal cords have never been trained to pronounce it. As a result, they will replace this sound with [mesə(r)] or [meʃu(r)]. Second, Indonesian students used to pronounce word in the way it is written. For example, the alphabet “u” will be read as [u] such as in “laut”, and alphabet “a” will be read as [ʌ] such as in “bapak”. Whereas English words are not always read as the way it is written. The “u” in “sung” for instance, which is pronounced as [sʌŋ] and the “a” in “sang” which is read as [æ] so that “sang” will be correctly pronounced as [sæŋ] instead of [sʌŋ]. The third problem is that students rarely check the correct pronunciation in their dictionary, for example, they guess the word “balloon” to be pronounced as [bʌlʌn] instead of [bəˈluːn].

These errors cannot be separated from the language students accustomed to. Ramelan (2003: 4) mentioned “if someone wants to learn a foreign language; they will obviously meet with all kinds of learning problems”. Moreover, MacCarthy (in Dalton and Seidlhofer, 1994: 125) adds that “the capacity of the ordinary person to perceive auditory phenomena of the language to be learnt is widely, but quite wrongly, taken granted.”

In fact, the problems start when the students are trying to speak as natural as native speakers do. Often, they do not know exactly how to pronounce a particular word accurately, but they keep their over-confidence unless someone tells them that their pronunciation is incorrect and try to fix it.

Still, there are some reasons why those errors happen. In order to figure them out, the next sub-chapter will talk about the reasons for pronunciation problems.

2.2.1.3 Reasons for Pronunciation Problems

In the orthographic system, the most popular and well established way of representing speech sounds, Indonesian and English have similar alphabetic symbols from A up to Z. Nonetheless, in learning English language, they will meet some problems because of the differences in sounds. “Sound is significant because it used as a part of a particular language used to achieve meaning in context of use” (Dalton and Seidlhofer, 1994: 4).

Moreover, according to Ramelan (2003: 6), there are some reasons for pronunciation problems; they are caused by:

- (1) The existence of a given sound in the latter, which is not found in the former and the foreign sound is thus completely new to students; for instance, [tʃ] in “cheap”, [dʒ] in “jewellery”, [ð] in “feather”, [ʒ] in “measure”, and [ʃ] as in “she”.
- (2) Sounds having the same phonetic features in both languages but differ in distributions. In English those stops occurs in utterances initial, medial, and

final position. The words final position *b*, *d*, and *g* in Indonesian such as in *sebab*, *abad*, *grobag*, but they are pronounced as ‘voiceless stops’ that is [p], [t], and [k] respectively. Therefore, Indonesian learners usually do not make any distinction between *bed* and *bet*, *pig* and *pick*, *cab* and *cap*.

- (3) Similar sounds in the two languages which is differ only slightly in their phonetic features; such as in *tea*, *she* and *chain*.
- (4) Sounds that have the same qualities in both languages may constitute some learning problems if they occur in a cluster or sequence of sounds; for example, *twelfth* [twelfθ], *world* [wɜːrld], and *strength* [streŋθ] (note: phonetic symbols according to Hornby, 1995: 928).

Therefore, in order to solve the problem in learning pronunciation they must learn and practice regularly in a certain period of time because mastery of English, including pronunciation is a matter of habit. It means that if they do not use it frequently, they will not have a good pronunciation. If the students master English pronunciation well, they can speak English correctly and fluently. So, they can have oral communication in many social settings with native speakers as well as with other friends without any misunderstanding.

Moreover, a success in learning a foreign language is influenced by the students’ ability itself. As states by Johnson (2004: 24) below:

That, is the failure of the learner to acquire new habits was perceived as the learner’s inability to imitate the language pattern presented to him by the teacher (the environment) far as the teacher’s inability to provide appropriate assistance to the learner in the form of right comparison between two languages systems.

In addition, students are easy to take the attitude, “What difference does pronunciation make, as long as I’m understood?” According to Celce-Murcia et al (1996:19, 29), dealing with this will require some mental gymnastics. It means that we need to inculcate to students mind that good pronunciation will have them better in their future life. Yet, in some cultures and environments, students may fear that having pronunciation that sounds “too good” can sound like showing off or may be in some other way antisocial. Stevick (1991: 116) calls this “the interpersonal and intrapersonal price of success in pronunciation.” So a student may choose to try to sound minimally understandable to others in a way that follows local conventions, rather than trying to sound really native-like. Quite a few teachers also take this approach. The writer favours the second option, which is, learning to sound as much like a native speaker as possible. We will consider each approach below.

The first approach does not aim for perfection, considering it too ambitious and perhaps even unattainable a goal for most learners. According to Abercrombie (1991:93), the learner works at developing a pronunciation style that is clear and understandable to both native and non-native speakers, but not necessarily native-like. Vowels may have slightly different values; for example, all occurrences of [i] and [ɪ] may be pronounced [i], and some substitutions may be used, such as [d] for [ð]. Learners adopting this approach may also be open to incorporating a mixture of features from different dialects of the target language; for example, someone learning what basically North American pronunciation is may use a

British [ɑ] in words like *class* and *half*, or a British [ɒ] in words like *Tom* and *John*, perhaps influenced by the [ɔ] in the orthography.

The second approach is the “100%” approach. The learner uses speakers of one dialectal variety of the target language as his primary model and tries to learn to speak exactly like that model without mixing in features from other dialects (Stevens, 1991:97), or using convenient substitutions for certain sounds, e.g. [s] for [θ], or [l] for initial [ð], in the case of Taiwan learners.

Spoken language is a social act, and you are expected to fulfill many of the listener’s expectations and needs (Tench 1981:17-20). The more of these that are violated, the harder it will be on the listener, and the more “points” will be taken off by listeners in their judgment of the speaker. Munro & Derwing (1995) have found that it takes more time for a native speaker of a language to process foreign accented sentences. Poor pronunciation may be compensated by very good, informative content; we may be willing to invest more effort into understanding a speaker if he is telling us something we think is especially important or interesting. But we can’t or won’t invest that kind of effort every time we strike up a conversation. We will be a bit less willing to put up with a lot of inconvenience if it is a purely casual exchange and it ends up consuming a lot of our mental resources.

Once the student sees good pronunciation as an others-centred skill rather than simply something to feed his own ego and take up extra practice time, working on pronunciation becomes a more meaningful and even slightly noble

undertaking. Awareness of the following can help push a student toward trying his best to learn good pronunciation:

- (1) You tire others out needlessly when your pronunciation isn't clear, and next time they will be less likely to want to speak with you; thus poor pronunciation inconveniences others and affects your social life. As a comparison, imagine talking with an older speaker of your native language who has a very strong regional accent, or who maybe is not wearing his dentures, and is difficult to understand. Though you may be able follow what he says, it will be taxing and tiring. The teacher can play to her students a tape of such speech, if available, to further drive home the point. The many benefits of good pronunciation, on the other hand, will come back to the speaker very quickly in the form of social rewards.
- (2) Others are likely to underestimate your abilities (Rodríguez 2002) or consider you less intelligent if your pronunciation is not very accurate. Beebe (1988:273) reports that native speakers may find foreign pronunciations "comical," "cute," "incompetent," "not serious," or "childish". Some of the writer's students have said they thought that poor pronunciation would just make others view them as lazy, and they said they didn't particularly mind this; the idea of being considered less intelligent, however, shocked many of them into action.
- (3) People will vest more trust in others who speak more like them, including in word and sentence pattern choice, and in pronunciation. This will obviously have far-reaching effects, beyond just on one's social life.

2.2.2 Genre

Genre is the term for any category of literature as well as various other forms of art or culture, e.g., music, based on some loose set of stylistic criteria. Genres are formed by conventions that change over time as new genres are invented and the uses of old ones are discontinued. Often, works fit into multiple genres by way of borrowing and recombining these conventions.

According to Hyland (2007: 149), genre refers to abstract, socially recognised ways of using language. It is based on the idea that members of a community usually have little difficulty in recognising similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily.

In literature, genre has been known as an intangible taxonomy. This taxonomy implies a concept of containment or that an idea will be stable forever. The earliest recorded systems of genre in Western history can be traced back to Plato and Aristotle. Gérard Genette (1997: 89), a French literary theorist and author of *The Architect*, describes Plato as creating three imitational genres: dramatic dialogue, pure narrative and epic (a mixture of dialogue and narrative). Lyric poetry, the fourth and final type of Greek literature, was excluded by Plato as a non-mimetic mode. Aristotle later revised Plato's system by eliminating the pure narrative as a viable mode and distinguishing by two additional criteria: the object to be imitated, as objects could be either superior or inferior, and the medium of presentation such as words, gestures or verse. Essentially, the three categories of mode, object, and medium can be visualized along an XYZ axis.

Excluding the criteria of medium, Aristotle's system distinguished four types of classical genres: tragedy (superior-dramatic dialogue), epic (superior-mixed narrative), comedy (inferior-dramatic dialogue), and parody (inferior-mixed narrative). Genette continues by explaining the later integration of lyric poetry into the classical system during the romantic period, replacing the now removed pure narrative mode. Lyric poetry, once considered non-mimetic, was deemed to imitate feelings, becoming the third leg of a new tripartite system: lyrical, epical, and dramatic dialogue. This system, which came to "dominate all the literary theory of German romanticism (and therefore well beyond)..." has seen numerous attempts at expansion or revision. However, more ambitious efforts to expand the tripartite system resulted in new taxonomic systems of increasing scope and complexity. Genette reflects upon these various systems, comparing them to the original tripartite arrangement: "its structure is somewhat superior to...those that have come after, fundamentally flawed as they are by their inclusive and hierarchical taxonomy, which each time immediately brings the whole game to a standstill and produces an impasse". Taxonomy allows for a structured classification system of genre, as opposed to a more contemporary rhetorical model of genre.

2.2.2.1 Text types

In genre, we know various kinds of text types. In this section, the writer would like to present a brief explanation about those text types.

2.2.2.1.1 Advertisements

Advertisement is a text type which intends on persuading readers or listeners about a particular product. This type of text made as attractive as possible in order to make readers or listeners interested to the product offered in the advertisement.

2.2.2.1.2 Analytical Exposition

The purpose of this text type is to persuade the reader or the listener that something is the case. It means that this type of text is convincing readers or listeners about the writer's idea, so that they will agree with the writer.

2.2.2.1.3 Anecdote

Anecdote is a text that is trying to share with us an amusing or unusual incident. The story could be funny or terrifying to the writer. This text type is one of some soft text since the purpose is only to share someone's experience.

2.2.2.1.4 Description

This text type consists of description of a particular person, place, thing or environment. So, we can conclude that the purpose of this text type is to describe persons, places, things or environments the writer wants to describe.

2.2.2.1.5 Discussion

In this text type, the writer presents his idea of a particular issue. Yet, in this text, the writer may not only present one opinion, he must, at least, presents two ideas or arguments about an issue and also gives his recommendation for the issue.

2.2.2.1.6 Explanation

The function of this text is to explain the processes involved in the formation or workings or natural or sociocultural phenomena. Normally, this text type focuses on generic, non-human participants. Though, in some cases, there are human participants involved, for an instance, pronouns for human beings like “we”, “us”, etc.

2.2.2.1.7 Hortatory Exposition

This text type has an objective which closely related to analytical exposition, that is persuades some ideas to readers or listeners. Yet, it is different. While analytical exposition argues that X is the case, hortatory exposition argues that X ought or ought not to be or should or should not to be the case.

2.2.2.1.8 Narrative

The purpose of the text of this genre is to amuse, entertain and to deal with actual or vicarious experience in different ways. In narratives, participants are usually specific and individual. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2.2.2.1.9 News Item

Writers use this type of text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. In order to write this type of text, writers must have a valid source of information since the content of this text should be able to be proven. This text is considered short, but it has some technical terms that some readers might not understand.

2.2.2.1.10 Procedure

The function of this text is to describe how something accomplished through a sequence of actions or steps. It is closely related to explanation text, the differences from those two are the participants. In explanations, there are no human participants involved, while in procedures involve human participants though they are generalized and in some cases they are removed since it is clearly mentioned for human participants.

2.2.2.1.11 Recount

Recounts have a function that is alike with narratives, which is to inform or entertain readers or listeners. Yet, it has a clear difference from narratives. In narratives, the story written in the text can be actual or vicarious, while in recounts, the story in the text is the actual one.

2.2.2.1.12 Reviews

Review criticize an art work such as movies, TV shows, books, opera, plays, recordings, exhibitions, concerts, ballets, etc., for a public audience. It is important to note that the genre for reviewing books, concerts and theatre is the same though three different media are involved. Changing the medium (a mode, and therefore a register, variable) does not change the genre.

2.2.2.1.13 Spoof

Spoof is a humorous take on an established idea. Spoofs almost always make satirical humour of an experience. They are a form of parody. The purpose of the text of this genre is to retell an event with a humorous twist.

2.2.2.1.14 Reports

The purpose of this text is to describe the way things are, with references to a range of natural, man-made and social phenomena in our environment. It is, more or less, like descriptive text but it is less specific in discussing an idea. And there is less usage of technical terms such as in news item.

Despite those various kinds of genres, the writer tends to choose report text because the writer thinks that the type of text is one of the shortest hard text types that students might still be able to handle easily since there are less technical terms in the text.

2.2.3 Reading

Because the topic of this case talks about pronunciation of report text which needs to be read, the writer tends to mention some definition of reading.

Celce-Murcia (1996: 154) defines reading as constructing meaning through a transaction with written text that has been created by symbols that represent language. Readers get the meaning of the text from words presented in the printed page. They use their knowledge and interpretations to draw the meaning of the text.

The next definition of reading was mentioned by William Grabe & Fredricka L. Stoller (2002: 9). They defined reading as the ability to draw meaning from the printed page and interpret this information appropriately.

However without quibbling over the exact wording of such a definition, it is, nonetheless, insufficient as a way the true nature of reading abilities.

Reading is a process of sequence of graphic symbols travelling from page of a book into compartment of the brain. Therefore, the reading process can be called as a cognitive process (Brown; 2004: 186).

According to Alderson (2000: 12), quoted by Grabe and L. Stoller (2002: 36), reading is an increasingly common view in the research literature is that reading is essentially divided into two components: decoding (word recognition) and comprehension. The latter is often described as a consisting of parsing sentences, understanding sentences in discourse building a discourse structure, and then integrating this understanding with one already knows. This comprehension process however is not seem to reading, but also describes the process of listening.

2.2.3.1 The purpose of reading:

There are some purposes of reading as mentioned by Grabe and Stoller. They are as follows:

- (1) To search simple information and reading skim. It is used so often in reading tasks that is probably best seen as a type of reading ability. In reading to search, typically we scan the text for a specific piece of information or a specific word. Reading skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies

for guessing where important information might be in the text, and using basic reading skills on those segments of the text until a general idea is formed.

- (2) To learn from the text. It typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually out at a reading rate somewhat slower than reading comprehension.
- (3) Reading to integrate information. It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.
- (4) Reading for general comprehension. It is the most basic purpose for reading, underlying and supporting most other purpose for reading comprehension is actually more complex than commonly assumed.

It means that, the purpose of reading cannot merely be regarded as gaining information from the printed symbols but also developing the reader's ability, skills and techniques in comprehending the writer's idea.

2.2.3.2 Reading Aloud

Reading aloud is the process of a teacher reading a book or other texts aloud in front of students ranging from individuals to a whole class group. It allows teachers to give students access to rich vocabulary and concepts in text that the students may not be ready to handle independently. Additionally, it allows teachers to model and engage students in effective reading strategies such as questioning, making hypotheses and predictions, making connections using prior

knowledge, and relating information to personal experiences. Jim Arnosky states at <http://www.esiponline.org/classroom/foundations/reading/readalouds.html>, that using read aloud can complement the curriculum and help students make connections between their knowledge, the textbook and their own questions (20 December 2010, 3.44 p.m.). Reading aloud is probably the single technique in ELT (English Language Teaching) which is not explicitly associated with any of the 'modern' teaching methods. Reading is widely used in first-language teaching at the initial stages of reading programmers in order to help students match sounds with the symbols of written language; either by combining the sounds of single letters or letter cluster, or decoding the whole word.

Though there are so many other branch of reading, the writer chooses reading aloud as the subject for this project because the writer wants to analyze the pronunciation of the English Department students in reading a report text.

2.2.4 Assessing Speaking

Because of this research closely relates both reading and speaking, the writer tends to presents tasks in assessing speaking. According to Brown (2004; 144-182), there are several types of speaking; they are imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking. And, each of them has its own scoring methods. Since this research only related to intensive speaking, so the writer will not discuss the remaining type of speaking instead of intensive speaking only.

In this level (intensive speaking level), test-takers are prompted to produce short stretches of discourse. There are five types of task in intensive speaking. They will be discussed briefly as follows.

(1) Directed Response Tasks

In this type of task, the test-administrator elicits a particular grammatical form or a transformation of a sentence. Such tasks are clearly mechanical and not communicative, but they do require minimal processing of meaning in order to produce the correct grammatical output.

(2) Read-Aloud Tasks

Intensive reading-aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique is easily administered by selecting a passage that incorporates test specs and by recording the test-takers' output; the scoring is relatively easy because all the test-takers' oral production is controlled.

(3) Sentence/Dialogue Completion Tasks and Oral Questionnaires

It is another technique for targeting intensive aspects of language requires test-takers to read dialogue in which one speaker's lines have been omitted. Test-takers are first given time to read through the dialogue to get its gist and to think about appropriate lines to fill in. Then as the tape, teacher, or test administrator produces one part orally; the test-taker responds.

Underhill (1987) describes yet another technique that is useful for controlling the test-takers' output: form filling, or Brown called "oral questionnaire" (2004, 151). Here, the test-taker sees a questionnaire that asks

for certain categories of information (personal data, academic information, job experience, etc.) and supplies the information orally.

(4) Picture-Cued Tasks

These tasks use picture cues as the media for the task. Test-takers are given some picture and the administrator asks them to shortly describe pictures they see. Pictures may be very simple, designed to elicit a word or a phrase; somewhat more elaborate and “busy”; or composed of a series that tells a story or incident. Then, the administrator obtains the score from the output made by test-takers.

(5) Translation (of Limited Stretches of Discourse)

Instead of offering pictures or written stimuli, in this task the test-taker is given a native language word, phrase, or sentence and is asked to translate it. The score is obtained from the output or the translation result made by test-takers.

The writer tends to use the reading-aloud task because according to the writer the data analysis and the scoring of this task is the easiest among those tasks since the output of test-takers can be controlled.

2.3 Theoretical Framework

Based on explanations above, it can be summarized that pronunciation problems are caused by some reasons; such as, some differences elements between English

and Indonesian languages and students' habit formation. In addition, their mother tongue has been deeply implanted in their habit. Not to mention their ignorance of the correct form as long as they understand the meaning of English words they speak and their fear of being too good in pronouncing English words.

In order to master English pronunciation, the students are able to use imitation. This is in line that what Christopersen (1965: 5) says as quoted by Maulinda (2008: 7) "Then, the secret of all languages learning is imitation".

Nonetheless, the students' mastery in pronouncing English words depends not only on the students themselves but also on the teacher as a facilitator. Therefore, it is very important for the students to practice their pronunciation using their ability to imitate their teacher's pronunciation. Yet, it cannot be dismembered that students' imitating ability is the only matter that can drag the students' feet in learning pronunciation, the teacher's speaking ability is also the main factor of students' pronunciation. So, the teacher should pronounce their English words as correct as a native speaker does.

In order to analyze whether the pronunciation is proper or not the writer uses standard British English based on Oxford English dictionary for segmental features. And for suprasegmental features such as stress, pitch, length, intonation, transition, etc., he uses the theory by Ramelan (2003). While for overall rating, he uses the Test of Spoken English scoring scale (Underhill, 1987: 10). While in categorizing the percentage, the writer uses criterion referenced grading by Gronlund (1981: 527).

CHAPTER III

METHOD OF INVESTIGATION

In this chapter, the writer is going to discuss about research approach, types of data, subjects, instruments, procedures of collecting data, procedure of data analysis, method of reporting the result.

3.1 Research Approach

Since the objective of this research are to find out the percentage of students who are able to pronounce English words in a written report text in correct intonations and to find out what kind of words the students commonly fail to pronounce, so the writer decides to use qualitative descriptive approach. According to Best (1981: 156) qualitative studies are those in which the description of observations is not expressed in numerical measures. Yet, it is not always no numerical measures in the description since in order to describe the results, sometimes numerical measures are needed.

3.2 Type of Data

Type of data used by the writer was the transcriptions of the students' pronunciation which were recorded by using the writer's mobile phone. The students' pronunciations were transcribed using phonetic transcription proposed by Ramelan (2003).

3.3 Subjects

3.3.1 Population

Christensen (2001:38) defines population as the group from which the researcher wants to gain information and conclusion. Population is very essential means of data collecting in research. Christensen (2001:39) also defines sample as a representative group of population to serve as respondents

Encyclopaedia of Education Evaluation in Arikunto (2002:108) defined a population as a set (or collection) of all elements possessing one or more attributes of interest. In other words, population is the whole subjects of the research.

The population of this study was the fifth semester students of English Department in the academic year of 2010/2011.

As stated before, the writer chose the second year student of English Department in the academic year of 2010/2011 as the population of this research based on the following consideration:

- (1) It is necessary for the students to master pronunciation since it is one of the most important factors in mastering English for advanced learners as the grades of students in English Department.
- (2) The writer was a student of English Department. From the experiences the writer found that the students had a lot of problems in pronunciation.

3.3.2 Sample and Technique of Sampling

The term sampling is different from sample. According to Kerlinger (1965:18), sample is a part of population which is supposed to represent the characteristic of the population. Therefore, sample is taken from part of population, but not the whole. The part of population that is observed is called a sample.

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger drop for which they were selected (Sax, 1987:85). Therefore, sampling is an activity to note and investigate some of the objects selected. Sampling is the method of taking a sample. The result of sampling is a form of the estimated value. So, it can be defined as the estimation of the population condition (Marzuki, 1983:41).

According to Arikunto (2002: 109), sampling is technique of choosing representatives of the population. From the sample or representatives we can generalize the result for the whole population.

The sampling technique used in this research is random sampling. Due to the fact there is some limitedness in this research, it is impossible to observe all the samples in this research. That is why, random sampling was chosen here in taking and collecting the data. There were 30 fifth semester students of the English Department chosen randomly. The list of students can be seen in appendix 3.

3.4 Instruments

An instrument plays an important role in a research in the sense that reliability of the instrument will influence the reliability of data obtained.

A test was used here as method of the data collection. Therefore, the role of test here was the instrument of the investigation. Kerlinger (1965:481) states, "... for most parts, the instrument used to measure the achievement in education is a test".

In this final project, the writer was concerned with pronunciation mastery of the fifth semester of English Department of Semarang State University. The report passage given to the students is a text that they might have read before. There were 133 English words students must read loudly. The passage can be seen in appendix 1.

3.5 Procedures of Collecting Data

In this part the researcher will explain how he determines the right method to collect the data, with the ways to manage the instrument. Managing instrument is important thing to do in a research. However, it is important to collect the data. Therefore, managing the instrument to collect the data should be seriously handled to get the accurate result (Arikunto, 2002:222).

Arikunto (2002:136) says that instrument is an implementation or a piece of apparatus used by the researcher to be applied based on the method used.

In this study, the writer uses a pronunciation test using a written report text as a test material because the data of students' achievement cannot be collected by questionnaire. Therefore, test is used to measure students' achievement (Saleh, 2001:33).

In this research, the procedures of collecting the data are as follows:

- (1) Thirty students were selected randomly to be the subject of the research.
- (2) The students, in turn, were asked to read a report text loudly.
- (3) While the students were reading, their spoken language was recorded using a mobile phone.
- (4) The writer transcribed the recordings based on Oxford advance learner's dictionary (fifth edition, 1995) and the phonetic transcriptions based on Ramelan (2003).
- (5) The transcriptions of students' pronunciation were scored.

3.6 Procedure of Data Analysis

To obtain the score of the data collected from subjects, first of all, the writer uses the Test of Spoken English (Underhill, 1987: 10). Underhill uses a four-point scale for pronunciation and for fluency as shown in the box below.

Pronunciation:	
Points:	
0.0 – 0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
0.5 – 1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible
1.5 – 2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
2.5 – 3.0	Occasional non-native speaker pronunciation errors, but the speaker is always intelligible.
Fluency:	
Points:	
0.0 – 0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibly is virtually impossible.
0.5 – 1.4	Numerous non-native pauses and/or a non-native flow that interferes intelligibly
1.5 – 2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with the intelligibly.
2.5 – 3.0	Speech is smooth and effortless, closely approximating that of a native speaker.

From the scale above, the writer obtained the final score from formula:

$$P = \frac{s}{M} \times 100\%$$

Where: P = Percentage of the students' pronunciation ability

s = total points of students' scores

M = Maximum score points

And based on the percentage obtained from the calculation, the writer divide the percentage into five groups based on criterion referenced grading (Gronlund; 1981: 527), which are:

Criteria of Success		
95-100%	Outstanding	A
85-94%	Very good	B
75-84%	Satisfactory	C
65-74%	Poor	D
Below 65%	Very poor	E

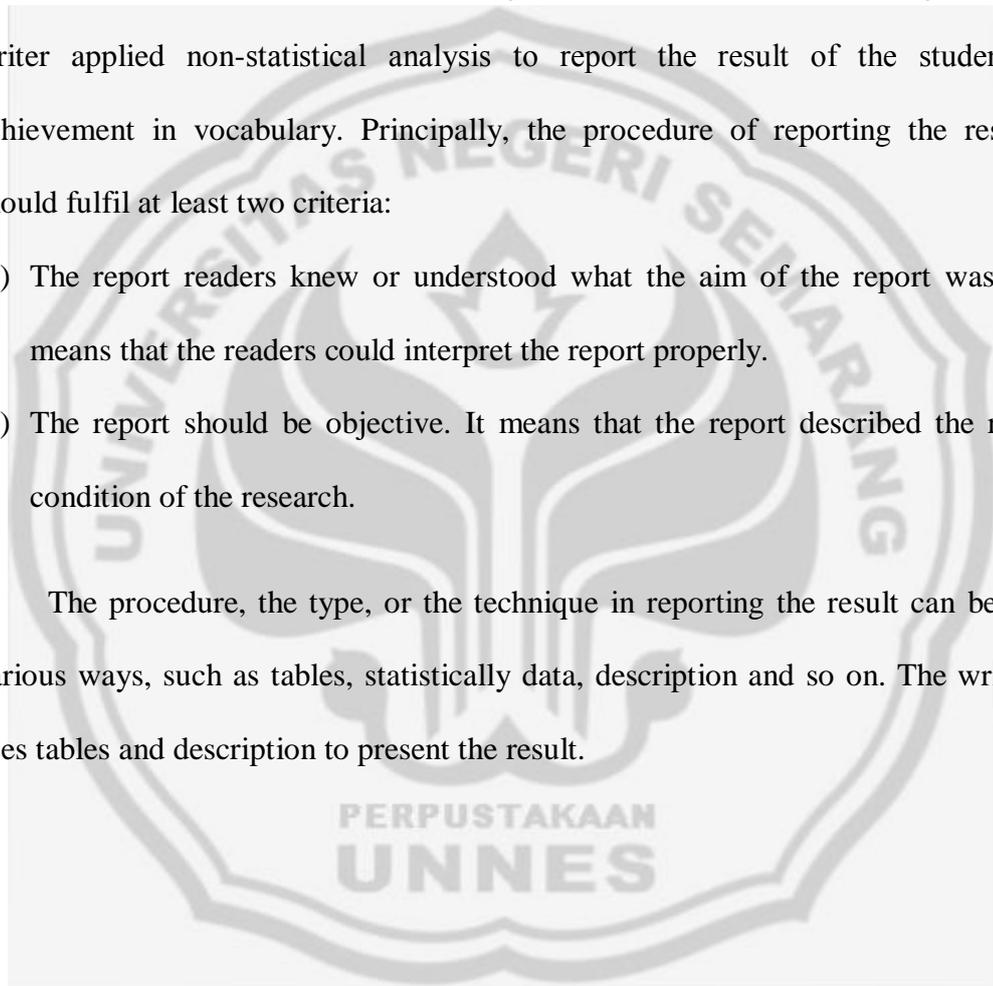
While in order to determine the correct pronunciation the writer uses the oxford advance learner's dictionary (Hornby, 1995) and Cambridge advance learner's dictionary software as references.

3.7 Method of Reporting the Result

Not in the line with the data analysis which used statistical analysis, the writer applied non-statistical analysis to report the result of the students' achievement in vocabulary. Principally, the procedure of reporting the result should fulfil at least two criteria:

- (1) The report readers knew or understood what the aim of the report was. It means that the readers could interpret the report properly.
- (2) The report should be objective. It means that the report described the real condition of the research.

The procedure, the type, or the technique in reporting the result can be in various ways, such as tables, statistically data, description and so on. The writer uses tables and description to present the result.



CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, the writer would like to present the data analysis, result of data analysis and discussion of the result.

4.1 The Data Analysis

The data from the investigation were analyzed based on the procedure of data analysis in chapter 3. The steps taken in analyzing data are as follows:

- (1) In listening process, the writer asked a friend to help assess the students' pronunciation because this friend was considered to have good pronunciation. The recordings were listened as many times as possible to avoid mishearing.
- (2) The data were identified based on Oxford Advance Learner's Dictionary 5th edition (1995) and Cambridge Advance Learner's Dictionary 3rd Edition (2008) as accurate as possible.
- (3) Finally, the students' score were computed and the percentage was calculated using the data is scored based on the Test of Spoken English scoring scale (Underhill, 1987). Then, in order to determine whether the percentage is high or low, the writer uses criterion referenced grading (Gronlund; 1981: 527).

4.2 Results of Data Analysis

From the test given to students, the writer obtained the total score (Appendix 4). Then, from the score gained by the test, using the formula, the writer obtained the percentage of the students' pronunciation ability in reading report text. And the percentage result was:

$$\begin{aligned}
 P &= \frac{92.8}{(3 \times 30)} \times 100\% \\
 &= \frac{92.8}{180} \times 100\% \\
 &= 0.5156 \times 100\% \\
 &= 51.56\%
 \end{aligned}$$

As can be seen from the percentage calculation result that is 51.56%, based on the criteria mentioned in chapter 3, it can be said that the percentage of students' pronunciation and fluency ability is very poor.

While errors commonly made by the students in reading the text can be seen as follows:

Despite the decrease in size—and, some would say, quality—of our cultural world, there still remain strong differences between the usual **British** and American writing styles. The question is, how *do* you get your message across? **English** prose conveys its most novel ideas as if they were timeless truths, while American writing exaggerates; if you believe half *of* what is said, it's enough. The former uses understatement; the latter, overstatement. **There** are also disadvantages *to* each characteristic approach. Readers who are used to being screamed at may not listen when someone chooses *to* whisper politely. At the same time, the individual who used *to* quiet manner may reject *a series of* loud **imperatives**.

Despite the decrease in size—and, some would say, quality—of our cultural world, *there* still remain strong differences **between** the usual **British** and American **writing** styles. The question is, how *do* you get your message across? **English** prose conveys its most novel ideas as if they were timeless truths, while American writing exaggerates; if you believe half *of* what is said, it's enough. The former uses understatement; the latter, overstatement. *There* are also disadvantages *to* each characteristic approach. Readers who are used to being screamed at may not listen when someone chooses *to* whisper politely. At the same time, the individual who used *to* quiet manner may reject *a series of* loud **imperatives**.

Despite the decrease in size—and, some would say, quality—of our cultural world, there still remain strong differences between the usual **British** and American writing styles. The question is, how *do* you get your **message** across? **English** prose conveys its most novel ideas as if they were timeless truths, while American writing exaggerates; if you believe half *of* what is said, it's enough. The former uses understatement; the latter, overstatement. *There* are also disadvantages *to* each **characteristic** approach. Readers who are used *to* being screamed at may not listen when someone chooses *to* whisper politely. At the same time, the individual who used *to* quiet manner may reject *a series of* loud **imperatives**.

Where: **bold**: mispronounced

Underline: improper intonation, pitch or transition

Italic bold: improper weak or strong forms

Here are some brief explanations of the students' errors in pronouncing those words.

(1) Mispronunciation

There are some mispronunciation that are made by the students such as word “British” which is supposed to be read as ['**br**ɪtɪʃ] but they pronounce it as

[**'britis**]. Besides that, there are also mispronunciations of words that they should have mastered. Those words are “English” which they pronounced [**'ɛŋɡlɪs**] instead of [**'ɪŋɡlɪʃ**]; “exaggerates” which they pronounced [**ɪɡ'zædʒərətəs**] instead of [**ɪɡ'zædʒəreɪts**]; “series” as [**səri:s**] instead of [**sɪəri:z**]; and word “imperatives” as [**ɪm'pərətɪv**] instead of [**ɪm'pærətɪv**]. It seems like that they are hesitate in using [**ɛ**] to pronounce vowel “e”.

(2) Improper intonation, pitch or transition

As we can see in the passage of a written report text which has been marked above, there are several mistakes the students made in intonation, pitch and transitions. It looks like they still have problems in reading words with correlation marks, interrogative sentences, and words after a semicolon. Often they rise their tone when a words should be read in low tone. Maybe it's because by their mother tongue has no rules of intonation, pitch or transition so they overgeneralize the rules in English and ones in Bahasa.

(3) Improper weak or strong forms

As we know, weak forms mostly consist of prepositions. In this case, most of the students are fail in pronouncing those weak forms such as “of” which should be pronounced [**əv**] but the students pronounce them to be [**ɔv**]. From three “of” words, almost all of the students are fail to pronounce the words properly. And the other preposition the students fail to pronounce properly is word “to” which will be best pronounced [**tə**] rather than [**tʊ**]. Yet, all of the students pronounce the word as [**tʊ**] instead of [**tə**]. And there is a word

“there” which is placed as a pronoun that must be pronounced [ðə(r)], but the students pronounce them [ðe(r)]. It may be they overgeneralize “there” as pronoun and “there” as an adverb of place.

4.3 Discussion of the Result

It seems that the fifth semester students of the English Department have problems with pronunciation especially in their fluency since the percentage is only 51.56% which means that their grade is very poor. Not to mention, there were words which pronounced improperly whether the pronunciation or the intonation. The errors made usually because of their mother tongue which have no such sounds and intonation as in English so they overgeneralized them. For example in using strong form and weak form whereas Bahasa and Javanese language both don't have strong and weak forms, so the students tend to generalize all English words as words with strong forms only instead of using both of strong and weak forms.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The objectives of this study are to find out the percentage of students who are able to pronounce English words in a report text in correct intonations and to find out what kind of words the students fail to pronounce in the case of fifth semester students of the English Department of Semarang State University.

Based on the results of the research, it can be found out how many students succeed or failed in pronouncing the English words in the text. The result of the test the writer held was that most of the students were below satisfactory level. It can be said that the pronunciation skill of the students was very poor. In addition, words they fail to pronounce were words that they read almost every time they come to their campus, for example the word “English” which they fail to pronounce though it is very familiar to them since they are the English Department students.

The writer comes to a conclusion that the percentage of students who are able to pronounce English words correctly is very poor that is 51.56%. And words that they commonly fail to pronounce are words with correlation marks, words ended in “-ates”, prepositions and word “there” as a pronoun.

5.2 Suggestions

After the writer concludes all of the results of the study, he will convey some suggestions.

(1) For English teachers

The English Department of UNNES is well-known among education stakeholders in Central Java that people hope the graduates from the Department will have an excellent pronunciation as well. Therefore, the teachers have to apply some methods to make English words pronunciation become easier to be remembered by the students. Teachers can use sorts of audio-visual (videos) media or audio media (songs) besides textbooks to build up the pronunciation skills. Thus, it can make Pronunciation learning more fun and, hopefully, can make it easier to be kept in students' mind.

(2) For the students

Students should do much practice in learning English pronunciation since it is very important for them in their future lives. They can learn English pronunciation not only in classrooms but also at home, not only by reading textbooks but also by listening to their favourite music or by watching their favourite movies without Indonesian subtitles.

(3) For the next researchers

There are some factors, which cause the failure of the students in pronouncing English words. However, this study only covers limited number of students. The writer expects there will be follow up studies which can support this study.

REFERENCES

- Abercrombie, David. "Teaching Pronunciation". In Brown, Adam, ed. 1991. *Teaching English Pronunciation: A Book of Readings* (p. 87-95). London & New York: Routledge.
- Arikunto, Suharsimi. 1998. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Yogyakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.
- Beebe, L.M.. 1988. *Issues in Second Language Acquisition: Multiple Perspective*. Boston: Heinle & Heinle Publisher.
- Best, John.W.. 1981. *Research in Education*. New Jersey: Prentice- Hall Inc.
- Brown, H.D. 1993. *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. Cambridge: Cambridge University Press.
- Brown, H.D. 2004. *Language Assessment: Principles and classroom Practices*. New York: Pearson Education ,Inc.
- Cambridge Advanced Learner's Dictionary 3rd Edition. (2008). Cambridge: Cambridge University Press.
- Celce-Murcia, Marianne, Brinton, Donna, & Goodwin, Janet. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge: Cambridge University Press.
- Christensen, B, Larry. 2001. *EIGHT EDITION. Experimental Methodology*. USA: A Pearson Education Company.
- Chung, Karen Steffen. 2009. *Pronunciation and GLLs*. Online at <http://ccms.ntu.edu.tw/~karchung>.
- Clark, John L.D. (1983). *Language testing: Past and current status—directions for the future*. *Modern Language Journal*, 184.

- Dalton, Christiane, Seidlhofer, Barbara. 1994. *Language Teaching: Pronunciation*. Oxford: Oxford University Press.
- Febriani, Lia. 2007. *An Analysis of Students' Pronunciation of Weak Forms of Function Words: The Case of Eleventh Year Students of Language Class SMA Kesatrian 1 Semarang in the Academic Year of 2006-2007*. Semarang: Unpublished.
- Genette, G. 1997. *Palimpsests: Literature in the Second Degree*. Nebraska: University of Nebraska Press.
- Gerlach, Vernon S.. 1975. *Interactive Approach to Basic*. New York: MacMillan Publishing Co. ,Inc.
- Goldsmith, John A.. 1992. *The Handbook of Phonological Theory*. New Jersey: Wiley-Blackwell.
- Grabe, W., Stoller, Fredricka L.. 2002. *Teaching and Researching Reading*. New York: Pearson Education, Inc.
- Gronlund, N.E.. 1981. *Measurement and Evaluation in Teaching*. New York: MacMillan Publishing Co. Inc.
- Hartman R (2001) *Teaching and Researching Lexicography. Applied Linguistics in action*. London: Longman.
- Hyland, Ken. 2007. *Academic Evaluation: Review Genre in University Settings*. Hampshire: Palgrave MacMillan.
- Hornby, A.S.1995. *Oxford Advance Learner's Dictionary*. London: Oxford University Press.
- Johnson, Keith. 2004. *An Introduction to Foreign Language Learning and Teaching*. Canada: Pearson Education ,Inc.
- Kerlinger. 1965. *Foundation of Behavioural Research*. New York University: Holt, Rine Hart and Winston, inc.
- Kusumaningrum, Erna. 2008. *Students Ability in Pronouncing Weak Forms of English Function Words (A Case of Sixth Semester Students of English Department of Semarang State University in The Academic Year Of 2007/2008)*. Semarang: Unpublished.

- Marzuki. 1983. *Metodology Riset*. Yogyakarta: Bagian Penerbitan Fakultas Ekonomi, Universitas Islam Indonesia.
- Maulinda, Hesti Puspita. 2008. *The Pronunciation of English Sounds [B, D, G] in Final Position Made By Tegal Javanese Students (The Case of 10th Grade Students of SMU N 1 Brebes in the Academic Year 2007/2008)*. Semarang: Unpublished.
- McMahon, April. 2002. *An Introduction to English Phonology*. Oxford: Oxford University Press.
- Microsoft Encarta Student. (2008). United States of America: Microsoft Corporation©.
- Muis, Ahmad. 2008. *Students' Error in Pronouncing English Voiced Stops in Words Final Position (The Case of the Tenth Grade Students of MA Al Asror Patemon Gunung Pati in The Academic Year 2007-2008)*. Semarang: Unpublished
- Nunan, D. (1992) *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- O'Grady, H. 2005. *Class-room Phonetics, Suggestion for Lesson Notes*. Nabu Press
- Ramelan. 2003. *English Phonetics*. Semarang: UPT UNNES Press.
- Rodriguez, Alberto J. 2002. *Science Education as a Pathway to Teaching Language Literacy*. Rotterdam: Sense Publishers.
- Sagita, F. Y.. 2009. *Students' Mastery in Pronouncing English Content Words Offered in A Textbook They Use in Their Level: Let's Talk Published By Pakar Raya (A Case of the Seventh Year Students of SMP Negeri 1 Purbalingga in the Academic Year of 2008-2009)*. Semarang: Unpublished.
- Sax, G. 1987. *Foundation of Educational Research*. New York: Practice Hall, Inc.
- Stevick, Earl W. "Toward a Practical Philosophy of Pronunciation: Another View". In Brown, Adam, ed. 1991. *Teaching English Pronunciation: A Book of Readings* (p. 113-119). London & New York: Routledge.

Stevens, Peter. "A Rationale for Teaching Pronunciation: The Rival Virtues of Innocence and Sophistication". In In Brown, Adam, ed. 1991. *Teaching English Pronunciation: A Book of Readings* (p. 96-103). London & New York: Routledge.

Test of Spoken English: Examinee handbook. (1987). Princeton, NJ: Educational Testing Service.

Underhill, Nic. 1987. *Testing Spoken Language: A handbook of oral testing techniques*. Cambridge: Cambridge University Press

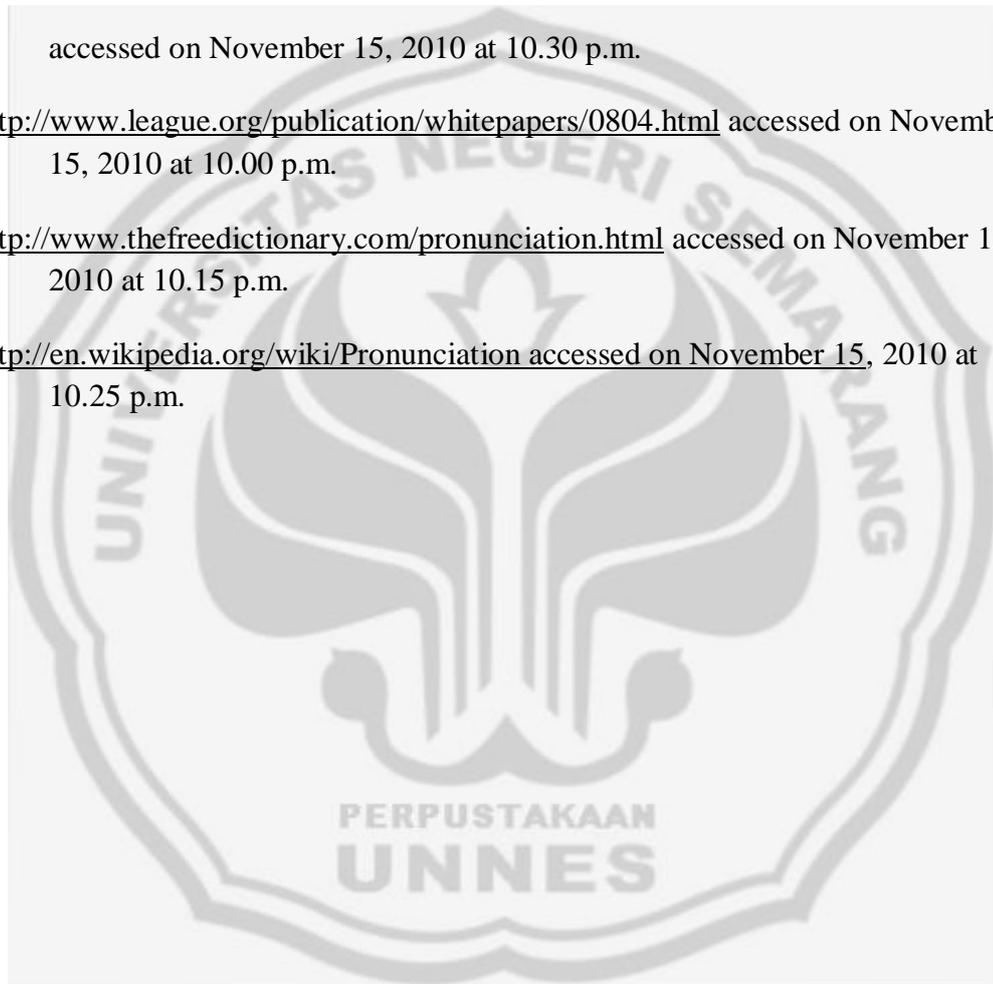
<http://www.esiponline.org/classroom/foundations/reading/readalouds.html>

accessed on November 15, 2010 at 10.30 p.m.

<http://www.league.org/publication/whitepapers/0804.html> accessed on November 15, 2010 at 10.00 p.m.

<http://www.thefreedictionary.com/pronunciation.html> accessed on November 15, 2010 at 10.15 p.m.

<http://en.wikipedia.org/wiki/Pronunciation> accessed on November 15, 2010 at 10.25 p.m.





Appendix 1

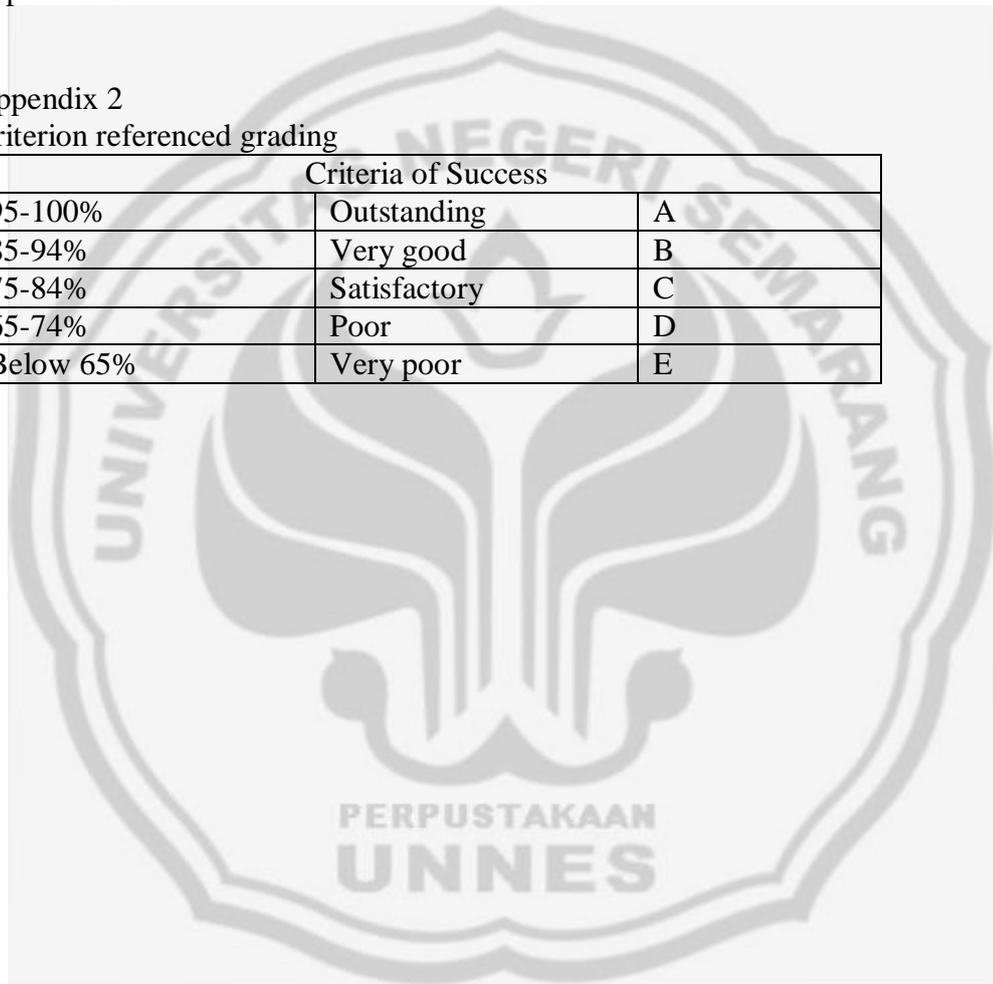
Written Report Text

Despite the decrease in size—and, some would say, quality—of our cultural world, there still remain strong differences between the usual British and American writing styles. The question is, how do you get your message across? English prose conveys its most novel ideas as if they were timeless truths, while American writing exaggerates; if you believe half of what is said, it's enough. The former uses understatement; the latter, overstatement. There are also disadvantages to each characteristic approach. Readers who are used to being screamed at may not listen when someone chooses to whisper politely. At the same time, the individual who used to quiet manner may reject a series of loud imperatives.

Appendix 2

Criterion referenced grading

Criteria of Success		
95-100%	Outstanding	A
85-94%	Very good	B
75-84%	Satisfactory	C
65-74%	Poor	D
Below 65%	Very poor	E



Appendix 3
The list of students name

No.	Name	NIM
1.	Diana Putri Rosiana	2201408006
2.	Wanida Rosadika	2201408044
a	Siti Maesaroh	2201408062
4.	Trisna Galuh Larasati	2201408094
5.	Dillyan Anugrah J. S.	2201408100
6.	Muzakki Bashori	2201408113
7.	Siswati	2201408127
8.	Arimbi Nur Dewi Murti	2201408054
9.	Anwar Okta Mafiyani	2201408073
10.	Irfan Zahid Prasetya	2201408025
11.	Melyza Yanuartie R	2201408018
12.	Arya Pradita Aji	2201408023
13.	Yessy Rakasiwi	2201408028
14.	Yudha Yuniarta	2201408036
15.	Evita Ardy Prabasiwi	2201408061
16.	Rizqi Fauzia	2201408069
17.	Arif Budi Santoso	2201408101
18.	Nur Anas Fatroni	2201408126
19.	Ikke Febriani	2201408097
20.	Maulina Nur Chikmahwati	2201408119
21.	Kiki Nuriska Denhas	2201408058
22.	Okky Sulistyowati	2201408037
23.	Nova	2201408001
24.	Aloysius Setyo Wijayanto	2201408004
25.	M. Adnan Sumitra	2201408048
26.	M. Nafis Qurtufi	2201408081
27.	M. Fadhil Immas	2201408098
28.	Gilang Jannat	2201408029
29.	Muhammad Zaenudin	2201408003
30.	Muhammad Afwan	2201408010

Appendix 4
Students' score on pronunciation

No.	Name	Score		Total
		Pronunciation	Fluency	
1.	Diana Putri Rosiana	2.3	2.4	4.7
2.	Wanida Rosadika	2.4	1.3	3.7
a	Siti Maesaroh	2.2	1.4	3.6
4.	Trisna Galuh Larasati	2.1	1.3	3.4
5.	Dillyan Anugrah J. S.	1.4	1.4	2.8
6.	Muzakki Bashori	2.4	1.4	3.8
7.	Siswati	1.2	1.3	2.5
8.	Arimbi Nur Dewi Murti	2	1.4	3.4
9.	Anwar Okta Mafiyan	2.3	2.2	4.5
10.	Irfan Zahid Prasetya	1.6	1.4	3
11.	Melyza Yanuartie R	1.7	1.3	3
12.	Arya Pradita Aji	1.4	1.2	2.6
13.	Yessy Rakasiwi	2.1	2.2	4.3
14.	Yudha Yuniarta	1.2	1.3	2.5
15.	Evita Ardy Prabasiwi	1.4	1.4	2.8
16.	Rizqi Fauzia	1.6	1.5	3.1
17.	Arif Budi Santoso	1.4	1.3	2.7
18.	Nur Anas Fatroni	1.3	1.4	2.7
19.	Ikke Febriani	1.6	1.4	3
20.	Maulina Nur Chikmahwati	2	1.5	3.5
21.	Kiki Nuriska Denhas	1.4	1.4	2.8
22.	Okky Sulistyowati	1.6	1.4	3
23.	Nova	1.2	1.3	2.5
24.	Aloysius Setyo Wijayanto	1.3	1.3	2.6
25.	M. Adnan Sumitra	1.4	1.4	2.8
26.	M. Nafis Qurtufi	1.3	1.2	2.5
27.	M. Fadhil Immas	1.6	1.4	3
28.	Gilang Jannat	1.4	1.4	2.8
29.	Muhammad Zaenudin	1.2	1.3	2.5
30.	Muhammad Afwan	1.3	1.4	2.7
Overall Total Score				92.8