THE INTERNATIONAL PHONETIC ALPHABET IN ENGLISH PRONUNCIATION LEARNING: PERCEPTIONS OF JUNIOR HIGH SCHOOL STUDENTS

THESIS
Submitted in Partial Fulfilment of the Requirements for
Achieving the Bachelor's degree in English Language Education

By:
ADROVVY JONATHAN
SRN: 1903046103

**EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2023**

THESIS STATEMENT

I am the student with the following identity:

Name : Adrovvy Jonathan

Student Number : 1903046103

Department : English Language Education

Certify that the thesis entitled:

THE INTERNATIONAL PHONETIC ALPHABET IN ENGLISH PRONUNCIATION LEARNING: PERCEPTIONS OF JUNIOR HIGH SCHOOL STUDENTS

is purely my work. I am responsible for the content of the thesis. Other writers' opinions and findings in this thesis are quoted or cited based on ethical standards.

Semarang, 4 April 2023

Writer,

Adrovvy Jonathan
SRN: 1903046103

RATIFICATION

Thesis with the following identity:

Title	:	The International Phonetic Alphabet in English Pronunciation Learning: Perceptions of Junior High School Students
Name	:	Adrovvy Jonathan
Student Number	:	1903046103
Department	:	English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 12 April 2023

THE BOARD OF EXAMINERS

Chairperson,

Dr. Muhammad Nafi Annury, M.Pd
NIP: 19780719 200501 1 007

Secretary,

Dr. Hj. Siti Tarwiyah, M.Hum
NIP: 19721108 199903 2 001

Examiner I,

Daviq Rizal, M.Pd
NIP: 19771025 200701 1 015

Examiner II,

Lulut Widyaningrum, M.Pd
NIP: 19800803 200901 2 010

Advisor,

Dr. Muhammad Nafi Annury, M.Pd
NIP: 19780719 200501 1 007

iii

ADVISOR NOTE

To:

The Dean of education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	:	The International Phonetic Alphabet in English Pronunciation Learning: Perceptions of Junior High School Students
Name of Student	:	Adrovvy Jonathan
Student Number	:	1903046103
Department	:	English Language Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 4 April 2023
Advisor,

Dr. Muhammad Nafi Annury, M.Pd.
NIP.197807192005011007

iv

ABSTRACT

Title   :   **The International Phonetic Alphabet in English Pronunciation Learning: Perceptions of Junior High School Students**

Name   :   Adrovvy Jonathan

Student Number :   1903046103

As a fundamental skill that young people must master in this globalization era, the ability to speak English fluently is a requirement that must be met from an early age. Linguists consider the International Phonetic Alphabet to be a reasonable solution for students learning pronunciation autonomously. The Junior High School level is thought to be the best time to study IPA. The author then conducted a qualitative case study research to answer questions about how Junior High School students describe the use of IPA in pronunciation learning. This study was conducted in an extracurricular called NECC at SMP Nurul Islami, a Junior High School in Semarang, with 13 students from two different classes as participants. Questionnaire and interviews are used to collect data for this study. Although learning about IPA was initially aimed at university students, the findings revealed that learning about IPA was easy for most Junior High School students and they could follow the lesson well, though some did not. Some symbols, such as /dʒ/, /ð/, /æ/, and /ɔː/, are unfamiliar to them, making it difficult for these Junior High Students to recognize and read the symbols. Nonetheless, these students are satisfied with the learning they have received because they like to learn something new and find IPA learning fun and can improve their English language skills. Another reason given by Junior High School students is that they know how to correctly look up the pronunciation of a word in English so that in the future they will use IPA in the dictionary to pronounce a difficult word. The students suggested that in the future, IPA learning could be delivered in a more exciting, fun, and comfortable manner, such as by providing examples with more familiar and simple words and by using group games. These students strongly recommend that other Junior High School students learn pronunciation using IPA, regardless of whether other students find it difficult or not. In conclusion, Junior High School students clearly have a positive

perception toward learning pronunciation using the IPA. So, implementing IPA learning in Junior High School classes is not impossible.

Keywords: International Phonetic Alphabet, Students' Perception, Junior High School, Pronunciation Learning

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah, all praise to Allah, the Lord of the world who has blessed me with the ability to complete this dissertation. Peace and blessing be upon the Messenger of Allah, our Prophet Muhammad who has inspired most people to promote a meaningful life.

As a human being, the researcher realizes that this final project would not be able to be complete without the support, guidance, advice, help, and encouragement from others. Many people from individuals and institutes helped the writer during writing this thesis and it would be impossible to mention all of them one by one. In this chance, the researcher would like to express deep appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum. as the dean of the Education and Teacher Training Faculty.
2. Dra. Nuna Mustikawati Dewi, M.Pd. as the head of English Language Education and the researcher's guardian lecturer who guides in undertaking the study from the first semester until the end of the study period.
3. Lulut Widyaningrum, M.Pd. as the secretary of English Language Education.
4. Dr. Muhammad Nafi Annury, M.Pd. as a mentor, fellow researcher, researcher's highly-respected lecturer, and advisor of this study, who always gives valuable time, guidance,

corrections, and suggestions during the process of preparing and completing this thesis.

5. The deepest gratitude to all lecturers and staff of the English Language Education at Universitas Islam Negeri Walisongo Semarang.

6. The headmaster of SMP Nurul Islami Semarang, Mr. Dwi Taryanto, SS., who has permitted the researcher to do research.

7. The English teacher of SMP Nurul Islami Semarang, Mrs. Wahyu Wardani, S.Pd., who has permitted, and guided the researcher during the research process. Without her, this research would not be completed.

8. Mr. Ari Pramono, S.Pd.I. and all teachers and staff of SMP Nurul Islami Semarang.

9. My parent, Mr. Zubat Nur, S.Pd. and Mrs. Siti Muawanah. This thesis is dedicated to them, who have given everything the researcher needs, and who never stop to support and pray anytime and anywhere for the researcher's future. Actually, I have no words to express my feeling, but one thing that should be known is I am really grateful for having you.

10. My beloved brother, adik Finjana Firdaus, S.Tr.Kom. who has provided assistance, support, motivation, and significant attention.

11. My future wife, whoever you are, thanks for waiting for me patiently until I succeed, praying for me, and believing in me that I will bring happiness to you someday.

12. My Classmates in PBI 2019, especially PBI C "Dewi Santuy", who help and strengthen each other to graduate together.

13. My best friends of PMII Abdurrahman Wahid, especially Cakrabuana family.

14. My fellow KKN friends, "Alumni Putatgede", who shared happiness together.

15. H. Parwuwanto S.Sos and all Putatgede villagers.

16. The Santuy ESports Squad.

17. All people who give motivation and support to the researcher for completing this thesis, that cannot be mentioned one by one.

The researcher realizes that this thesis is far from perfect. The researcher needs some suggestions from the readers to make it perfect. Hopefully, this thesis will be useful for readers and other researchers who conduct the same research. Amiin...

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

EFL   English as Foreign Language

ESL   English as Second Language

FGD   Forum Group Discussion

IPA   International Phonetic Alphabet

NECC   Nuris English Conversation Club

NURIS   Nurul Islami

SMP   Sekolah Menengah Pertama (Junior High School)

SPSS   Statistical Package for the Social Sciences

CHAPTER I
INTRODUCTION

This chapter consists of the background of the study, the research question, the objective of the study, and the significance of the study.

A. Research Background

As the spread of English lately, English has entered many aspects of our life[1]. Globalization brings English to a role called "lingua franca"[2], or simply, we can say an era in which everything will be better if we put English into it. Let's say an advertisement of a brand x or the user guide for a product x. Some products or services even don't come with a language except English. This means we need to learn English because contact with the English language is inevitable[3].

Particularly in Indonesia, English is considered the first foreign language[4]. This means, that as long as we're living inside the country, and not trying to deal with foreigners or using imported goods, then it will be fine. However, we cannot always avoid English. There will be

---

[1] Yasukata Yano, 'World Englishes in 2000 and Beyond', *World Englishes*, 20.2 (2001), 119–32 <https://doi.org/10.1111/1467-971X.00204>.

[2] Jennifer Jenkins, 'Current Perspectives on Teaching World Englishes and English as a Lingua Franca', *TESOL Quarterly*, 40.1 (2006), 157–81.

[3] Muhammad Nafi Annury, 'Promoting Multilingualism in the Classroom: A Case Study of ELT Program', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 96–104 <https://doi.org/10.21580/vjv6i11587>.

[4] Julia Eka Rini, 'English in Indonesia', *Beyond Words*, 2.2 (2014), 19–39; Muhammad Nafi Annury and Nadiah Ma'mun, *Teaching English as A Foreign Language* (Semarang: Varos Mitra Utama, 2017).

circumstances where we have to use English. Such as when we have to watch a tutorial on doing something, online learning, or when we have to repair something that the video or the guide only provided in English. Other researchers also found some motivation in learning English, such as the supposition that as an educated person, one should be able to speak English, prepare for further studies, travel or study abroad, and learn about the culture and art of English speakers[5]. So, it will be highly recommended for us as a global society to master the English language.

Seeing this urgency, the government decided to put English as a compulsory subject in their curriculum[6]. In Indonesia, English, as a subject, is taught since elementary school. Although English lessons are seriously taught from Junior High School, the introduction to English started in elementary school. In elementary school, students are taught how to use basic phrases and common expressions, whereas, in Junior High School, some grammatical rules and four basic skills of English; reading, writing, listening, and speaking skills are taught.

Pronunciation is one of the basic skills in English learning[7]. It is a basic problem as a sub-skill of speaking which contributes to the

---

[5] Nurhapsari Astriningsih and Concilianus Laos Mbato, 'Motivation to Learn English: Why Indonesian Adult Learners Join a Community of Interest', *ANIMA Indonesian Psychological Journal*, 34.2 (2019), 65–75 <https://doi.org/10.24123/aipj.v34i2.2202>.

[6] Sitti Syamsinar Mappiasse and Ahmad Johari Bin Sihes, 'Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review', *English Language Teaching*, 7.10 (2014), 113–22 <https://doi.org/10.5539/elt.v7n10p113>.

[7] Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi, 'A Study of Factors Affecting EFL Learners' English Listening Comprehension and the

sounds of oral ability[8]. Good or bad someone's speaking skill depends on the pronunciation of one's words. Although the grammatical structure of his sentence is correct, the wrong pronunciation of one word can cause misunderstanding. That's why pronunciation is important to be taught and understood.

Several problems then arise in the pronunciation of words in English, one of which is some Indonesian people don't accustom to pronouncing English words[9]. The pronunciation of Indonesian words is very much different from English[10]. Moreover, Indonesian people will have an additional problem when they have an accent[11]. Therefore, the mother tongue language takes a big factor in terms of the pronunciation of other languages.

Strategies for Improvement', *Journal of Language Teaching and Research*, 2.5 (2011), 119–28 <https://doi.org/10.4304/jltr.2.5.977-988>.

[8] Nikmah Sistia Eka Putri, 'EFL Students' Perception towards Ipa Symbols as Pronunciation Learning System' (State Islamic Institute of Palangka Raya, 2018).

[9] Nurul Ulfayanti and Maria Olga Jelimun, 'Contrastive Analysis of English and Indonesian Vowel Phoneme and Its Lesson Plan in Language Teaching', *Journal of Applied Studies in Language*, 2.2 (2018), 116–23 <https://doi.org/10.31940/jasl.v2i2.1030>.

[10] Smita Mariana Sarapung, 'Improving Students' Abilty in Placing English Word Stress Through Hand Gesture Technique', *E-Journal of ELTS (English Language Teaching Society)*, 3.1 (2015), 1–15 <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/4408>.

[11] Nurdiawati Purwaningsih, 'The Influence of Javanese Accent Toward the Students ' English Consonant Pronunciation At English Education Study Program', *Jurnal Pendidikan Bahasa Inggris*, 8.1 (2020), 55–68 <https://journal.peradaban.ac.id/index.php/jdpbi/article/view/540>.

The other problem comes from the English language itself. English is the most inconsistent language in the world[12]. Spelling is the process of putting together a group of letters from the alphabet to produce words. Every letter in a perfect alphabet would be a phonetic symbol representing only one sound, and each sound would have its own symbol. In English, however, this is not the case. The spelling in English is poor. We don't have enough symbols to represent all of the sounds in English, thus it's a poor reflection of English pronunciation[13].

With the various problems mentioned above, it will be very important for Indonesian people need to know how English words be pronounced as early as possible[14]. It is intended so that students have no difficulty pronouncing a word when they have studied English at the advanced level. It will be very difficult to correct the mistakes that have become a habit. So, before it's too late, students must learn how to pronounce words in English correctly.

---

[12] R L Venezky, *The Structure of English Orthography*, Janua Linguarum. Series Minor (De Gruyter, 2011) <https://books.google.co.id/books?id=Mrt%5C_G%5C_RrJykC>.

[13] Nneka Umera-Okeke, 'Spelling and Phonetic Inconsistencies in English: A Problem for Learners of English as a Foreign/Second Language', *African Research Review*, 2.1 (2008), 64–83 <https://doi.org/10.4314/afrrev.v2i1.41025>.

[14] Amzah, Astina, and Nurhamdah, 'The Analysis of Teaching English Pronunciation at Young Learners', *Inspiring : English Education Journal*, 3.1 (2020), 1–16.

Junior High School is considered the perfect time to learn pronunciation[15]. Junior High School students generally have sufficient understanding and reasoning ability to learn how a language works. So, it is not surprising that most grammar rules are taught to students when they are in Junior High School. Another reason is the students usually pronounce the English word as it is written totally in Indonesian[16]. It was influenced by their first pronunciation of the word as it is spelled. Furthermore, teachers are also starting to get serious about teaching English when they face Junior High School students. In other words, English began to be really taught at the Junior High School level.

Celce-murcia (1996) states that two out of three general approaches to the teaching of pronunciation are an intuitive-imitative approach and an analytic-linguistic approach[17]. However, almost all

---

[15] Linda L Olson and S Jay Samuels, 'The Relationship between Age and Accuracy of Foreign Language Pronunciation', *The Journal of Educational Research*, 66.6 (1973), 263–68.

[16] Ulfayanti and Jelimun.

[17] Salah Troudi and others, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, *TESOL Quarterly* (Cambridge University Press, 1998), XXXII <https://doi.org/10.2307/3588013>; Bashir Jam and Maryam Adibpour, 'Intuitive-Imitative Approach Versus Analytic-Linguistic Approach toward Teaching /T/, /Δ/, and /w/ to Iranian Students', *Procedia - Social and Behavioral Sciences*, 98 (2014), 757–63 <https://doi.org/10.1016/j.sbspro.2014.03.478>; Su Tseng Lee, 'Teaching Pronunciation of English Using Computer Assisted Learning Software : An Action Research Study in an Institute of Technology in Taiwan Submitted By', *English Language and Literature Studies* (ACU Research Bank, 2008) <http://www.ccsenet.org/journal/index.php/ells/article/view/25002>; Mahmood Hashemian and Batool Fadaei, 'A Comparative Study of Intuitive-Imitative and Analytic-Linguistic Approaches towards Teaching English

5

Indonesian schools teach pronunciation by the first approach, namely imitating sounds from other words. For example, they equate the pronunciation of the letter /c/ in the word 'cat' with the letter /k/ in the Indonesian word 'karpet'. This teaching method is not completely wrong, however, at some point, it will lead to an error when they mistakenly equate a letter in English with a letter in their mother tongue. This pronunciation learning model also requires students to have high reasoning about the words they encounter.

Another way to learn pronunciation is to use phonetic transcription as a reference in determining the correct pronunciation of an English word. The most common type of phonetic transcription used is the phonetic alphabet, which is named International Phonetic Alphabet (IPA)[18]. The International Phonetic Alphabet (IPA) is a system of symbols for representing speech sounds in languages all over the world[19]. Learning the International Phonetic Alphabet serves the purpose of giving a distinctive symbol for each distinguishing phoneme (i.e., sound) that serves to differentiate one word from another in a language. Since current English alphabets are not able to show the difference between different sounds like 'th' in this, that, and 'th' in thank, throw, the use of IPA as a medium in studying pronunciation

Vowels to L2 Learners', *Journal of Language Teaching and Research*, 2.5 (2011) <https://doi.org/10.4304/jltr.2.5.969-976>.

[18] Dina Silvia, Ana Ahsana El-sulukiyyah, and Barotun Mabaroh, 'A STUDY ON THE TEACHING INTERNATIONAL PHONETIC ALPHABET', 2022, 1–9.

[19] Adam Brown, 'International Phonetic Alphabet', *The Encyclopedia of Applied Linguistics*, 2012.

appears to be a promising method because it removes these difficulties. Moreover, a study states that the English language needs phonetic symbols because English spelling does not tell how to pronounce them[20].

However, IPA is starting to be taught to Indonesian students in higher education. IPA is seen as a subject that must be studied by students at universities majoring in English Education or English Literature. In this case, IPA is considered important for students to study because it is included in linguistic studies, not merely as a tool for pronouncing a word. This phonemic chart or table can assist college students to examine and outline pronunciation easier. Although in fact, the use of IPA is very helpful in pronunciation learning.

Some research proved that pronunciation learning using IPA is beneficial. For example, Setiyono (2019) in his research states that the use of IPA can help university students in learning English pronunciation[21]. Moreover, Chuzaimah & Fadli (2021) and Riza & Kawakib (2021) also state that the use of IPA can be beneficial, not only for university students but also for senior high school students[22].

---

[20] M. Hanumanthappa, S. Rashmi, and N. Jyothi, *Phonetic Transcription: A Framework for Phonetic Representation of Sound Structures*, *International Journal of Engineering and Science* (International Journal of Engineering and Science, 2014).

[21] Mas Sulis Setiyono, 'Using International Phonetic Alphabet (IPA) in Teaching Pronunciation: Linguistics in Present Century', *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 1.1 (2019), 25–29 <https://doi.org/10.32585/ijelle.v1i1.353>.

[22] C Chuzaimah and F Fadli, 'Investigating the Role of International Phonetic Alphabet to Enhance Highschool Students' Pronunciation Skill',

However, besides students' comprehension, attitude is one of the success factors in language learning. It includes students' feelings, beliefs, and behavior tendencies[23]. In this case, many students have a good perception of pronunciation learning using IPA. Riza (2021) States that both teachers and students have good perspectives on the use of pronunciation learning systems using IPA[24]. Not only Riza, but some researchers, such as Putri (2018), Trinh et al. (2022), and Yasminto (2020) also said the same[25].

Every learning system has its advantages and disadvantages, have its strength and weakness. There is no perfect system of learning that does not come with its weakness and disadvantages. That's why we should take any possibilities from each system. IPA has the potential to

---

Jurnal Bahasa, Sastra, Dan Budaya, 20.1 (2021), 124–31; A Riza and A N Kawakib, 'Utilizing the Phonetic Transcription of IPA (International Phonetic Alphabet) to Avoid EFL Students Miss-Pronunciation', in *Proceedings of the International Conference on Engineering* (529(Iconetos 2020: Technology and Social Science, 2021), pp. 464–68.

[23] T Zulfikar, S Dahliana, and R A Sari, 'An Exploration of English Students' Attitude toward Learning English', *English Language Teaching Educational Journal*, 2.1 (2019), 1 <https://doi.org/10.12928/eltej.v2i1.947>.

[24] Aning Riza, 'The Implementation of IPA (International Phonetic Alphabet) Based Phonetic Transcription in Teaching Pronunciation for EFL Students' at Aphrodite English Club' (Universitas Islam Negeri Maulana Malik Ibrahim, 2021).

[25] Quoc Lap Trinh, Thi Dieu Lien Nguyen, and Thanh Thao Le, 'Using Explicit Instruction of the International Phonetic Alphabet System in English as a Foreign Language Adult Classes', *European Journal of Educational Research*, 11.2 (2022), 749–61 <https://doi.org/10.12973/eu-jer.11.2.749>; Muhammad Yasminto, 'The Comprehension of International Phonetic Alphabet Role Towards English Learners' Pronunciation in Achieving Successful Oral Communication', 05.36 (2020); Putri.

be a system to teach pronunciation. When imitating sounds from other utterances seems to be a traditional way to learn pronunciation, the use of IPA may become the best system to learn pronunciation.

Seeing this potential to make IPA a system for teaching pronunciation, such a method seems to be applicable to Junior High School. However, it is not clear that in Junior High School, the students will have the same perspective on the use of IPA as a pronunciation learning system. Considering these arguments, the researcher feels this kind of research needs to be conducted.

B. Research Question

This study aims to provide a complex reality of Junior High School students' perspectives on the use of IPA as a pronunciation learning system.

Specifically, it seeks to answer the following questions:

1. How do the Junior High School students describe their perceptions toward the use of IPA in pronunciation learning?

C. Research Objective

In line with the research question, the objective of this study is:

1. To describe the Junior High School students' perceptions toward pronunciation learning using IPA.

D. Research Significance

The results of this research are intended to assist positive contribution both theoretically and practically:

1. Theoretical Significance

    The study's findings are intended to be utilized as a reference for other researchers and additional information for the readers about the student's perceptions towards pronunciation learning using IPA, especially Junior High School Students.

2. Practical Significance

    The researcher hopes that the results of this study can be used practically by the researcher, teacher, students, and next researcher for the following purposes:

    a. For the researcher and teachers

        The results of this study can be a source of information for the researcher, Junior High School teachers, and lecturers about how students perceive their perceptions on pronunciation learning using IPA.

    b. For students

        The results of this study are expected to be information for students about the existence of the International Phonetic Alphabet as a learning material so that they know how it feels when they are taught pronunciation using IPA.

    c. For other researchers

        The results of this study are expected to be used as the basis for further research, especially those related to Students' perception of the implementation of IPA as

learning material to improve students' pronunciation proficiency.

E. Research Scope

To avoid deviations in this study, the scope of this research is to only discuss the Junior High School students' perceptions. And because the gap of this research is the population, the researcher also limits those perceptions to only Junior High School Students' perceptions who join the NECC extracurricular.

The discussion about how students describe their perception toward something is not as simple as asking them their thought in a sentence "what is your opinion about it?". A true researcher needs to think about what needs to be considered in achieving what he wants to know from a perception so that a detailed explanation of perception can be obtained. In this case, the researcher has considered and mapped out what the participants need to know through the questionnaire and interview process. There are at least four categories that the researcher proposes regarding the perceptions of Junior High School students toward learning pronunciation using IPA in this study: their ability to understand IPA, the improvement of their pronunciation ability, their satisfaction with IPA learning, and IPA learning for other Junior High School Students.

———————————————

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of three major points: Firstly, the previous research both qualitatively or quantitively discussed which related to the use of IPA as a method or technique to teach pronunciation written by the researcher both in Indonesia and foreign countries. Secondly, the review of related literature scientifically discusses the general notion of the International Phonetic Alphabet, the IPA in the pronunciation learning system, the pronunciation teaching in Indonesian Junior High Schools, and the definitions and factors affecting perceptions. Lastly, the theoretical and conceptual frameworks.

A. The Previous Research

There have been many studies discussing the use of the International Phonetic Alphabet as a pronunciation learning system. The researcher tries to describe some of them, along with the difference with current research.

Since initially the use of IPA as a pronunciation learning system was in phonology and phonetic lessons, which were taught at the university level, then as a start the researcher describes some of the research conducted with university lecturers and/or university students as subjects of study.

1. Setiyono, M. S. (2019). "Using international phonetic alphabet (IPA) in teaching pronunciation: linguistics in present century."

International Journal of English Linguistics, Literature, and Education (IJELLE), 1(1), 25-30.

The aims of this research are to describe the use of International Phonetic Transcription (IPA) in teaching pronunciation. The subjects of the research were one lecturer of pronunciation subject and 39 students in the first semester at English Department Veteran Bangun Nusantara University Sukoharjo in the 2017/ 2018 academic year. The researcher collected data by using interviews, observation, questionnaires, and documentation. All data of the research was taken during the teaching and learning process in pronunciation class. The result of the study showed that the use of IPA by combining it using various teaching methods can help students in learning pronunciation. The lecturer and most of the students think that IPA is needed and very beneficial in learning pronunciation. The difference between this research to the current research is the research object or the participant. The participants of this research were University students, whereas the participants of the current research were Junior High School students[26].

2. Suryaleksana, B. B., Sari, M. N., Nadilia, M., & Bram, B. (2022). Utilizing the international phonetic alphabet to improve pronunciation of English education students. English Education: Jurnal Tadris Bahasa Inggris, 15(1), 148-167.

---

[26] Setiyono.

This research aimed to discover the effects of the International Phonetic Alphabet (IPA) symbols on pronunciation, the challenges, the causes of such challenges, and students' steps to improve their pronunciation. The participants of this study are 23 English education students of Sanata Dharma University, Yogyakarta. The results showed the IPA had effects and played an important role in learning phonetics to improve pronunciation, some consonant, vowel, and diphthong sounds, such as /θ/, /dʒ/, /ð/, /ɜ:/, and /əʊ/, were challenging to pronounce and the causes included rarely paying attention to the IPA and lacking IPA knowledge. The difference with the current study is the participants and the objective of the study. However, this study proves that students gain a positive attitude toward the use of IPA as a pronunciation learning system[27].

3. Yusuf, F. (2019). English pronunciation based on the phonetic transcription application (Study of ToPhonetics. App). English and Literature Journal, 6(1), 60-69.

Similar to the current research, Yusuf's research is to know how students' perception of English pronunciation is based on phonetics transcription. He used the interview as an instrument to collect the data. The data was collected from Ten

---

[27] Blasius Banu Suryaleksana and others, 'Utilizing the International Phonetic Alphabet To Improve Pronunciation of English Education Students', *English Education: Jurnal Tadris Bahasa Inggris*, 15.1 (2022), 148–67 <https://doi.org/10.24042/ee-jtbi.v15i1.11536>.

students in the English Department by using random sampling. The result of this research is that the pronunciation of phonetics transcription in English used tophonetics.app, making them easier than the open dictionary, they could be doing easy and understanding to use the app and could improve pronouncing the words better. The differences from the current research are the participants and the instrument to collect the data[28].

4. Putri, S. N. (2018). EFL Students' Perception towards IPA Symbols as Pronunciation Learning System. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya., 10(5), 71–75.

    This thesis discusses the EFL university-level students' perception of the use of IPA symbols as a pronunciation learning system. The data from 59 students of English Phonology subject in the State Islamic Institute of Palangka Raya was collected via questionnaire and analyzed quantitatively. The results based on the data show that the average score of EFL students' perception of IPA symbols as a pronunciation learning system is at a very positive perspective by a score of 3,70. The difference between

---

[28] Faidah Yusuf, 'English Pronunciation Based on the Phonetic Transcription Application (Study of ToPhonetics.App)', *English and Literature Elite Journal*, 6.1 (2019), 60–69.

this research and the current research is the research participants and the analysis[29].

The research that describes the use of IPA as a pronunciation learning system is also not limited to the university level, there are even studies that discuss the use of this IPA at the adult level.

5. Trinh, Q. L., Nguyen, T. D. L., & Le, T. T. (2022). Using Explicit Instruction of the International Phonetic Alphabet System in English as a Foreign Language Adult Classes. European Journal of Educational Research, 11(2), 749-761.

This research uses the experimental mixed method to describe the effectiveness of instructing the IPA system explicitly on learners' pronunciation and EFL adult learners' perception of explicit learning of the IPA. A pre-test and post-test on both the experimental and control groups, a questionnaire, and interviews are conducted with 38 adult learners with full-time jobs, ranging from 26 to 45 years old in Vietnam. The result shows the control group did not change their pronunciation after the intervention. The experimental participants significantly improved their pronunciation after the treatment. the participants highly perceived the effect of learning the IPA system on their pronunciation. the participants' highest appreciation for the visual support of the IPA system to their pronunciation learning. participants expressed their positive attitudes to the effects of

---

[29] Putri.

16

learning the IPA on their pronouncing consonant or vowel sounds. The difference with current research is the participants, the study design, and the instrument[30].

While some researchers discuss the implementation of the phonetic alphabet in pronunciation learning for higher education and older, some studies also held to know such study in the lower level, i.e., Senior High School. Here are some studies on Senior High School-level.

6.   Yasminto, M. (2020). The Comprehension of International Phonetic Alphabet Role towards English Learners'pronunciation in Achieving Successful Oral Communication. Al Yasini: Jurnal Keislaman, Sosial, hukum dan Pendidikan, 5(2), 493-506.

This research aimed to find out the comprehension of the International Phonetic Alphabet role of 22 2nd semester students of the English Study Program of Hasanuddin Islamic High School, Pare-Kediri after having learned the phonology and phonetics materials. The data was collected using close-question questionnaires. The result shows that students increase confidence when pronouncing the words. They increasingly realized the importance of the International Phonetic Alphabet in English pronunciation. The difference with the current study is not only the participants but also the objective and instrument the researcher used[31].

---

[30] Trinh, Nguyen, and Le.
[31] Yasminto.

7.   Riza, A., & Kawakib, A. N. (2021, April). "Utilizing the Phonetic Transcription of IPA (International Phonetic Alphabet) to Avoid EFL Students' Miss-Pronunciation." In International Conference on Engineering, Technology and Social Science (ICONETOS 2020) (pp. 464-468). Atlantis Press.

This research is one of several samples of research contributing to understanding the use of IPA as a method for teaching pronunciation. The result of this research was the implementation of IPA-based phonetic transcription using several techniques and helping students to learn pronunciation properly. Moreover, both teacher and students have good perspectives toward the use of this pronunciation learning system in their classroom because of the easier of technology, a large number of students, and the language used by the teacher. And again, the difference between this research to the current research is in the research subject or the participant. The participants of this research were students of a Senior High School located in an Islamic Boarding School[32].

8.   Chuzaimah, C., & Fadli, F. (2021). Investigating the Role of International Phonetic Alphabet to Enhance Highschool Students' Pronunciation Skill. Tamaddun, 20(1), 124-131.

This qualitative research is similar to both pieces of research that have been mentioned before. The research mainly

---

[32] Riza and Kawakib.

18

aims to analyze the presence of the International Phonetic Alphabet in enhancing senior high school students' pronunciation and analyze students' perceptions towards International Phonetic Alphabet. The results showed that students' perceptions of the International Phonetic Alphabet as a system of learning pronunciation from a positive perspective. All of the participants agree with the International Phonetic Alphabet is important to learn. All of them agree that the International Phonetic Alphabet is useful to learn. However, the participants are not Junior High School Students. It was held in Senior High School[33].

From all of the research mentioned above, there are some points that can be concluded:

1. Students from senior high school level or higher have good experience in using IPA as a system to learn correct English pronunciation as well as their pronunciation proficiency improvement, which can be elaborated as "They may have some difficulties initially when they have to remember the symbol, but once they remember, they will learn how to pronounce English in a correct way easily".

2. All students from senior high school levels or higher have a very positive perspective toward the use of IPA as an English pronunciation learning system.

---

[33] Chuzaimah and Fadli.

3. There are so many researches out there discussing IPA as a pronunciation learning system, not only held in Indonesia but also in other countries. But researcher can not find a single research that discusses such a study which is held at the Junior High School level.

B. Literature Review

The review of related literature is basically expected to rouse just as to help the writer's thought in directing this exploration. In this section, the researcher gives as many as would be prudent the significant speculations and logical scholarly papers to expound on the investigation of the thematic progression. They are as follows:

1. International Phonetic Alphabet (IPA)

English sounds are irregular, so it is not enough for students to only listen to the sounds from teachers or friends and then imitate them. Therefore, students should know the actual sounds by transcribing the pronunciation of words. One way to transcribe the pronunciation is by using International Phonetic Alphabet (IPA). Hanumanthappa (2014) stated: IPA is the standard sound representation of each English alphabet that is written by using Latin symbols[34]. The English IPA has 44 sounds which consist of 24 consonants, 12 vowels, and 8 diphthongs.

---

[34] Hanumanthappa, Rashmi, and Jyothi.

Table 2.1

English IPA: Consonant and Vowel

CONSONANT								
f	θ	s	ʃ	h	p	t	k	tʃ
v	ð	z	ʒ		b	d	g	dʒ
w	r	j	l		m	n	ŋ	

VOWEL						
iː	uː	ʊ		ɪə	eə	ʊə
ɪ	ə / ɜː / əː	ɔː		eɪ	əʊ	ɔɪ
e / ɛ	ɛː	ʌ	ɒ		aʊ	aɪ / ʌɪ
æ	ɑː					

Thus, phonetics can be a useful tool to transcribe English pronunciation because several symbols are the same as the English letters or alphabets, for example [p] as in pick, [b] as in bow, and [v] as in Visual. But some symbols are invented to cope with the range of sounds heard in speech, for example [ʧ] as in cheap, [ʃ] as in ship, [θ] as in thumb. Because of this similarity between IPA symbols and several English sounds, phonetic transcription based on IPA is an appropriate method to teach pronunciation to EFL students[35].

---

[35] J.C. Wells, 'Phonetic Transcription and Analysis', *Encyclopedia of Language & Linguistics*, 1 (2006), 386–96 <https://doi.org/10.1016/b0-08-044854-2/00014-6>.

2. The International Phonetic Alphabet in Pronunciation Learning System

It is useful to show EFL students how to pronounce the words correctly because teachers require students to use the modern dictionary that has a phonetic transcription inside as the basic way to introduce the phonetic symbols. In other words, there is a deep correlation between pronunciation and phonetic transcription shown when teachers involve phonetic symbols during transcribing of the sound of a word. Recognizing the manner of studying pronunciation using IPA helps students avoid mispronunciation, enhances a self-correction, and diminishes fossilization mistakes[36]. Using a phonetic transcription in teaching pronunciation also creates a visualization for students[37].

Moreover, phonetic transcription helps to measure the standard of pronunciation by monitoring the sounds through symbols. Because one symbol represents a single sound unit, EFL students will gain clarity of the sound and easily utter the correct pronunciation. As Brown (1992) stated that teaching pronunciation by using phonetic symbols guides students to be independent learners in learning new words, difficult words, mispronunciation, spelling, the stress pattern of a word, and

---

[36] Jose A. Mompean, 'Phonetic Notation in Foreign Language Teaching and Learning: Potential Advantages and Learners' Views', *Research in Language*, 13.3 (2015), 292–314 <https://doi.org/10.1515/rela-2015-0026>.
[37] Putri.

idioms[38]. Particularly, EFL students will realize their own pronunciation errors when they see it laid out in a static visual form. Therefore, the use of IPA-based phonetic transcription in pronunciation class is an appropriate system for improving students' pronunciation; moreover, students will be independent to produce their pronunciation precisely.

3. Pronunciation teaching in Indonesian Junior High Schools

Pronunciation has been a neglected part of teaching and learning English, especially in the EFL context. There are some reasons for not teaching pronunciation skills as an individual skill in EFL classes. First, pronunciation does not have a good position in the curriculum[39]. Pronunciation learning requires extra time while its role is less important in achieving learning success. Second, the scope of teaching pronunciation skills is still questionable, and adequate teaching materials are still limited[40].

---

[38] Adam Brown, *Approaches to Pronunciation Teaching, Developments in English Language Teaching* (MacMillan, 1992).

[39] Rita Wong, 'Pronunciation Myths and Facts', in *English Teaching Forum*, 1993, XXXI, 45–46; Youfu Wei and Yalun Zhou, 'Insights into English Pronunciation Problems of Thai Students', 2002, 1–11; Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review', *English Language Teaching*, 9.6 (2016), 123 <https://doi.org/10.5539/elt.v9n6p123>.

[40] Magdalena Szyszka, 'English Pronunciation Teaching at Different Educational Levels: Insights into Teachers' Perceptions and Actions', *Research in Language*, 14.2 (2016), 165–80 <https://doi.org/10.1515/rela-2016-0007>.

Therefore, nowadays, pronunciation has to be integrated with the teaching of the four English skills; listening, reading, speaking, and even writing in order to achieve successful communication using the target language[41]. Currently, there has been a marked shift in the goal of language learning from achieving genuine accuracy to clarity which is then dependent on the speaker and listener[42]. Thus, English teachers must be more aware of considering needs, techniques, and even teaching materials to integrate skills into their teaching and learning activities.

In the context of Indonesian education, pronunciation has received attention from the government and curriculum developers. Particularly in Junior High Schools, English learning targets students to reach the functional level, namely communicating orally and in writing to solve daily problems (life skills)[43]. Tahir (2015) in Nurteteng (2020) states that a person is considered successful in learning a foreign language when he/she

---

[41] Betül Çimenli, 'On Pronunciation Teaching and Semiotics', *Procedia - Social and Behavioral Sciences*, 199 (2015), 634–40 <https://doi.org/10.1016/j.sbspro.2015.07.590>.

[42] Jennifer Jenkins, *The Phonology of English as an International Language* (Oxford university press, 2000); Sandra Lee McKay, *Teaching English as an International Language: Rethinking Goals and Perspectives* (New York: Oxford University Press, 2002).

[43] Rosita Daulay, 'Peningkatan Kemampuan Berbicara Bahasa Inggris Melalui Imajinasi Kreatif Dengan Teknik Close (Deletion) Pada Siswa Smp Negeri 8 Kota Tebing Tinggi', *School Education Journal Pgsd Fip Unimed*, 3.1 (2015), 140–51 <https://doi.org/10.24114/sejpgsd.v3i1.2169>.

is able to use that language in speaking[44]. In practice, the obstacle that often occurs in speaking ability lies in fluency, context-appropriate expressions, and pronunciation.

According to the curriculum, pronunciation must be taught integrated with the four skills, especially speaking skills[45]. In fact, English teachers rarely integrate pronunciation with students' skills in their EFL classes. In a study conducted by Nikmah et al. (2019), entitled "Teachers' Practices of Integrated Pronunciation Instruction in Junior High School" reveals that almost all Junior High School teachers integrate pronunciation through teaching-related vocabulary. They probably use this kind of integration approach in almost every section of their class. They often integrate pronunciation skills while introducing new words or vocabulary before having a main topic for further learning activities. In accordance with the pronunciation teaching technique, some teachers use listening and imitating techniques with their students. For example, they try to introduce some new vocabulary related to the main topic. While introducing the words, they invite students to pronounce the words correctly. Whereas some other teachers try to get their students to read

---

[44] Nurteteng Nurteteng and Winarsih Winarsih, 'Penerapan Metode Find Someone Who Untuk Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa', *Jurnal Pendidikan*, 8.2 (2020), 145–52 <https://doi.org/10.36232/pendidikan.v8i2.486>.

[45] Siska Hidayatin Nikmah, Slamet Setiawan, and Ahmad Munir, 'Teachers' Practices of Integrated Pronunciation Instruction in Junior High School', 7.3 (2019), 181–85.

aloud first and maybe provide feedback for them. For example, they ask their students to read aloud texts relating to describing places and pets, then they might correct the mispronunciation of new words found in the text. Some of the more skilled teachers use a self-evaluation and monitoring approach. The role of evaluation and self-monitoring is an integrated way to teach pronunciation material by building self-correction by students[46]. Learning pronunciation can be more effective if students can find out their own mistakes when acquiring these skills. Thus, they couldn't simply make mistakes in their future opportunities. In teaching and learning pronunciation, it will be more effective if the feedback is not only given by the teacher but also by the students; the teacher can invite students to give feedback to their friends while doing some speaking performances.

4. Definitions and factors affecting Perceptions

Perception is a viewpoint that develops as a result of seeing and experiencing environmental events. According to Hamachek (1995), perception is the way people's sensory receptors are stimulated by the environment[47]. In contrast, according to Lindsay and Norman (2013), perceptions are the

---

[46] Joanne Kenworthy, *Teaching English Pronunciation* (Longman, 1987).

[47] Don Hamachek, 'Self-Concept and School Achievement: Interaction Dynamics and a Tool for Assessing the Self-Concept Component', *Journal of Counseling & Development*, 73.4 (1995), 419–25 (p. 199) <https://doi.org/10.1002/j.1556-6676.1995.tb01775.x>.

means by which sensory stimulation is transformed into a person's ultimate understanding of the world[48]. So, perception is a phenomenon experienced by someone. The learner's perception is an opinion, feeling expression, and viewpoint in understanding the learning experience.

Meanwhile, Slameto (2010) asserted that perception is the process by which messages or information are entered into the human brain. Humans interact with their environment constantly through perception[49]. The process of messages entering the human brain is emphasized in this viewpoint. Sugihartono et al. (2007) also expressed other viewpoints, including the idea that perception is the brain's capacity to convert stimuli into tools for human's five senses[50]. As a result, it can be concluded from the testimony of numerous experts that people's perceptions are shaped by the stimuli they are exposed to. The researcher uses students as the stimulus when examining the educational component.

---

[48] Peter H. Lindsay and Donald A. Norman, 'Human Information Processing: An Introduction to Psychology', *Based Data Processing in Acoustic. Poland*, 2013, 802 <https://books.google.com/books?hl=en&lr=&id=_shGBQAAQBAJ&pgis=1>.

[49] Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Bina Aksara, 2010).

[50] Sugihartono and others, *Psikologi Pendidikan* (Yogyakarta: UNY press, 2007).

Additionally, those viewpoints recognize that through discussions and first-hand lessons, students can also convey their perception of various aspects of the school. According to Jacobs et al. (2004: 231), one of the most crucial components of successful teaching and learning is perception[51], so a solid understanding of the students' experiences can aid in the development of learning initiatives. This implies that English language teachers should be aware of their students' perceptions toward their instruction in order to assess the depth of their comprehension and make necessary adjustments to their learning methods, both for the needs and expectations of their students. Because effective teaching and learning depend on the students' positive experiences. The perceptions in this instance come from the learning process itself. The addition of new information and other learning techniques can alter them.

By comprehending all of the theories involved in this study, the researcher makes the claim that perceptions are what students feel, think, and believe after they have had prior learning experiences. In addition, the researcher claimed that students would express their opinions in favor of or against the learning. Additionally, each person approaches a situation differently, so

---

[51] Alissa Jacobs, Jeannine Pinto, and Maggie Shiffrar, 'Experience, Context, and the Visual Perception of Human Movement', *Journal of Experimental Psychology: Human Perception and Performance*, 30.5 (2004), 822–35 <https://doi.org/10.1037/0096-1523.30.5.822>.

it is important to understand the internal and external factors that affect perceptions.

The criteria for measuring perception are divided into two, those are positive and negative perceptions[52]. According to Irwanto (2002), after the individual interacts with the perceived objects, the perception results can be divided into two, those are:

a. Positive perception.

The perception describes all knowledge (knowing it or not) and responses that are continued with efforts to use it.

b. Negative perception.

Perception describes all knowledge (knowing it or not) and responses that are not in harmony with the perceived object.

It can be said that the perception is positive or negative will always affect a person in taking an action, and the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge about an object that is perceived[53].

A person's expectations and desires are influenced by his/her various perspectives of the things in his/her environment. According to Hamacheck, people's perspectives on the world

---

[52] Muhammad Nafi Annury, Adrovvy Jonathan, and Musthofa Musthofa, 'Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era', *Journal of English as A Foreign Language Teaching and Research*, 2.1 (2022), 70–82 <https://doi.org/10.31098/jefltr.v2i1.872>.

[53] Elia H Irwanto and others, *Psikologi Umum: Buku Panduan Mahasiswa*, 19th edn (Jakarta: Prehallindo, 2002).

have a significant impact on what they focus on and what they ignore[54]. Viljoen (2005) asserts that the description of specific internal elements includes preparatory set, orientation, motivational intensity, and stimulus familiarity[55]. Based on these assertions, the researcher claims that most internal factors, such as sets of preparation, sets of familiarity, motivation, and range, influence perception. External components may also be impacted by internal components.

Additionally, the preparation set describes a group of items that, in accordance with people's internal perceptions, they are more likely to see. Orientation is the tendency to respond to specific physical stimuli; this tendency is frequently influenced by a person's history and culture. A person's unmet needs are referred to by the intensity of their motives. When someone is exposed to familiar stimuli, they are said to be familiarity stimulated. Thus, the researcher can state unequivocally that internal factors like history, culture, kindness, needs, and the introduction play a significant role in influencing one's perspective. Additionally, the first impressions that people form about something from their surroundings have a big impact on the opinions that make them like it. Furthermore, they will succeed if they enjoy learning.

---

[54] Hamachek, p. 200.
[55] Brigitte Maria Catherine Viljoen and others, 'The Influence of Source Feedback Perceptions on Motivation' (University of Pretoria, 2005).

According to Nichols (2007), perception is the faculty by which we form conceptions and beliefs about physical bodies in our environment by using our sense organs[56]. As a result, the external factor is related to the physical body, or the researcher can glean information about learning from factors like the students' preferred learning styles, instructional strategies, and media. Additionally, the way that students perceive their education is crucial because it can help them find solutions to problems they encounter during the learning process. This will make them feel comfortable and happy.

Therefore, it is important to pay attention to students' perceptions when teaching and learning. The researcher in this case is interested to know how the students describe their perception of learning English pronunciation by using IPA.

C. Theoretical Review

As we know, in the EFL context, English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time improving their pronunciation[57]. One of the reasons is as Kenworthy

---

[56] Ryan Nichols, *Thomas Reid's Theory of Perception* (Clarendon Press, 2007).

[57] Cristina Aliaga-Garcia and Cristina Aliaga-García, 'The Role of Phonetic Training in L2 Speech Learning', in *Phonetics Teaching & Learning Conference*, 2006, pp. 1–5 <http://www.phon.ucl.ac.uk/ptlc/proceedings/ptlcpaper_32e.pdf>; Alicia Martínez-Flor, Esther Usó-Juan, and Juan C. Palmer-Silveira, 'Towards Acquiring Communicative Competence through Writing', *Current Trends in the Development and Teaching of the Four Language Skills*, 2006, 383–400

(1987) has said: "pronunciation is integrated with all of four English skills[58]." specifically in Indonesia, the pronunciation of English reveals many problems because the way of pronouncing English and Indonesian language is different[59].

According to Eliott (1995), some striking factors affect pronunciation learning, such as learners' attitudes and motivations, teachers' instructional strategies, learners' exposure to the target language, and the integration of English pronunciation instruction into the curriculum[60]. In their famous book, Celce-Murcia et al. (1996) in Lee (2008) and Hashemian (2011) state that the field of modern language teaching has developed three general approaches to the teaching of pronunciation: the intuitive-imitative approach, the analytic-linguistic approach, and the integrative approach[61].

1. An intuitive-imitative approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information.

<https://doi.org/10.1515/9783110197778.5.383>;   Abbas   Pourhossein Gilakjani, 'A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms', *Journal of Studies in Education*, 1.1 (2011), 1–15.

[58] Kenworthy.

[59] Sarapung.

[60] A. Raymond Elliott, 'Foreign Language Phonology: Field Independence, Attitude, and the Success of Formal Instruction in Spanish Pronunciation', *The Modern Language Journal*, 79.4 (1995), 530–42 <https://doi.org/10.1111/j.1540-4781.1995.tb05456.x>.

[61] Su Tseng Lee, p. 1; Hashemian and Fadaei; Abbas Pourhossein Gilakjani, 'What Factors Influence the English Pronunciation of EFL Learners?', *Modern Journal of Language Teaching Methods (MJLTM)*, 6.2 (2016), 314–26.

2. An analytic-linguistic approach, on the other hand, utilizes information and tools such as a phonetic symbol/alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production.

3. An integrative approach views pronunciation as an integral part of communication and not as an isolated drill and practice sub-skill. Pronunciation is practiced through meaningful task-based activities. Learners use pronunciation-focused listening activities to facilitate pronunciation learning.

From the three approaches mentioned above, the current research was focused on the second approach, the analytic-linguistic approach. The analytic-linguistic approach empowers learners to practice and pay more attention to intricate English sounds[62].

The pronunciation of English in Indonesia may cause problems because Indonesians are accustomed to pronouncing the Indonesian language as it is written in the text, but the English language is different. The IPA (International Phonetic Alphabet) is introduced to remove pronunciation difficulties that lead to mispronunciation because the English alphabet sometimes cannot represent different sounds within

---

[62] Trinh, Nguyen, and Le, p. 751.

the English language[63]. The phonetic symbols help overcome the lack of invariable sound-spelling correspondence in English[64].

Szcześniak, K. & Porzuczek, A. (2020). state that students will also benefit by improving their pronunciation, apart from learning to use the International Phonetics Alphabet to transcribe the sounds of English[65]. Many scholars have suggested and strongly recommend that students of language and communication studies learn the phonetic transcriptions, the different symbols and code words that represent each letter and speech sound of the English alphabet, and those of the

[63] Nusrat Jahan, 'Teaching and Learning Pronunciation in ESL / EFL Classes of Bangladesh', *Journal of Education and Practice*, 2.3 (2003), 36–46 <www.iiste.org>.

[64] Anthony Atkielski, 'Phonetic Transcription Can Be a Useful Tool for Teaching or Correcting Pronunciation Is the ESL/EFL Classroom', *Using Phonetic Transcription in Class*, 2005, 1–12; Susan Ehrlich and Peter Avery, *Teaching American English Pronunciation-Oxford Handbooks for Language Teachers* (Oxford University Press, 2013); Berry Heselwood, *Phonetic Transcription in Theory and Practice*, *Phonetic Transcription in Theory and Practice* (Edinburgh University Press, 2014) <https://doi.org/10.3366/edinburgh/9780748640737.001.0001>; John Wells, 'Why Phonetic Transcription Is Important', in *The Journal of the Phonetic Society of Korea*, 1996, xxx, 239–42; M Yoshida, 'Understanding and Teaching the Pronunciation of English', *International Journal on English Language Education and Literature*, 11 (2020), 26 <https://www.pdfdrive.com/understanding-and-teaching-thePronunciation-of-english-e18826723.html>.

[65] Konrad Szcześniak and Andrzej Porzuczek, *Transcription Practice For the International Phonetic Alphabet* (Cambridge Scholars Publishing, 2020).

International Phonetics Alphabet[66]. Iivonen, A. (1998)[67] in Setiyono (2019) states that without phonetic understanding the hearer might not be able to recognize all the phonetic features of foreign language speech[68].

It also allows for minimizing the use of traditional teacher-centered teaching. Kenworthy (1987) said that there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation[69].

It also enables students' independent learning by checking the pronunciation in their dictionary autonomously[70]. All good modern learners' dictionaries use phonetic symbols to indicate pronunciation, and learners must therefore be familiar with them[71]. Setiyono (2019) mentions that teaching pronunciation using the IPA phonemic transcript

---

[66] M. Jacob, 'The Importance of the Phonetic Alphabet in Languages and Communication Studies', *Influencive*, 2020 <https://www.influencive.com/the-importance-of-the-phonetic-alphabet-in-languages-and-communication-studies/> [accessed 17 January 2023].

[67] Antti Iivonen and Terttu Nevalainen, 'Vieraan Kielen Fonetiikan Opetuksen Lähtökohtia', *Publications of the Department of Phonetics, University of Helsinki, Helsinki*, 1998.

[68] Setiyono.

[69] Kenworthy.

[70] Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin, *Teaching Pronunciation Paperback with Audio CDs (2): A Course Book and Reference Guide (9780521729765): Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, Barry Griner: Books*, *Cambridge* (Cambridge University Press, 2010).

[71] Hanna Winiewska, 'Methods and Techniques in Pronunciation Teaching', *Publikacje Edukacyjne* <http://www.publikacje.edu.pl/pdf/7039.pdf> [accessed 17 January 2023].

can help learners memorize the correct pronunciation[72]. Stanton (2020) also expressed the same thing in his article: "There is no end to our study of grammar and vocabulary but phonemic symbols are limited, visual and physical. They may seem challenging at first but it is like learning to swim or ride a bicycle. Once you can do it, it is easy and you never forget[73]."

This is why EFL teachers often use the IPA system to visualize the sounds and help their learners imagine, memorize, self-monitor, self-correct, and practice producing the target sounds.

D. Conceptual Framework

The conceptual framework is interrelated concepts that together provide a comprehensive understanding of a phenomenon or phenomena or a set of interrelated ideas (or theories) about how a phenomenon functions or is related to its parts or a system of concepts, assumptions, expectations, beliefs, and theories that support and inform research or tentative theories about what phenomena are and why they are happening or ways of looking at problems in an integrated manner or an end result of various concepts or sets of related concepts or models

---

[72] Setiyono.
[73] Alan Stanton, 'Teaching Pronunciation with Phonemic Symbols', *Teaching Resources*, 2020 <https://www.teachingenglish.org.uk/article/teaching-pronunciation-phonemic-symbols> [accessed 17 January 2023].

of relations between variables implying a particular theoretical perspective to describe a phenomenon[74].

Figure 2.1

Modern Pronunciation Teaching

```
                    ┌─────────────────┐
                    │  Pronunciation  │
                    │    Teaching     │
                    └─────────────────┘
        ┌──────────────────┼──────────────────┐
  ┌───────────┐     ┌───────────┐      ┌───────────┐
  │    The    │     │    The    │      │    The    │
  │ Intuitive-│     │ Analytic- │      │Integrative│
  │ imitative │     │linguistic │      │ Approach  │
  │ Approach  │     │ Approach  │      │           │
  └───────────┘     └───────────┘      └───────────┘
        ┌──────────────────┼──────────────────┐
  ┌───────────┐     ┌───────────┐      ┌───────────┐
  │Articulatory│    │    The    │      │  Vocal    │
  │Descriptions│    │ Phonetic  │      │  Charts   │
  │           │     │ Alphabet  │      │           │
  └───────────┘     └───────────┘      └───────────┘
        ┌──────────────────┼──────────────────┐
  ┌───────────┐     ┌───────────┐      ┌───────────┐
  │For Teacher │    │For Students│     │ For School │
  └───────────┘     └───────────┘      └───────────┘
        │                  │                  │
  ┌───────────┐     ┌───────────┐      ┌───────────┐
  │ Teacher's │     │ Students' │      │ School's  │
  │Experience │     │Pronunciation│    │Perception │
  │           │     │Proficiency │     │           │
  └───────────┘     └───────────┘      └───────────┘
        │                  │                  │
  ┌───────────┐     ┌───────────┐      ┌───────────┐
  │ Teacher's │     │ Students' │      │Advantages on│
  │Perception │     │Perception │      │ School's  │
  │           │     │           │      │Curriculum │
  └───────────┘     └───────────┘      └───────────┘
```

---

[74] Yosef Jabareen, 'Building a Conceptual Framework: Philosophy, Definitions, and Procedure', *International Journal of Qualitative Methods*, 8.4 (2009), 49–62 <https://doi.org/10.1177/160940690900800406>.

```
┌─────────────┐
│             │       = Will be researched
│             │
└─────────────┘

┌ ─ ─ ─ ─ ─ ─ ┐
                     = Will not be researched
│             │
└ ─ ─ ─ ─ ─ ─ ┘
```

As stated in the theoretical review above, modern pronunciation teaching is divided into three general approaches: the intuitive-imitating approach, the analytic-linguistic approach, and the integrative approach. This study aims to describe the experiences and perceptions of Junior High School students toward learning pronunciation using the International Phonetic Alphabet. Which is the use of the International Phonetic Alphabet in pronunciation learning is one of the lessons included in the analytic-linguistic approach. The segmental feature, including the pronunciation teaching using IPA that is studied in this research, is the major focus for pronunciation teaching[75]. The scope of this segmental feature includes consonant and vowel sounds, which can be summed up to the feature namely Phoneme. To understand these English Pronunciation Features, look at the diagram below.

---

[75] Abbas Pourhossein Gilakjani, 'A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction', *International Journal of Humanities and Social Science*, 2 (2012), 119–28.

Figure 2.2

English Pronunciation Features
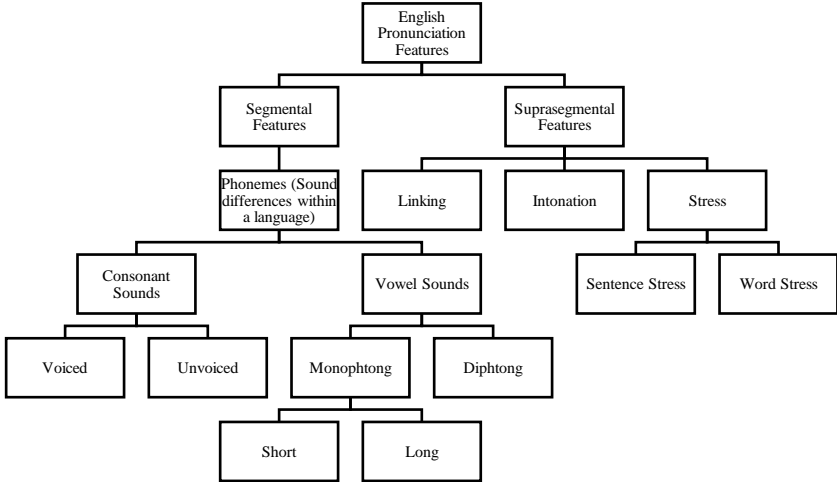
CHAPTER III
RESEARCH METHOD

This chapter provides an overview of the research method. Since it affects both the study's findings and its analysis, this procedural step plays a crucial part in the research. Before conducting research, the researcher must properly check credible sources and use the appropriate research methods to obtain accurate data. Here, the researcher of this study provides a clear explanation of the research design, the research setting, the data source, the research focus, the data collection technique, and the data validity and reliability, as well as the data analysis technique.

A. Research Design

The current study design is a case study. Being one of the academic research fields and often used in research, case study research is included in one of several types of qualitative research that is often used in research. Mainly research involves research subjects from certain community groups, as well as exploring certain social characteristics and aspects.

A case study according to Robert K. Yin (2009) is a process of seeking knowledge to investigate and examine phenomena that occur in real life[76]. Case studies also have various sources that are used as

---

[76] Robert K Yin, *Case Study Research: Design and Methods* (sage, 2009), v.

search tools and evidence. Bimo Walgito said a case study is a method aimed at investigating and studying events or phenomena about something[77]. Meanwhile, A case study according to Susilo Rahardjo and Gudnanto (2016) is about knowing and understanding someone using inclusive and comprehensive practices[78]. Most researchers will collect individuals who are used as research subjects through the research they do. Searching for in-depth information will be carried out by those researchers for a detailed understanding. Furthermore, according to Polit and Beck, a case study is focused on determining the dynamics related to the question of why individuals think and act, besides developing themselves and assessing that this focus is something important to look for. Having the same say as Polit and Beck, Winston M. Tellis states that a case study focuses on the resulting actions or behaviors to avoid ambiguity on a particular individual or institution[79].

In summary, a case study is defined as a method or strategy in research to uncover certain cases. Case study research focuses on one particular object which is appointed as a case to be studied in depth to uncover the reality behind the phenomenon. The unit of analysis can be an individual, group, institution, or community. Case study data can be

---

[77] Sarlito Wirawan Sarwono, *Pengantar Psikologi Umum Jakarta* (Yogyakarta: andi offset, 2010).

[78] Susilo Rahardjo and Gudnanto, *Pemahaman Individu Teknik Non-Tes* (Prenada Media, 2016).

[79] Winston Tellis, 'Application of a Case Study Methodology', *The Qualitative Report*, 3.3 (1997), 1–19 <https://doi.org/10.46743/2160-3715/1997.2015>.

obtained from all parties concerned, either through questionnaires, interviews, observation, participation, and documentation. The data obtained from various methods are essentially complementary. There are times when the data obtained from questionnaires is not complete, so it must be sought through other methods, such as interviews and observation. As with the nature of qualitative research methods in general, the case study method should also be applied to ongoing events or phenomena. Not a symptom or event that has been completed (ex post facto).

This research design was very suitable to be applied to current research. By implementing case study research, the researcher could demonstrate the relationship between the respondent and the researcher effectively[80]. A case study can reveal specific and detailed things that cannot be explained by other studies. In addition, case study research can also uncover the meaning behind the problem or phenomenon that was being studied with real conditions[81]. A case study not only provides a factual report, but can also provide an atmosphere, nuance, and thoughts that can be developed into further research material.

The current study is a single-case design. It is a type of research design in which the focus is on the detailed study of a single case or

---

[80] Dawson R Hancock, Bob Algozzine, and Jae Hoon Lim, 'Doing Case Study Research: A Practical Guide for Beginning Researchers', 2021.

[81] Pamela Baxter, Susan Jack, and others, 'Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers', *The Qualitative Report*, 13.4 (2008), 544–59.

subject[82]. This case can be an individual, a group, an organization, an event, or a phenomenon. The goal of a single-case study is to deeply explore and understand a particular case in its context, rather than to generalize the findings to a larger population.

In a single-case study, researchers typically use multiple sources of data, such as questionnaires, interviews, observations, and documents, to gather rich and detailed information about the case. This allows researchers to develop a deep understanding of the case and to explore the complexities and nuances of the phenomenon being studied.

Single-case studies are particularly useful when the focus is on rare or unique phenomena, or when the goal is to develop an in-depth understanding of a specific case. However, because the findings are based on a single case, it can be difficult to generalize the results to other cases or populations.

The current research design involves collecting data from a small number of participants, specifically 13 students. This type of research design is called a small-n design[83]. Small-n designs are often used in qualitative research because they allow for in-depth analysis of a few cases. One of the advantages of a small-n design is that it allows researchers to examine the richness and complexity of the selected cases. Small-n designs are also more feasible for researchers with

---

[82] Matthew K Nock, Bethany D Michel, and Valerie I Photos, 'Single-Case Research Designs', *Handbook of Research Methods in Abnormal and Clinical Psychology*, 2007, 337–50.

[83] Ronald D Franklin, David B Allison, and Bernard S Gorman, *Design and Analysis of Single-Case Research* (Psychology Press, 2014).

limited resources, as they require fewer participants and less time and money to conduct. However, small-n designs have less statistical power and may not provide as strong evidence as larger sample sizes.

A descriptive qualitative approach was applied to the current study. It involves collecting and analyzing data that can provide a rich and detailed description of the students' perception[84]. This approach is often used to explore new or unexplored topics, to develop theories or hypotheses, or to provide a detailed understanding of complex phenomena.

In this descriptive qualitative research, the researcher aims to capture the complexity and nuances of the pronunciation learning using IPA. The researcher collects data through methods such as questionnaire and interviews, and then analyzes the data inductively to identify patterns, themes, and categories that emerge from the data.

The focus of this descriptive qualitative research is on describing and interpreting the data, rather than testing hypotheses or making generalizations about a larger population. The research findings are presented in the form of rich and detailed descriptions, quotes, and examples that illustrate the key themes and categories that emerged from the data.

One of the strengths of descriptive qualitative research is that it allows the researcher to explore a phenomenon in depth and to generate

---

[84] Hossein Nassaji, 'Qualitative and Descriptive Research: Data Type versus Data Analysis', *Language Teaching Research*, 19.2 (2015), 129–32.

new insights and understanding[85]. It is particularly useful when studying complex, multifaceted phenomena where there are many variables and factors to consider. However, one limitation of this approach is that it can be time-consuming and resource-intensive, as it requires a significant amount of data collection and analysis.

B. Research Setting

1. Place

This research was conducted at SMP Nurul Islami Semarang. SMP Nurul Islami Semarang (NURIS) is an educational unit with a Junior High School level in the Wonolopo Village, Mijen District, Semarang City, Central Java. This school was established in December 2007 and is under the auspices of the Ministry of Education and Culture in carrying out its activities. This Junior High School is an Islamic-based school with Islamic boarding school model education. SMP Nurul Islami Semarang implements the National Curriculum combined with the Diniyah Curriculum where the learning methods and strategies are a combination of the two[86].

As one of the schools that implement two curricula at once, Nuris Middle School is a school that has a high level of subject density,

---

[85] Siti Hawa Abdullah and Santhiram Raman, 'Quantitative and Qualitative Research Methods: Some Strengths and Weaknesses', *Jurnal Pendidik Dan Pendidikan, Jilid*, 17 (2001), 1–15.

[86] Dwi Taryanto, 'Sambutan Kepala Sekolah' <http://nuris-semarang.com/smp/home/sambutan_kepala_sekolah> [accessed 4 February 2023].

namely national subjects and Islamic-based subjects. The students are required to be able to master both equally. So, it is not surprising that teachers will provide the most effective teaching methods. The teachers will continuously develop teaching methods that are considered to have a positive impact in accordance with the development of an increasingly advanced era. The researcher chose this school as the setting for the current study to provide an overview of students' perceptions of the learning system that had never been done before for Junior High School students. This would make teachers consider alternative methods of teaching pronunciation to students.

2.   Scene

Considering the number of schedules and learning targets that had been set by the teachers, and so as not to disturb the teaching process that had been prepared by the teachers, the researcher conducted the research in a special extracurricular to explore English that is available at the school, namely the Nuris English Conversation Club. Nuris English Conversation Club (NECC) is a special extracurricular provided by the school as a place for students to hone their communication and conversation skills in English. The English learning conducted at NECC includes vocabulary mastery drills, conversation pairs, and pronunciation games. The researcher felt that NECC is the right place to research because pronunciation is the basis of a conversation. Apart from that, students would be more motivated in learning English because it was something they like, so it was easier to retrieve data in the form of students' perceptions.

3.   Time

This research was conducted in February 2023. February was chosen because the researcher felt that this time was the right time to conduct research: when the students were in even semester and their basic knowledge of English had started to build up, this time was also considered precisely because it was still far from the class promotion exam, so they weren't too burdened with it. This research lasted for two months, from February to March. In the middle of February, students began to be introduced to the problem of inconsistencies in English pronunciation, followed by an introduction to IPA and the drill on it. The beginning of March was used by the researcher as a time to collect data using questionnaires and interviews with each student.

The details of this field research setting are described in the form of a schedule that was continued every week according to the NECC extracurricular schedule:

Table 3.1

Research Schedule

Week	Date	Time	Activity
1	Feb 20, 2023	15.00	Introduction to IPA (FGD)
2	Feb 27, 2023	15.00	IPA drills
3	Mar 6, 2023	15.00	Final IPA drills
4	Mar 13, 2023	15.00	Data Collection
5	Mar 20, 2023	15.00	Data Validation

C. Data Source

1. The Data

The current research used primary data as a data source. According to Sugioyo (2021), Primary data is data sources that directly provide data to data collectors. Data is collected by the researcher himself directly from the first source or where the object of research is carried out[87]. Meanwhile, according to Hasan (2002), primary data is data obtained or collected directly in the field by people who conduct research or those concerned who need it. Primary data is obtained from informants or individual sources such as the results of questionnaires and interviews conducted by a researcher[88]. From the two sources above, it can be concluded that primary data is a type of data that is collected directly from the main source, such as through surveys, interviews, experiments, and so on. Primary data is always specific because it is adjusted to the needs of the researcher. Since the current research is field research, the researcher decided to use primary data as the data source. Another reason is that primary data provides data that is more relevant and reliable in answering research questions. In this case, the primary data would include the responses from the questionnaire and the interviews that the researcher conducted with the participants.

---

[87] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D – MPKK*, 2nd edn (Bandung: CV. Alfabeta, 2022), xxv, p. 456.

[88] M.Iqbal Hasan, *Pokok-Pokok Materi Metodologi Penelitian Dan Aplikasinya* (Jakarta: Ghalia Indonesia, 2002), p. 82.

2. Population

The population is defined as all members of any well-defined class of people, events, or objects[89]. The population of this study was the Junior High School students who took part in NECC extracurricular activities. However, only students who completed the researcher's pronunciation session from beginning to end were chosen as the sample for this study.

3. Sample

A sample is a portion of a population[90]. In this research, the researcher used purposive sampling technique. Purposive sampling is a non-probability sampling technique where participants are selected based on specific characteristics or criteria that make them relevant to the research question or topic[91]. In this case, the researcher has selected the sample based on criteria, which are Junior High School students who took part in NECC extracurricular and have completed the researcher's pronunciation session from beginning to end to ensure that the researcher have a representative sample of students who can provide valuable insights into the use of IPA in teaching English pronunciation.

---

[89] D Ary and others, *Introduction to Research in Education*, 2018, p. 148 <https://www.google.com/books?hl=en&lr=&id=4RREDwAAQBAJ&oi=fnd&pg=PP1&dq=ary+2018&ots=8m5GJPkwtm&sig=wdEYCf4oOYVxy1i3u0LfhoaWJGk>.
[90] Ary and others, p. 148.
[91] Sugiyono, XXV, p. 124.

Purposive sampling can be useful when the researcher wants to target a specific group of individuals or when it is difficult to obtain a random or representative sample. However, it is important to acknowledge that purposive sampling can introduce biases and may not reflect the views of the broader population.

D. Research Focus

1. Focus

Moleong (2007) states that the research focus is intended to provide limitations on qualitative studies and limit research to select which data are relevant and which are irrelevant[92]. The limitations of this qualitative research were based more on the level of importance/urgency of the problems encountered in this research[93]. This study focused on the NECC students' perceptions. The students must have been taught pronunciation using IPA. The type of data needed in the current research was the students' perception, which is related to: their ability to understand IPA, the improvement of their pronunciation ability, their satisfaction with IPA learning, and IPA learning for other Junior High School Students.

---

[92] Lexy J Moloeng, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: PT. Remaja Rosdakarya, 2007), p. 237.

[93] Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Tindakan)*, *Metode Penelitian Pendidikan*, 3rd edn (Bandung: CV. Alfabeta, 2021), p. 207.

2.   Supporting Information

The respondents of the study consist of 13 students with a majority of female students. Since internal and external factors have a significant impact on students' perceptions[94], the researcher also collected supporting information from respondents.

The sample consists of two classes, namely the 7th-grade students and 8th-grade students, with a balance in the number of each class. The researcher did not discriminate between male and female students as well as their class and students' age in the process of data collection and data analysis. Even so, the researcher presents detailed data related to the sample, including class, gender, and age. This data may be used in future research. The details of the students are as follows:

Table 3.2

List of NECC Students

Coding	Class	Age	Gender
S1	7 A	12	Female
S2	7 A	13	Female
S3	7 A	13	Female
S4	7 B	13	Female
S5	7 B	12	Female
S6	7 B	12	Female
S7	8 A	13	Female
S8	8 A	13	Male
S9	8 A	14	Female
S10	8 A	13	Female

[94] Hamachek; Viljoen and others.

S11	8 A	13	Female
S12	8 B	14	Female
S13	8 B	14	Female

Coding was used during the data collection process to maintain the confidentiality and anonymity of the study participants.

The data of this research were collected through an interview with students who took part in the NECC extracurricular at a Junior High School called SMP Nurul Islami located in Semarang, with the majority of the participants being students who spoke Javanese and Indonesian as their daily language. Their English pronunciation is often influenced by Javanese and Indonesian pronunciation.

The participants came from different backgrounds. To sum up our viewpoint of the participants, the researcher asked them a few questions one by one in a forum group discussion (FGD) before the pronunciation teaching began. The questions of this forum include: their motivations for joining Nuris English Conversation Club (NECC) and the difficulty in accordance with conversation training in NECC.

Researcher: "Apa motivasi kamu belajar di NECC?"
"What is your motivation to study at NECC?"
Student A: "Agar lebih bisa bahasa inggris dan mengerti kosakata inggris."
"To be more able to speak English and understand English vocabulary."
Student B: "Agar memiliki ilmu berbahasa inggris diatas rata rata"
"To have English proficiency above average"

Student C: "Saya ingin masuk ke universitas oxford atau Universitas cambridge dan dapat berbicara dengan orang asing"

"I want to go to oxford university or Cambridge university and be able to talk to foreigners (English native speakers)."

Student E: "Agar bisa mengetahui bahasa selain bahasa indonesia yaitu bahasa inggris. Dan agar jika saya jalan-jalan ke luar negeri bisa berkomunikasi dengan lancar."

"In order to know a language other than Indonesian, namely English. And so that when I travel abroad, I can communicate smoothly."

The result shows that most of the students were interested to learn English at NECC because they wanted to be able to speak with English native speakers. Other students were getting motivated when their English proficiency was above average. While other students dreamed to be able to enter England Universities, such as Oxford and Cambridge. These answers are in line with the result of Astriningsih and Mbato's finding on the motivation of adult English learners on joining a community of interest[95].

Researcher: "Berkaitan dengan Conversation, apa kesulitan yang paling kamu rasakan saat berada di NECC?"

"Regarding Conversation, what difficulties did you experience the most when you were at NECC?"

Student A: "Pronunciation, grammar, listening"

"Pronunciation, grammar, listening"

Student B: "Grammar, penyusunan kata kata dan listening sedikit, serta pengucapan"

"Grammar, arrangement of words and a little listening, as well as pronunciation"

---

[95] Astriningsih and Mbato.

Student C: "Listening, karena terkadang pronounciation setiap orang dapat berbeda beda dan terkadang kesulitan menyusun kata kata."

"Listening, because sometimes everyone's pronunciation can be different and sometimes it's difficult to arrange words."

The result showed that the majority of the class was having difficulties in Pronunciation, Grammar, and Listening. Especially in Listening, they emphasized that listening is difficult because the pronunciation of words in English can vary from person to person. This may happen because there are no native English speakers around them, so it was difficult for them to determine which pronunciation is correct. Seeing how crucial the role of correct pronunciation was for students, made the researcher question two more things related to pronunciation to them, those were the way they used to learn pronunciation and how they used to know the correct pronunciation.

Researcher: "Bagaimana biasanya kamu mempelajari pronunciation?"

"How do you usually learn pronunciation?"

Student A: "Mencari cara pronounciation dari youtube terutama mendengarkan orang inggris asli/ native berbicara di youtube"

"Look for ways of pronunciation from YouTube, especially listening to native English speaking on YouTube"

Student B: "Dengan mendengarkan lagu atau drama drama yang berbahasa inggris."

"By listening to songs or dramas in English."

Student C: "Dengan menirukan guru, agar pengucapannya benar."

"By imitating the teacher, so that the pronunciation is correct."

Student D:	"Dengan mendengarkan lagu, podcast, film, dan kartun."
	"By listening to songs, podcasts, movies, and cartoons."
Student E:	"Dengan mendengarkan cerita, berita internasional, orang orang yang fasih berbahasa inggris."
	"By listening to stories, international news, people who speak fluent English"
Researcher:	"Lantas, bagaimana cara kamu mengetahui pronunciation yang benar dari sebuah kata?"
	"Then, how do you know the correct pronunciation of a word?"
Student A:	"Mendengarkan google translate."
	"By listening to google translate."
Student B:	"Mencari di YouTube atau bertanya kepada seseorang yang mengetahuinya."
	"Search on YouTube or ask someone who knows it."
Student C:	"Sering mendengarkan native inggris bicara"
	"I often listen to native English speakers."
Student D:	"Meminta tolong orang lain"
	"Ask someone else for help"

The result showed that students were accustomed to learning the pronunciation by listening to songs, films, news, or dramas. In the current era of globalization, the use of smartphones and television plays a role as an extensive learning medium for students, especially in understanding English lessons. As stated by students, they tended to learn pronunciation by imitating other people's pronunciation, either from their teacher or from English-language content from smartphones or television. The use of google translate to find out the correct pronunciation of a word also plays an important role in learning English pronunciation. This is in accordance with the theory of this study,

namely the intuitive-imitative approach by Celce-Murcia[96]. Most Junior High School teachers today also apply an intuitive-imitative approach to their students to teach English pronunciation in their classes[97], this has also happened at SMP Nurul Islami Semarang. That is why if the students did not know how to pronounce the word in English correctly, they asked the teacher for help to tell the correct pronunciation.

After discussing with the students in the FGD, the researcher at least got an overview of the students' backgrounds in learning English, especially pronunciation. However, the researcher did not know if they have studied, or at least heard of the International Phonetic Alphabet before. For this reason, before teaching IPA to students, the researcher asked whether they knew about IPA before or not. The answers obtained from the students indicated that almost all of them did not know IPA or at least had only heard of the term, but had never really studied it. Some of them claimed to have studied IPA, but it was only a way of distinguishing between long i (/iː/) and short i (/ɪ/).

E. Data Collection Technique

According to Sugiyono (2022), data collection techniques are the most important part of the research. Using appropriate data collection techniques will result in a standardized data analysis process, and vice versa. The researcher recorded, examined, and observed data sources as

---

[96] Su Tseng Lee, p. 1; Hashemian and Fadaei.
[97] Nikmah, Setiawan, and Munir.

materials studied in data analysis[98]. Furthermore, data collection techniques can be carried out using interviews, questionnaires, observation, documentation, and triangulation[99].

1. Instrument

The researcher used questionnaires and interviews in the process of collecting students' perceptions as data.

According to Brown, the term "questionnaire" refers to any written instrument that asks respondents to respond to a series of assertions by writing out their responses or choosing from a list of pre-prepared answers[100]. Questionnaires in this study were prepared and self-piloted as an instrument to gather information the authors needed in accordance with students' perceptions. Following the research focus, the author compiled 10 items from the questionnaire. Questionnaire questions were given to participants in Indonesian so that participants could easily understand them. The usage of Indonesian aims to avoid any misconceptions regarding the question's intended meaning. As primary data, the student questionnaire was set up in a closed-ended format. The structure of a closed-ended item consists only of a request

---

[98] Sugiyono, XXV, p. 104.

[99] Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Tindakan)*, pp. 193–330.

[100] Zoltán Dörnyei, *Questionnaires in Second Language Research*, *Questionnaires in Second Language Research* (Taylor \& Francis, 2020), p. 6 <https://doi.org/10.4324/9781410606525-6>.

for an answer with explicitly mentioned answer categories[101]. In closed-ended questions, the researcher posed a question and provided preset response options for the participant[102]. The questionnaire consisted of 10 questions representing each category and was constructed in the form of the five Liker-type scales: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Open-ended questions in form of interviews were then conducted by the researcher to support the questionnaires and to further explore students' perceptions of IPA as a pronunciation learning system.

Interviews are a data collection technique by seeking data directly from a small number of respondents, both in a structured and unstructured manner. Directly in this case can be done in the form of face-to-face or through communication tools. Moelong (2012) explains that an interview is a conversation with a specific purpose. The conversation was conducted by two parties, namely the interviewer who asked the question and the interviewee who answered the question[103]. Interviews can be conducted in a structured, semi-structured, and unstructured manner[104].

---

[101] Willem E. Saris and Irmtraud N. Gallhofer, *Design, Evaluation, and Analysis of Questionnaires for Survey Research*, *Design, Evaluation, and Analysis of Questionnaires for Survey Research* (John Wiley \& Sons, 2007), p. 120 <https://doi.org/10.1002/9780470165195>.

[102] John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017), p. 386.

[103] Moloeng, p. 186.

[104] Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Tindakan)*, p. 233.

In this study, the researcher used semi-structured interviews. According to Arikunto (2011), semi-structured interviews are a form of an interview in which the researcher first asks structured questions, then deepens one by one to get further information[105]. Thus, the answers obtained can include all variables, with complete and in-depth information. Semi-structured interviews are used to find problems more openly, where someone being interviewed is asked for their opinions and ideas[106]. The basic consideration for selecting semi-structured interviews was that the implementation is freer compared to structured interviews. By using semi-structured interviews, the researcher will be able to find out more in-depth things about participants' perceptions in interpreting situations and phenomena that occur. Interviews were used by the researcher to obtain direct information from NECC students regarding how they perceive their ability, improvement, and satisfaction in learning pronunciation using IPA as well as the usage of IPA in the future. The utilization of the questions posed in the interview is inextricably linked to what has been asked in the questionnaire questions, as well as in their categorization. The researcher employs seven interview question items to support the responses to the questionnaires they have collected, and each interview question is connected to a question that was posed in the closed-ended survey.

---

[105] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011), p. 270.
[106] Sugiyono, XXV, p. 233.

Table 3.3

List of Questionnaire and Interview Questions

Category	Questionnaire Questions	Interview Questions
Related to students' perceptions of their ability to understand IPA	1. You can take IPA lessons well.	1. What are the conveniences and difficulties you faced when learning pronunciation using IPA?
	2. According to you, learning IPA is fun.	
	3. According to you, studying IPA is quite easy.	2. Which letters do you think are the most difficult?
Related to the students' perceptions regarding the improvement of their pronunciation ability	4. According to you, IPA is a suitable method for learning Pronunciation.	3. What are the advantages and disadvantages of learning pronunciation using IPA?
	5. You feel your English ability has improved after learning IPA.	4. State the reasons why you feel your English ability has improved/didn't improve after studying IPA!
	6. In the future, you will open a dictionary and use IPA to check the correct pronunciation of words that you find difficult to pronounce.	

Related to the students' perceptions regarding their satisfaction on IPA learning	7. You are satisfied with the IPA learning that has been done	5. State the reasons why you are satisfied/dissatisfied with the IPA learning that has been carried out!
		6. What are your suggestions and criticisms of the IPA learning that you have done?
Related to the students' perceptions regarding IPA learning for other Junior High School Students	8. You feel that other Junior High School students need to learn IPA too.	7. State the reasons why you feel that other Junior High School students need/don't need to study IPA too!
	9. According to you, students at Nuris Middle School who do not take NECC will find it difficult if they are taught IPA.	
	10. According to you, students in other Junior High Schools will find it difficult if they are taught IPA.	

2.   Steps for Collecting Data

This research has gone through several steps before the researcher finally collected data through questionnaires and interviews: the researcher conducted a Forum Group Discussion (FGD) before

61

learning as well as the interview process began. Overall, the process carried out by the researcher during this research included: FGDs, the process of learning pronunciation using IPA drills, and data collection through questionnaires and interviews.

In the FGD stage, the researcher asked students about their learning motivation and their opinions about English and pronunciation as well as about the way they learned pronunciation while they were studying at SMP Nurul Islami Semarang, especially at the NECC extracurricular.

Meanwhile, at the pronunciation learning stage, students were given an IPA drill. Students were asked to memorize all the symbols of English IPA and how to pronounce each symbol. And also in this stage, students were taught to read IPA symbols in the dictionary. Some oxford dictionaries were provided by the researcher for the sake of this research. Students were accustomed to guessing a pronunciation of an English word before matching the correct pronunciation in the dictionary. Not only memorizing, practicing reading, and guessing pronunciation, students were also given several games related to pronunciation. The main aim of this pronunciation learning stage is for students to be able to look up the pronunciation of words in English independently using the IPA in the dictionary.

The last stage was the process of collecting data through questionnaires and interviews. The stages of the first and second processes were carried out in 3 meetings, while the data collection process was carried out in one full meeting. After all, stages had been

carried out, the data analysis was carried out to answer research questions. Data validity and reliability test were also carried out to check the validity and reliability of the data.

F. Validity and Reliability

1. Instruments Validity

Validity is an attribute that indicates the correlation between a measurement (or instrument) and the meaning or intent of learning or behavioral parameters (Supriadi, 2011, p.108). Similar thoughts have been voiced by Sugiyono (2010, p. 267), who defined a valid instrument as something that was required to collect data (measure). According to Sugiyono, a study's findings are considered valid if there is a correlation between the data obtained through testing and the actual events that took place in accordance with the study's subject. Therefore, a data validity test is mandatory for every scientific research.

The data validity test is an integral element of the body of knowledge of qualitative research, it is also used to refute accusations against qualitative research that say it is not scientific[107]. The data validation is held to prove whether the research being carried out is truly scientific research as well as to test the data collected. The data validity test in qualitative research can be done using several methods, some of which are Extended Observation, Triangulation, Negative Case

---

[107] Moloeng, p. 320.

Analysis, Member checking, etc.[108]. For data in qualitative research to be accounted for as scientific research, it is necessary to test the validity of the data.

The researcher self-piloted the questionnaire and interview questions at the initial. The first instrument consisted of 20 items. The researcher then divided some of these questions into questionnaires and interview questions. To test the validity of the questionnaire questions, the researcher used a technique called Pearson's product-moment correlation technique. The researcher used SPSS software to test the validity of the results of a questionnaire that had been previously distributed to some of the participants. If each question's r_{values} are higher than the r_{table}, that indicates valid because there is a significant correlation. The rule is; $r_{value} \geq r_{table}$ = valid, $r_{value} \leq r_{table}$ = Invalid. (Purwanto, 2004, p.139)

Table 3.4

The Results of Data Validity Test

Item	r_{value}	r_{table}	Criteria
Q1	0,827	0,553	Valid
Q2	0,719	0,553	Valid
Q3	0,800	0,553	Valid
Q4	0,671	0,553	Valid
Q5	0,827	0,553	Valid
Q6	0,908	0,553	Valid

[108] Sugiyono, XXV, p. 270.

Q7	0,892	0,553	Valid
Q8	0,708	0,553	Valid
Q9	0,777	0,553	Valid
Q10	0,777	0,553	Valid

While the items of the interview questions were checked by experts to make sure the valid items as an instrument. The interview questions were prepared in the Indonesian version. The Indonesian language was chosen to make sure the participants understand what question that has been asked. An interview protocol then was revised in light of experts' opinions. Thus, the final instrument for the interviews consisted of seven questions that were used to collect the data from the Junior High School Students in SMP Nurul Islami Semarang.

In order to support the validity of research data, the researcher carried out data validity tests, including Extended Observation and Triangulation.

- Extended Observations

    The extended observations can increase the validity of the data. Extended observation means that the researcher returns to the field, makes observations, and interviews again the data source from which the data has been collected and/or newer data sources. Extended observation means that the relationship between the researcher and the source will be closer, more familiar, and more open, and mutual trust will arise so that the information obtained will be more extensive and complete. The

extended observation to test the validity of research data is focused on testing the data that has been collected. The data collected is checked back to the field whether it is correct or not, whether there has been a change or still the same. After checking back into the field, if the data that has been collected can be accounted for/correctly means valid, then the extension of the observation needs to be ended.

- Triangulation

Triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison against the data[109]. The trustworthiness of the informant, the time of disclosure, the environmental factors, and other factors can all have an impact on the data. So, in order to verify data from numerous sources in various ways and at various periods, the researcher must triangulate. Triangulation can be divided into three types, namely triangulation of sources, triangulation of method, and triangulation of theory[110]. A method of triangulation means that the researcher uses different data collection techniques to obtain data from the same source. Source triangulation means that the researcher used different sources to obtain data using the same technique. Theory triangulation is carried out by comparing the final results of the research in the

---

[109] Moloeng, pp. 330, 334.
[110] Djam'an Satori and Aan Komariah, 'Metodologi Penelitian Kualitatif', *Bandung: Alfabeta*, 22 (2009), p. 330.

form of information formulation with relevant theoretical perspectives to avoid bias and subjectivity of the researcher on the findings produced. As for this study, the researcher used method triangulation which was carried out by comparing the data from the questionnaire and the data from the interviews.

2. Instruments Reliability

Reliability is defined as how much consistency the test scores the testee achieves on the retest[111]. A reliability test is performed to find out whether the measuring instrument designed is a reliable measuring instrument if it is used repeatedly to give relatively the same results (not much different)[112].

The researcher used SPSS to test the reliability of the questionnaire used in this study. The technique used is Alpha Cronbach. Alpha Cronbach is considered suitable for use in this reliability test because one of the instruments used is a questionnaire. With the criterion of reliability interpretation: $0.80 \leq \alpha < 1.00$ = very high, $0.60 \leq \alpha < 0.80$ = high, $0.40 \leq \alpha < 0.60$ = medium, $0.20 \leq \alpha < 0.40$ = low, $0.00 \leq \alpha < 0.20$ = very low[113].

[111] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, *Jakarta: Rajagrafindo* (PT. Raja Grafndo Persada, 2006), I.
[112] Sugiyono, 'Statistika Untuk Penelitian', *Bandung: CV. Alfabeta*, 21 (2006), p. 354.
[113] Slameto, p. 215.

Table 3.5

Case Processing Summary of Reliability Test

Cases	N	%
Valid	13	100.0
Excluded	0	.0
Total	13	100.0

As can be seen from the Table above 13 students rated the statement in the questionnaire. All of them were included in the reliability analysis.

Table 3.6

Reliability Test Statistics

Cronbach's Alpha	N of Items
0,917	10

The reliability Statistic table displays Cronbach's Alpha value. The scale appeared to have very high internal consistency reliability at a value of 0,917.

G. Data Analysis Techniques

After finishing compiling the data collection techniques used, the next step is to perform data analysis. Data analysis are stages that cannot be avoided and must be completed properly. At this stage, the researcher determined what analysis techniques that were used to process the data that had been obtained from the field. Moloeng defines data analysis as an activity to check the origin of research instruments,

such as documents, notes, recordings, and so on in a study[114]. Data analysis according to Bogdan in Sugiyono is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and the findings can be informed to others[115]. The selection of this data analysis technique was based on the research objective, namely to describe Junior High School students' perceptions of learning pronunciation using IPA, and the research instruments, those are questionnaire and interview. Since the current research is a descriptive qualitative study, the analysis will focus on identifying patterns and themes within the data rather than using statistical analysis.

The questionnaire data will be analyzed frequency analysis such as modus and percentile to summarize the responses of the participants. Frequency Analysis is a part of descriptive statistics. The frequency of an event is defined in statistics as the number of times it occurs. Frequency Analysis is a branch of statistics that studies the number of occurrences (frequency) and analyzes measures such as central tendency, dispersion, percentiles, and so on. It is a simple and straightforward method that is used to identify patterns and trends in data. It helps to identify the number of participants who chose each response option, as well as the percentage and frequency of each response option. This can provide important insights into the attitudes, perceptions, and behaviors of the participants regarding the use of the

---

[114] Moloeng.
[115] Sugiyono, XXV, p. 334.

International Phonetic Alphabet in pronunciation learning. The researcher will use assistance from Excel and SPSS to analyze data obtained from the questionnaire.

The interview data was transcribed and analyzed using a thematic analysis approach. This involves identifying patterns and themes within the data by coding the responses and grouping them into categories. The categories will then be analyzed to identify overarching themes that emerge from the data.

The findings of the analysis will be presented in a narrative format that describes the themes and patterns identified from the data. According to Sugiyono (2017), Descriptive Analysis is used to analyze data by describing the data that has been collected as it is without intending to make general conclusions or generalizations[116]. Direct quotes from the participants may also be included to support the findings.

According to Miles & Huberman (1992), the analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, and drawing conclusions[117].

1.   Data Reduction

Data reduction is defined as a selection process, focusing attention on simplifying, abstracting, and transforming raw data that

---

[116] Sugiyono, xxv, p. 147.
[117] Matthew B Miles and A Michael Huberman, *Analisi Data Kualitatif* (Jakarta: Universitas Indonesia Press, 1992), p. 16.

emerges from written records in the field. Data reduction continues throughout the qualitative research-oriented project. Anticipation of data reduction has been carried out since the researcher decided (often without being fully aware) the conceptual framework, research problems, and data collection approach he chose. As long as the data collection is taking place, further reduction steps occur (making summaries, coding, tracing themes, making clusters, making partitions, making memos, etc.). This data reduction/transformation continued after field research until a complete final report is prepared. Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified.

The researcher used all of the responses that the respondents provided for the questionnaire data. The data set was chosen and divided into useful data and raw data categories. The raw data was once more chosen, and relevant data was prepared for the data presentation process in accordance with the problem formulation and study objectives. The information from the interviews was chosen by the researcher. The participant responses were grouped according to the questions, and the researcher then chose the key responses from the participants that fit the questions.

2. Data Presentation

Miles & Huberman define a data presentation as a set of structured information that gives the possibility of drawing conclusions and taking action. They believe that good representations are a primary

way of valid qualitative analysis. The presentation of the data can be realized as a matrix, graph, network, or chart as a guide for information about what is happening. Everything is designed to combine organized information in a coherent and easily accessible form. Thus, the researcher can see what is going on, and determine whether the data can be used to draw conclusions or whether re-verification is required.

3. Drawing Conclusion

Drawing conclusions according to Miles & Huberman is only part of an activity from the complete configuration. Drawing conclusions is an attempt to find or understand the meaning, and regularity of explanatory patterns, causal paths, or proportions. The conclusions were also verified during the research. The verification might be as brief as a retrospective that went through the researcher's mind while he was writing, a review of field notes, or may be by reviewing to develop an intersubjective agreement. In addition, it can also be done through discussion. In short, the meanings that emerge from other data must be tested for their truth, robustness, and compatibility, that is, their validity. The final conclusion does not only occur during the data collection process but needs to be verified so that it can really be accounted for. Furthermore, the data that has been analyzed, was explained and interpreted as words to describe facts in the field, meaning or to answer research questions which are then taken from the core.

In this study, to draw conclusions from the results of the questionnaire, the researcher calculated the average percentage of each

aspect, so that it could produce a final average, then the final average percentage results were categorized according to the questionnaire rating category so that the researcher could conclude students' perceptions about IPA drill as a pronunciation learning system. Meanwhile, to draw conclusions from interview data, the researcher looked for most answers given by interview participants, then from most answers, the researcher could determine the outline, so that the researcher could draw conclusions from interview answers given by participants.

In the appearance of the questionnaire data, the researcher displayed all the data that has been obtained in tabular form. In the table, the researcher calculated the total score and percentage for each question, then the percentage in each question was calculated on average to find out the category obtained in each aspect. As for the appearance of interview data, the researcher displayed all the answers from the participants who have been grouped on the same question, then at the end of the paragraph on each question, the researcher concluded from the answers to the question.

The information gathered from the interviews was coded and analyzed. Template analysis was used to generate a table for response coding and to identify emerging themes. The data from the interviews was used to identify themes. Following that, axial coding was used to confirm that the articles adequately represented the participants' responses, and the information was transferred to a data table.

Students' perceptions of IPA learning were demonstrated using template analysis. To protect the participants' identities, identifying information was removed from the interview documents. The information obtained from participants will be kept in a locked filing as well as possible.

———————————————

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher presents the results of the study. This chapter consists of research findings as well as the discussion and is divided into four main sections. The first section presents the data description, followed by findings that are collected through interviews, and a discussion of findings from the interview to answer research questions about students' perceptions toward the use of IPA in pronunciation learning, while the limitation of this study is described at the end of this chapter.

A. Finding

The purpose of this study was to investigate Junior High School students' perceptions of learning pronunciation using IPA. Manual coding was used to organize the responses to the questions. This step involved the systematic coding of all of the information gathered through questionnaires and interviews. A Microsoft Excel spreadsheet was created for each code, which made it possible to identify the various findings. When all of the data had been coded, the data with the same code was gathered together in one place. After that, a more general set of findings was identified.

In this case, the researcher has considered and mapped out what needs to be known from the participants through the data collection process. There were at least four categories that the researcher prepared in order to obtain accurate data regarding Junior High School students'

perceptions of learning pronunciation using IPA. In the result of the categories that the researcher has mapped, the researcher has compiled 10 questions that are asked in the questionnaire and 7 questions that are asked in the interview. In this section, the author describes, analyzes, and interprets the collected data. The relevance of those findings is discussed, and the researcher links it all back to the research question which was previously stated in the first chapter.

1. The description of Junior High School students' perceptions toward the use of IPA in pronunciation learning

Students' perception does not stop at positive or negative perceptions but requires in-depth analysis to obtain detailed results. To describe students' perceptions in detail, the researcher uses the four categories that have been prepared previously.

a. Related to students' ability to understand IPA

One of the basic principles regarding students' perception according to Slameto (2010) is that the students' perception has an arrangement. It means that students' perception is influenced by their brains, motivation, and experience of the learning process[118]. That is why the first category is to seek the students' understanding of the lesson because if students had a bad experience, for example, they could not understand their lesson it may produce a negative perception.

---

[118] Slameto.

In this category, the researcher used the findings from questionnaire number one (Q1), questionnaire number two (Q2), questionnaire number three (Q3), interview number one (I1), and interview number two (I2).

From questionnaire number one (Q1)'s answers, it was found that most students were able to follow the lesson well (62%), and there were even 2 students who stated very agree with this statement. This finding proves that Junior High School students are also able to study IPA well, just like students at a higher level, e.g., senior high school and university levels[119]. Yet another student says she has not been able to follow the lessons as well as other students. Two of the participants indicated that they were uncertain about their ability to understand the lesson. In fact, IPA learning may be good material that can be taught in universities or English courses[120], but it is basically not the learning that students should receive at the Junior High School level. However, they can adapt to the given materials by relying

---

[119] Trinh, Nguyen, and Le; Yasminto; Putri; Riza.

[120] Suryaleksana and others; Setiyono; Dina Silvia, 'A STUDY ON THE TEACHING INTERNATIONAL PHONETIC ALPHABET', *Enreal: English Research and Literacy Journal*, 2.1 (2022), 146–54; Musrafidin Simanullang, 'The Effect of Applying Video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training and Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018/', *International Journal of English Literature and Social Sciences*, 3.6 (2018), 268296.

on their logic and previous English-learning experience[121] from NECC. In this case, to find out how students' experiences during the IPA learning process took place, the discussion was continued with interview number one (I1), namely to find out what the conveniences and difficulties experienced by students were. Students tend to lose motivation if the lesson is too difficult for them[122] and it affects their perception. The findings show that the majority of students have had a good experience by saying that there is an ease in learning IPA, one of which is exemplified by the existence of tables that help them memorize the symbols. However, the strange shape of the IPA symbols made it difficult for some of the students to recognize and remember them. Suryaleksana also states that University students also had the same experiences[123]. In light of the fact that IPA was unfamiliar to them, this was natural because IPA is a new thing for them. The students also reported having trouble writing and pronouncing, in addition to having difficulty recognizing the symbols. Research conducted by Dina Silvia, et al. Also shows

---

[121] Kenneth W.K. Lo and others, 'How Students' Motivation and Learning Experience Affect Their Service-Learning Outcomes: A Structural Equation Modeling Analysis', *Frontiers in Psychology*, 13 (2022) <https://doi.org/10.3389/fpsyg.2022.825902>.

[122] Abu Ahmadi and Widodo Supriyono, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2013).

[123] Suryaleksana and others.

that students at the university level also experience difficulties in writing IPA symbols[124].

To ask about the convenience of learning IPA, the researcher uses the word "fun" because this word is more familiar to Junior High School students. The fun factor has a causal relationship with the participants' abilities to comprehend the learning material because it is new to them. This inquiry refers to questionnaire number two (Q2). Each learner perceives their level of convenience differently during the learning process. It was found that almost 3/4 felt that learning IPA was fun. Despite the fact that there is one student who had a different opinion, she refrained from using the statement "strongly disagree" to express it. The researcher also believes that a variety of games and activities that demand participation from students during the learning process are what contribute to this high degree of fun. Muhibbinsyah (2002) and Slameto (2003) argue that learning is a person's attempt to obtain a new change in behavior as a whole, as a result of his own experience in interacting with the environment[125]. Therefore, all teachers should practice making learning fun in order to encourage a passion for learning and independence in problem-solving for their students.

---

[124] Silvia, El-sulukiyyah, and Mabaroh.
[125] Muhibbin Syah, *Psikologi Belajar* (PT Rajagrafindo Persada, 2003); Slameto.

When it is said that students can follow the lesson well and they also feel comfortable learning IPA, the next thing that should be asked of students is about the difficulties they face (I1). However, the researcher in this case cannot directly ask for difficulties in the questionnaire (Q3) provided but must use the term "quite easy". It is intended that the results obtained from the questionnaire (Q3) are directly proportional to the questions of the other questionnaires. The results show that the majority of students deny the difficulties they encountered during the learning process, up to 11 students. Their commitment to improving English at the NECC extracurricular led to this impressive result. The personal reason was regarded as an important motive to the students[126]. They are proficient and mentally prepared to receive fresh English materials every week. Even so, it cannot be said that the students did not find it difficult at all, so with interview number two (I2), the researcher found the letters that were difficult for them. The result shows that there are two consonants and two vowels that they find the most difficult, namely /dʒ/, /ð/, /æ/, and /ɔ:/ respectively. Surprisingly, the findings in this study are not much different from what has

---

[126] Anna Riana Suryanti Tambunan and Tiarnita M. S Siregar, 'Students' Motivation in Learning English Language', *Journal of English Language Studies*, 1.2 (2016) <https://doi.org/10.30870/jels.v1i2.956>.

been found by other researchers, namely Suryaleksana, who conducted his research at the university level[127].

b.   Related to the improvement of students' pronunciation skills

The discussion of the third category did not immediately start with the question of whether they felt an increase in their English skills or not, but the researcher first asked questionnaire number 4 (Q4), which asked whether IPA was a suitable method for learning pronunciation. The use of the word "method" here is not intended to mention the method in its true sense, because we know that the method used by the researcher in conducting this study is the drill method. IPA is only used as a tool in the drill method to provide students with an understanding of how to pronounce correctly. The results show without a doubt that IPA is indeed suitable to be used to improve their English-speaking ability. According to Hancook (1994), the IPA is most suited to learners who are capable of intellectualizing the learning process[128]. But unfortunately, many English teachers are not familiar with IPA due to a lack of practice, making learning pronunciation using IPA rarely done by teachers[129].

---

[127] Suryaleksana and others.

[128] Mark Hancock, 'On Using the Phonemic Script in Language Teaching', *Retrieved from Hancockmcdonald. Com*, 1994.

[129] Oxana Kodirova and Lynn Henrichsen, 'Experienced ESL Teachers' Attitudes Towards Using Phonetic Symbols in Teaching English Pronunciation to Adult ESL Students', *Pronunciation in Second Language Learning and Teaching Proceedings*, 12.1 (2022) <https://doi.org/10.31274/psllt.13337>.

After knowing that IPA is suitable to be used to improve students' English skills, the discussion continues to the results of interview question number 3 (I3): the advantages and disadvantages of IPA as a learning system. The results of the interviews showed that with IPA, the students became more aware of the correct pronunciation of a word[130]. Additionally, learning pronunciation can be enjoyable if the appropriate teaching techniques are used. On the other hand, the existence of strange symbols that make students confused is seen as a shortcoming of IPA[131].

Questionnaire question number 5 (Q5) is the core question of this category, which is about improving students' English skills after being taught IPA. After knowing whether there was an increase or not, the researcher asked them why they chose that answer in interview question number 4 (I4). The findings obtained from the questionnaire showed that more than 75% of students agreed that their English skills had improved. The researcher admits that their degree of English proficiency before learning the IPA had an impact on the findings as well. And when asked about the reasons they felt an increase, the students revealed that the increase was due to the new knowledge they

---

[130] Atkielski; Riza.
[131] Suryaleksana and others; Najamudin, 'Teaching English Pronunciation through International Phonetic Alphabet Symbol at MAN - 1 Murung Raya.(1st)International Conference on English Language Teaching', *Indonesia: State Islamic Institute (IAIN) PAlangka Raya.*, 7.3 (2017), 85–91.

absorbed, namely in the form of how to pronounce words in English correctly. According to Brown, intensive phonetic symbol instruction helps students become independent learners of new words, challenging words, and words they mispronounce[132]. The other students revealed that there was additional knowledge for them in understanding American and British English. According to Najamudin (2017), students who know the International Phonetic Alphabet (IPA Symbol) by learning pronunciation would know how to pronounce any words in English, such as pronunciation with American English speakers or British English speakers. Meanwhile, students who did not experience an increase in their English language skills revealed that learning IPA was quite difficult for them, perhaps because they did not fully understand the material provided[133].

The last question in this category is supporting information regarding the use of IPA for the future of students that the researcher collected through questionnaire number 6 (Q6). In this question, students were asked whether they would open a dictionary and use IPA when they found a word that they found difficult to pronounce. The findings show that almost all students agree that they will open the dictionary and use IPA when they find a word that they find difficult to pronounce. According to Miller and Mompean, it helped them avoid errors in word

---

[132] Brown, *Approaches to Pronunciation Teaching*.
[133] Najamudin.

pronunciation, allowing them to self-correct and reduce the fossilized errors[134].

c.   Related to the students' satisfaction with IPA learning

In this category, there is one big question that must be given to the participants, namely in the form of a question about whether they are satisfied with the learning provided or not. This question is given in the form of questionnaire number 7 (Q7). The findings revealed that 84% of students were satisfied with the IPA learning given earlier. Two of the students who didn't select "agree" instead selected "disagree" and "neutral." They might believe that IPA learning can be done more effectively. According to Elliot and Healy (2001), student satisfaction is a temporary mindset that results from an evaluation of a student's educational experiences. It is a multi-dimensional process that is affected in different ways by different things. The role of student satisfaction in a learning process has an impact on students' perspectives on a subject, perceptions of teachers, or certain learning strategies that can affect student motivation[135]. To find out the reason for this very high student agreement on the

---

[134] Jessica Sertling Miller, *Teaching French Pronunciation with Phonetics in College-Level Beginner French Course* (The NECTFL Review, 2012); Jose a Mompean, *Taking Advantage of Phonetic Symbols in the Foreign Language Classroom* (Spanish: The University of Murcia, 2005).

[135] Kevin M. Elliott and Margaret A. Healy, 'Key Factors Influencing Student Satisfaction Related to Recruitment and Retention', *Journal of Marketing for Higher Education*, 10.4 (2001), 1–11 <https://doi.org/10.1300/J050v10n04_01>.

previous questionnaire result, the researcher questioned it in interview number 5 (I5). The reasons given by the participants included: they became aware of a problem that has always been their question, namely regarding how to pronounce English correctly. Other students expressed satisfaction with learning because it was considered fun learning, which allowed them to enjoy the material provided without any burden. The researcher was able to create a comfortable classroom environment for students to learn English through various activities supplied by the researcher, who in this case served as their temporary tutor. Students who just found out about IPA in learning pronunciation said they were satisfied because they had just gained new knowledge. Meanwhile, dissatisfied students revealed that they had not mastered the material perfectly. According to Fiktorius, if students from different environments are exposed to the tendency of misusing a few IPA symbols in a distinctive way, it could cause them severe confusion[136].

To complement the data that the researcher has collected regarding the level of satisfaction of the students with the learning that has been done, and as additional information about the deficiencies of the learning process, the researcher questioned the criticisms and suggestions for IPA learning (I6). In this

---

[136] Teddy Fiktorius and others, 'Phonetics Transcription in English Language Teaching (ELT): Implications for English Language Teachers', *NOTION: Journal of Linguistics, Literature, and Culture*, 2.2 (2020), 58–63.

section the students tend to be very active in giving answers, this can be seen from the very detailed student answers. On this occasion, the researcher really appreciates the students who want to make IPA learning better in the future. Most of the criticisms given by the students were of a technical nature, such as the class being too hot and learning that was not optimal because they were hungry, so the suggestions given by the students were also suggestions of a technical nature, such as allowing eating and evening pray (ashar) first before the lesson begins. This can happen because students have studied in class from morning to evening and this is also a limitation of this study. While the criticisms related to IPA learning included the material and examples given which were considered too difficult for students, the games given were lacking, and learning was boring. They suggest that in the future they should be given fun group games and explanations that are easier to understand. The students also suggested that learning should be done not too fast. Fayad said that teachers must then set obtainable aims that are applicable and suitable for the learner[137] so that students feel comfortable and able to take the lesson well. It is clear that the teacher, the class atmosphere, the course content, materials and facilities, as

---

[137] Al-Mahdi Juma Fayad, Wraida Marai Imsalim, and Hajer Said Mohammed, 'Towards the Use of Phonetic Transcription in Teaching Pronunciation', 2022.

well as the personal characteristics of the student will have an influence on the individual's classroom learning motivation[138].

d. Related to IPA learning for other Junior High School Students

The last category in student perceptions is related to student views regarding IPA learning for other Junior High School students. Language in this category includes the answers that students give to three questionnaire questions and one interview question. To start the discussion, answers to questionnaire questions number 8 (Q8) and interview number 7 (I7) are shown. Questionnaire question number 8 (Q8) is about whether students feel that other Junior High School students need to learn IPA as well or not. Realizing the importance of IPA in improving English communication skills, especially in improving English pronunciation, the questionnaire result showed that the students really want other SMP students to learn IPA as well as what they have studied. This is evident from the lack of answers from students who disagree that other Junior High School students need to study IPA. Not only students will benefit from successfully studying IPA, but also teachers. According to Atkielski (2005), once students have mastered IPA, the advantages received from comprehending and writing

---

[138] Robert C. Gardner, 'The Socio-Educational Model of Second Language Acquisition', *The Palgrave Handbook of Motivation for Language Learning*, 6.1 (2020), 21–37 <https://doi.org/10.1007/978-3-030-28380-3_2>.

phonetic transcriptions more than compensate the time necessary to acquire the alphabet[139]. Questionnaire question number 7 (I7) is then to explain what makes them recommend IPA to other students. The findings show that students feel real benefits from the learning that has been done. Apart from gaining new knowledge, students reasoned that other students would be able to pronounce English words correctly after they studied IPA. The students felt that there were still many students out there who wanted to improve their pronunciation in English using IPA. Interestingly, there was one student who linked his improvement in English with his desire to go abroad. Mbato (2013) and Mbato and Kharismawan (2018) said, Students in Indonesia study English more for instrumental rather than for integrative reasons such as to get support for their studies both at home and abroad, and to meet the English language skill requirements needed to secure their future job[140]. However, apart from recommending other students to study IPA, these students also reminded them not to push themselves if students couldn't understand it.

---

[139] Atkielski.

[140] Concilianus Laos Mbato and Paulus Yanuar Kharismawan, 'A Correlational Study between Language Attitudes and English Language Orientation of Indonesian EFL Learners', *LEARN Journal: Language Education and Acquisition Research Network*, 11.1 (2018), 150–69; Concilianus Laos Mbato, 'Facilitating EFL Learners' Self-Regulation in Reading : Implementing a Metacognitive Approach in an Indonesian Higher Education Context', *Southern Cross University School of Education* (Southern Cross University, 2013).

After knowing the students' reasons for recommending the use of IPA to improve their pronunciation, the researcher asked whether the other students they recommended would have difficulty or not if they were taught IPA as these students did. To find out the students' perceptions in detail, the researcher divided them into two questionnaires, namely questionnaire number 9 (Q9) and number 10 (Q10). In questionnaire number 9 (Q9) the researcher asked whether other students who did not take NECC would find it difficult if they were taught the same material. The two answers with the largest percentage are neutral and agree. These neutral answers refer to their ignorance of the abilities of their friends who do not take NECC. While the agreed answers refer to how difficult it is to memorize each IPA symbol. Instead of teaching it to Junior High School students, Chuzaimah in her research even found that Senior High School students also had difficulty memorizing IPA symbols[141]. In this last questionnaire (Q10) the researcher asked whether students in other Junior High Schools would experience difficulties when taught IPA. The results show that the most answers are neutral. Similar to the results of the previous questionnaire, the students did not know the abilities of students from other Junior High Schools. Although there are other answers such as agree, disagree, and strongly disagree, there is no strongly agree answer. This shows

---

[141] Chuzaimah and Fadli.

that they do not want to undervalue students from other Junior High Schools and consider themselves superior.

B. Discussion

1. Comparation and Contrast to other researches

Based on the several studies that the researchers mentioned in the second chapter, the researchers found several comparisons and differences between these studies and the current study.

Setiyono (2019) discusses the importance of using IPA in teaching pronunciation, emphasizing its role in accurately representing the sounds of English. This study is similar to current research in that both focus on the use of IPA in pronunciation learning, but differs in that Setiyono's study does not investigate student perceptions towards IPA learning.

Suryaleksana et al. (2022) examine the effectiveness of using IPA to improve the pronunciation of English education students. This study is similar to current research in terms of its focus on IPA, but differs in that it targets English education students rather than Junior High School students. Additionally, while Suryaleksana et al. find that IPA is effective in improving students' pronunciation, current research focuses on students' perceptions towards IPA learning rather than its effectiveness.

Yusuf (2019) investigates the effectiveness of a phonetic transcription application for improving English pronunciation. While this study is similar to current research in terms of its focus on

pronunciation, it differs in that it uses a different tool for teaching pronunciation and does not specifically address the use of IPA.

Putri (2018) examines EFL students' perceptions towards IPA symbols as a pronunciation learning system. This study is similar to current research in that both investigate student perceptions towards IPA learning, but differs in that Putri's study focuses on EFL students rather than Junior High School students.

Trinh et al. (2022) investigate the use of explicit instruction in the IPA system for teaching English as a foreign language to adult learners. This study is similar to current research in terms of its focus on using IPA for teaching pronunciation, but differs in that it targets adult learners rather than Junior High School students.

Yasminto (2020) examines the role of IPA in helping English learners achieve successful oral communication. This study is similar to current research in terms of its focus on using IPA to improve pronunciation, but differs in that it emphasizes the role of IPA in achieving successful oral communication rather than student perceptions towards IPA learning.

Riza and Kawakib (2021) investigate the use of IPA phonetic transcription to avoid EFL students' miss-pronunciation. This study is similar to current research in terms of its focus on IPA, but differs in that it addresses the issue of miss-pronunciation rather than student perceptions towards IPA learning.

Chuzaimah and Fadli (2021) investigate the role of IPA in enhancing high school students' pronunciation skills. This study is

similar to current research in terms of its focus on using IPA for pronunciation learning, but differs in that it targets high school students rather than Junior High School students.

Overall, these studies share a common focus on using IPA for teaching pronunciation, but differ in terms of their target audience, specific research questions, and findings. Current research on Junior High School students' perceptions towards learning pronunciation using IPA adds to the existing body of literature on this topic and provides valuable insights into the experiences of this particular group of learners. Apart from these studies, researchers found comparisons and contrasts between the current research and other studies.

A study conducted by Cheng and Wang (2017) found that Taiwanese elementary school students had positive attitudes towards learning English pronunciation using IPA. This is similar to current study, which found that Junior High School students also had positive perceptions towards IPA learning[142].

A study conducted by Khoiriyah (2019) found that Indonesian university students faced challenges in learning IPA due to their limited knowledge of phonetics and phonology. This is different from current study, which found that most Junior High School students were able to

---

[142] Y S Cheng and Y C Wang, 'Elementary School Students' Attitudes towards Learning English Pronunciation Using the International Phonetic Alphabet (IPA)', *TESOL Quarterly*, 51.1 (2017), 184–87.

follow the IPA lesson well, although some symbols were new to them[143].

A study conducted by Gómez Martínez and López Martín (2017) found that Spanish high school students found IPA learning difficult and were not motivated to use it. This is different from current study, which found that Junior High School students found IPA learning fun and enjoyable, and could see its usefulness for improving their English language skills[144].

A study conducted by Lee (2018) found that Korean high school students had positive perceptions towards using IPA to learn English pronunciation, but had difficulty in recognizing and producing IPA symbols accurately. This is similar to current study, which found that some Junior High School students had difficulty recognizing certain IPA symbols[145].

These comparisons suggest that perceptions towards IPA learning can vary depending on factors such as age, language background, and prior knowledge of phonetics and phonology. It also highlights the importance of considering students' feedback and

---

[143] N Khoiriyah, 'Indonesian EFL Learners' Perception of Using IPA Chart in Learning Pronunciation', *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 12.2 (2019), 169–82.

[144] Gomez Martinez, M J., and C Lopez Martin, 'Los Estudiantes Espanoles de Secundaria y Su Percepcion Sobre El Aprendizaje de La Pronunciacion Inglesa Mediante El Uso Del Alfabeto Fonetico Internacional', *Porta Linguarum*, 28 (2017), 49–60.

[145] J Lee, 'Korean High School Students' Attitudes toward Learning English Pronunciation Using the International Phonetic Alphabet', *Asian Journal of English Language Teaching*, 28 (2018), 1–21.

suggestions for improving IPA learning to make it more engaging and effective.

2.   Study limitation and Strength

The researcher realizes that this thesis is far from perfect. There were many obstacles and limitations during the research process, as well as many challenges during the research procedure. Here the author describes some of them.

1.   Insufficient Time

This research was carried out in an extracurricular, causing the time obtained by the researcher to be quite limited. During the learning process, the researcher is required to be able to provide material quickly, so some students cannot follow the learning properly. Realizing this, the researcher decided to give a question-and-answer session after the material was given. This is so that students who still don't understand can ask questions about their confusion. The researcher also checked the students' ability to understand the material provided by giving reflections to students verbally.

The researcher is also required to carry out the data collection process quickly. This has an impact on some students who are also required to answer quickly, causing the answers obtained from participants to be spontaneous answers that seem not to have been thought through carefully.

2.   Exhausted Students

During the learning and data collection process, the students were exhausted, causing the process to run not optimally. This is because the

process is carried out after school hours are over. The students have been using their brains since morning to study in their respective classes, causing some of them to run out of energy when starting extracurricular activities.

3. Researcher's Problems

The researcher is aware of the shortcomings that are owned by him. The researcher is not an expert in the field of linguistics and not a teacher who is an expert in teaching classroom materials. The researcher is also not a wealthy person who has a lot of resources to use in the research he has done. To support the research process, the researcher uses his personal funds. The researcher has also done the best he can, not only for the sake of the researcher himself but also for the students of SMP Nurul Islami and for the development of linguistics.

One strength of current research is that it focuses on an important aspect of language learning, which is pronunciation, and specifically the use of IPA as a tool for improving pronunciation. Current research also targets Junior High School students, which is an important age group for language learning and can provide valuable insights into their perceptions and attitudes towards IPA.

Additionally, current study uses both questionnaires and interviews as instruments for collecting data, which allows for a more comprehensive understanding of the participants' perceptions and experiences. The inclusion of participant quotes in the results section also adds depth and nuance to the findings.

Furthermore, the suggestions for improving IPA learning delivery based on the participants' feedback can be useful for language teachers and researchers in designing more effective and engaging methods for teaching pronunciation using IPA.

Overall, current research contributes to the field of language learning and teaching by providing insights into the perceptions and attitudes of Junior High School students towards learning pronunciation using IPA, and can be used as a reference for future studies in this area.

3.   Implication for Further Research

Current study can serve as a basis for further research on the use of IPA for teaching pronunciation to young learners. Here are some potential implications for further research:

1.   Replication: Current study was conducted with a small sample size of 13 students from one Junior High School in Semarang. Therefore, further research could replicate current study with a larger and more diverse sample size to validate current findings.

2.   Comparative study: Current study only examined Junior High School students' perceptions of learning pronunciation using IPA. A comparative study could be conducted to compare the effectiveness of IPA with other pronunciation teaching methods for young learners.

3.   Long-term study: Current study focused on students' perceptions of IPA learning in the short term. A long-term study could be conducted to investigate whether the positive attitudes of Junior

High School students towards IPA learning are sustained over time and whether their pronunciation skills improve over the long term.

4. Teacher perspectives: Current study focused on students' perspectives on IPA learning. Future research could also explore the perceptions of English language teachers towards the use of IPA as a tool for teaching pronunciation to young learners.

5. Impact on speaking skills: Current study focused on the use of IPA to improve pronunciation skills. Future research could explore the impact of IPA learning on speaking skills, including fluency, accuracy, and confidence in speaking English.

Overall, current study provides a valuable starting point for further research on the use of IPA for teaching pronunciation to young learners.

CHAPTER V
CONCLUSION AND SUGGESTION

This is the last chapter of this research. In this chapter, the writer presents the conclusion of the study based on the data analysis discussed in the previous chapter and offers a suggestion for the teacher, the students, and the next researcher in accordance with the use of IPA in pronunciation learning.

A. Conclusion

As a basic skill that must be mastered by young people in this globalization era, having the ability to speak English well is an obligation that must be mastered from an early age. However, in Indonesia, English is only considered a foreign language, resulting in a lack of awareness in honing speaking skills, especially in the pronunciation of each word, the pronunciation of words in English is often influenced by the pronunciation of the mother tongue. A new system needs to be implemented so that students can learn English pronunciation autonomously.

The International Phonetic Alphabet is considered a reasonable solution by linguists to be applied to students in learning pronunciation autonomously. However, in order to reach the autonomous level, students must be able to see the important role of IPA in improving their pronunciation skills.

Learning pronunciation should be given to students as early as possible because if not, they will continue to use fossilized wrong

pronunciations until they are adults. Middle school level is considered the right time to study IPA.

In this field-qualitative research, the researcher found out how Junior High School students' perceptions of learning pronunciation using IPA. This research was conducted in an extracurricular named NECC in a Junior High School named SMP Nurul Islami in Semarang, with 13 students from 2 different classes as participants. This study uses questionnaires and interviews as instruments for collecting data. The results of this study are expected to become a reference for students, teachers, and academics in understanding the perceptions of Junior High School students so that not only adult students learn IPA, but also young students can learn pronunciation better using IPA in the future.

Although initially learning about IPA targeted university students, the findings revealed that according to most students at the Junior High School level, learning about IPA was easy and they could follow the lesson well, although some did not. The problems that arise are caused by their unfamiliarity with recognizing IPA symbols. Several symbols such as /dʒ/, /ð/, /æ/, and /ɔː/ are new to them so these Junior High School students find it difficult to recognize and read the symbols. Even so, these students are satisfied with the learning that has been given because they like to learn something new and find IPA learning fun and can improve their English language skills. Another reason given by Junior High School students is that they know how to look up the pronunciation of a word in English correctly so that in the future they will use IPA in the dictionary to be able to pronounce a word

they find difficult. The students suggested that in the future, IPA learning could be delivered in a way that was more fun and made them comfortable, such as giving examples with words that were more familiar, and easy, and using group games. These students highly recommend that learning pronunciation using IPA can be applied to other Junior High School students, regardless of whether other students will find it difficult or not.

Middle school students clearly have a positive perception in response to learning pronunciation using the IPA they have gone through. So, it is not impossible if IPA learning is actually implemented in classes at the Junior High School level. What should be a concern is how the teachers bring this learning in a better way so that the results will be more effective. Research on the effectiveness of using IPA also needs to be studied so that people know which method is better.

B. Suggestions

Based on the conclusion above the teacher would like to give some suggestions related to this research that could be beneficial for students, teachers, and further researchers. The writer hopes that the directions provided are helpful.

1. For Students

For students who still have difficulty pronouncing words in English, they can try studying IPA. IPA may seem difficult at first, but once mastered, students will be able to know the correct pronunciation

of a word in English. This study proves the success of learning pronunciation using IPA even for Junior High School students.

2. For Teachers

Teachers are expected to be more creative in teaching pronunciation to their students. One way is to use IPA so that students can figure out how to pronounce words correctly and autonomously when they are not with the teacher. However, what needs to be considered is the use of suitable methods for teaching IPA, especially if the students being taught are students at the Junior High School level. Teachers can use the results of this study as a reference in understanding the perceptions of Junior High School students who are taught pronunciation using IPA.

3. For Further Researches

The writer realizes that this study is far from perfect. There are still many things that need to be known regarding learning pronunciation using IPA for Junior High School students, including the effectiveness of IPA compared to the methods so far used, the use of IPA in learning pronunciation when is collaborated with various different learning methods and strategies, the use of IPA in learning pronunciation at different grades, and so on. Researchers hope that there will be further research that will open our horizons to the topic being discussed.

REFERENCES

Abdullah, Siti Hawa, and Santhiram Raman, 'Quantitative and Qualitative Research Methods: Some Strengths and Weaknesses', *Jurnal Pendidik Dan Pendidikan, Jilid*, 17 (2001), 1–15

Ahmadi, Abu, and Widodo Supriyono, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2013)

Aliaga-Garcia, Cristina, and Cristina Aliaga-García, 'The Role of Phonetic Training in L2 Speech Learning', in *Phonetics Teaching & Learning Conference*, 2006, pp. 1–5 <http://www.phon.ucl.ac.uk/ptlc/proceedings/ptlcpaper_32e.pdf>

Amzah, Astina, and Nurhamdah, 'The Analysis of Teaching English Pronunciation at Young Learners', *Inspiring : English Education Journal*, 3.1 (2020), 1–16

Annury, Muhammad Nafi, 'Promoting Multilingualism in the Classroom: A Case Study of ELT Program', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 96–104 <https://doi.org/10.21580/vjv6i11587>

Annury, Muhammad Nafi, Adrovvy Jonathan, and Musthofa Musthofa, 'Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era', *Journal of English as A Foreign Language Teaching and Research*, 2.1 (2022), 70–82 <https://doi.org/10.31098/jefltr.v2i1.872>

Annury, Muhammad Nafi, and Nadiah Ma'mun, *Teaching English as A Foreign Language* (Semarang: Varos Mitra Utama, 2017)

Ary, D, L C Jacobs, C K S Irvine, and D Walker, *Introduction to Research in Education*, 2018 <https://www.google.com/books?hl=en&lr=&id=4RREDwAAQBAJ&oi=fnd&pg=PP1&dq=ary+2018&ots=8m5GJPkwtm&sig=wdEYCf4oOYVxy1i3u0LfhoaWJGk>

Astriningsih, Nurhapsari, and Concilianus Laos Mbato, 'Motivation to Learn English: Why Indonesian Adult Learners Join a Community of Interest', *ANIMA Indonesian Psychological Journal*, 34.2 (2019), 65–75 <https://doi.org/10.24123/aipj.v34i2.2202>

Atkielski, Anthony, 'Phonetic Transcription Can Be a Useful Tool for Teaching or Correcting Pronunciation Is the ESL/EFL Classroom', *Using Phonetic Transcription in Class*, 2005, 1–12

Baxter, Pamela, Susan Jack, and others, 'Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers', *The Qualitative Report*, 13.4 (2008), 544–59

Brown, Adam, *Approaches to Pronunciation Teaching*, *Developments in English Language Teaching* (MacMillan, 1992)

———, 'International Phonetic Alphabet', *The Encyclopedia of Applied Linguistics*, 2012

Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin, *Teaching Pronunciation Paperback with Audio CDs (2): A Course Book and Reference Guide (9780521729765): Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, Barry Griner: Books*, *Cambridge* (Cambridge University Press, 2010)

Cheng, Y S, and Y C Wang, 'Elementary School Students' Attitudes towards Learning English Pronunciation Using the International Phonetic Alphabet (IPA)', *TESOL Quarterly*, 51.1 (2017), 184–87

Chuzaimah, C, and F Fadli, 'Investigating the Role of International Phonetic Alphabet to Enhance Highschool Students' Pronunciation Skill', *Jurnal Bahasa, Sastra, Dan Budaya*, 20.1 (2021), 124–31

Çimenli, Betül, 'On Pronunciation Teaching and Semiotics', *Procedia - Social and Behavioral Sciences*, 199 (2015), 634–40 <https://doi.org/10.1016/j.sbspro.2015.07.590>

Creswell, John W, and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017)

Daulay, Rosita, 'Peningkatan Kemampuan Berbicara Bahasa Inggris Melalui Imajinasi Kreatif Dengan Teknik Close (Deletion) Pada Siswa Smp Negeri 8 Kota Tebing Tinggi', *School Education Journal Pgsd Fip Unimed*, 3.1 (2015), 140–51 <https://doi.org/10.24114/sejpgsd.v3i1.2169>

Dörnyei, Zoltán, *Questionnaires in Second Language Research*, *Questionnaires in Second Language Research* (Taylor \& Francis, 2020) <https://doi.org/10.4324/9781410606525-6>

Ehrlich, Susan, and Peter Avery, *Teaching American English Pronunciation-Oxford Handbooks for Language Teachers* (Oxford University Press, 2013)

Elliott, A. Raymond, 'Foreign Language Phonology: Field Independence, Attitude, and the Success of Formal Instruction in Spanish Pronunciation', *The Modern Language Journal*, 79.4 (1995), 530–42 <https://doi.org/10.1111/j.1540-4781.1995.tb05456.x>

Elliott, Kevin M., and Margaret A. Healy, 'Key Factors Influencing Student Satisfaction Related to Recruitment and Retention', *Journal of Marketing for Higher Education*, 10.4 (2001), 1–11 <https://doi.org/10.1300/J050v10n04_01>

Fayad, Al-Mahdi Juma, Wraida Marai Imsalim, and Hajer Said Mohammed, 'Towards the Use of Phonetic Transcription in Teaching Pronunciation', 2022

Fiktorius, Teddy, and others, 'Phonetics Transcription in English Language Teaching (ELT): Implications for English Language Teachers', *NOTION: Journal of Linguistics, Literature, and Culture*, 2.2 (2020), 58–63

Franklin, Ronald D, David B Allison, and Bernard S Gorman, *Design and Analysis of Single-Case Research* (Psychology Press, 2014)

Gardner, Robert C., 'The Socio-Educational Model of Second Language Acquisition', *The Palgrave Handbook of Motivation for Language Learning*, 6.1 (2020), 21–37 <https://doi.org/10.1007/978-3-030-28380-3_2>

Gilakjani, Abbas Pourhosein, and Narjes Banou Sabouri, 'Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review', *English Language Teaching*, 9.6 (2016), 123 <https://doi.org/10.5539/elt.v9n6p123>

Gilakjani, Abbas Pourhossein, 'A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction', *International Journal of Humanities and Social Science*, 2 (2012), 119–28

———, 'A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms', *Journal of Studies in Education*, 1.1 (2011), 1–15

———, 'What Factors Influence the English Pronunciation of EFL Learners?', *Modern Journal of Language Teaching Methods (MJLTM)*, 6.2 (2016), 314–26

Gilakjani, Abbas Pourhossein, and Mohammad Reza Ahmadi, 'A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement', *Journal of Language Teaching and Research*, 2.5 (2011), 119–28 <https://doi.org/10.4304/jltr.2.5.977-988>

Hamachek, Don, 'Self-Concept and School Achievement: Interaction Dynamics and a Tool for Assessing the Self-Concept Component', *Journal of Counseling & Development*, 73.4 (1995), 419–25 <https://doi.org/10.1002/j.1556-6676.1995.tb01775.x>

Hancock, Dawson R, Bob Algozzine, and Jae Hoon Lim, 'Doing Case

Study Research: A Practical Guide for Beginning Researchers', 2021

Hancock, Mark, 'On Using the Phonemic Script in Language Teaching', *Retrieved from Hancockmcdonald. Com*, 1994

Hanumanthappa, M., S. Rashmi, and N. Jyothi, *Phonetic Transcription: A Framework for Phonetic Representation of Sound Structures*, *International Journal of Engineering and Science* (International Journal of Engineering and Science, 2014)

Hasan, M.Iqbal, *Pokok-Pokok Materi Metodologi Penelitian Dan Aplikasinya* (Jakarta: Ghalia Indonesia, 2002)

Hashemian, Mahmood, and Batool Fadaei, 'A Comparative Study of Intuitive-Imitative and Analytic-Linguistic Approaches towards Teaching English Vowels to L2 Learners', *Journal of Language Teaching and Research*, 2.5 (2011) <https://doi.org/10.4304/jltr.2.5.969-976>

Heselwood, Berry, *Phonetic Transcription in Theory and Practice*, *Phonetic Transcription in Theory and Practice* (Edinburgh University Press, 2014) <https://doi.org/10.3366/edinburgh/9780748640737.001.0001>

Iivonen, Antti, and Terttu Nevalainen, 'Vieraan Kielen Fonetiikan Opetuksen Lähtökohtia', *Publications of the Department of Phonetics, University of Helsinki, Helsinki*, 1998

Irwanto, Elia H, A Hadisoepadma, R Priyani, B Y Wismanto, and C Fernandes, *Psikologi Umum: Buku Panduan Mahasiswa*, 19th edn (Jakarta: Prehallindo, 2002)

Jabareen, Yosef, 'Building a Conceptual Framework: Philosophy, Definitions, and Procedure', *International Journal of Qualitative Methods*, 8.4 (2009), 49–62 <https://doi.org/10.1177/160940690900800406>

Jacob, M., 'The Importance of the Phonetic Alphabet in Languages and Communication Studies', *Influencive*, 2020 <https://www.influencive.com/the-importance-of-the-phonetic-alphabet-in-languages-and-communication-studies/> [accessed 17 January 2023]

Jacobs, Alissa, Jeannine Pinto, and Maggie Shiffrar, 'Experience, Context, and the Visual Perception of Human Movement', *Journal of Experimental Psychology: Human Perception and Performance*, 30.5 (2004), 822–35 <https://doi.org/10.1037/0096-1523.30.5.822>

Jahan, Nusrat, 'Teaching and Learning Pronunciation in ESL / EFL Classes of Bangladesh', *Journal of Education and Practice*, 2.3 (2003), 36–46 <www.iiste.org>

Jam, Bashir, and Maryam Adibpour, 'Intuitive-Imitative Approach Versus Analytic-Linguistic Approach toward Teaching /T/, /Δ/, and /w/ to Iranian Students', *Procedia - Social and Behavioral Sciences*, 98 (2014), 757–63 <https://doi.org/10.1016/j.sbspro.2014.03.478>

Jenkins, Jennifer, 'Current Perspectives on Teaching World Englishes and English as a Lingua Franca', *TESOL Quarterly*, 40.1 (2006), 157–81

———, *The Phonology of English as an International Language* (Oxford university press, 2000)

Kenworthy, Joanne, *Teaching English Pronunciation* (Longman, 1987)

Khoiriyah, N, 'Indonesian EFL Learners' Perception of Using IPA Chart in Learning Pronunciation', *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 12.2 (2019), 169–82

Kodirova, Oxana, and Lynn Henrichsen, 'Experienced ESL Teachers' Attitudes Towards Using Phonetic Symbols in Teaching English Pronunciation to Adult ESL Students', *Pronunciation in Second*

Language Learning and Teaching Proceedings, 12.1 (2022) <https://doi.org/10.31274/psllt.13337>

Lee, J, 'Korean High School Students' Attitudes toward Learning English Pronunciation Using the International Phonetic Alphabet', *Asian Journal of English Language Teaching*, 28 (2018), 1–21

Lee, Su Tseng, 'Teaching Pronunciation of English Using Computer Assisted Learning Software : An Action Research Study in an Institute of Technology in Taiwan Submitted By', *English Language and Literature Studies* (ACU Research Bank, 2008) <http://www.ccsenet.org/journal/index.php/ells/article/view/250 02>

Lindsay, Peter H., and Donald A. Norman, 'Human Information Processing: An Introduction to Psychology', *Based Data Processing in Acoustic. Poland*, 2013, 802 <https://books.google.com/books?hl=en&lr=&id=_shGBQAAQ BAJ&pgis=1>

Lo, Kenneth W.K., Grace Ngai, Stephen C.F. Chan, and Kam Por Kwan, 'How Students' Motivation and Learning Experience Affect Their Service-Learning Outcomes: A Structural Equation Modeling Analysis', *Frontiers in Psychology*, 13 (2022) <https://doi.org/10.3389/fpsyg.2022.825902>

Mappiasse, Sitti Syamsinar, and Ahmad Johari Bin Sihes, 'Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review', *English Language Teaching*, 7.10 (2014), 113–22 <https://doi.org/10.5539/elt.v7n10p113>

Martínez-Flor, Alicia, Esther Usó-Juan, and Juan C. Palmer-Silveira, 'Towards Acquiring Communicative Competence through Writing', *Current Trends in the Development and Teaching of the Four Language Skills*, 2006, 383–400 <https://doi.org/10.1515/9783110197778.5.383>

Martinez, Gomez, M J., and C Lopez Martin, 'Los Estudiantes Espanoles de Secundaria y Su Percepcion Sobre El Aprendizaje de La Pronunciacion Inglesa Mediante El Uso Del Alfabeto Fonetico Internacional', *Porta Linguarum*, 28 (2017), 49–60

Mbato, Concilianus Laos, 'Facilitating EFL Learners' Self-Regulation in Reading : Implementing a Metacognitive Approach in an Indonesian Higher Education Context', *Southern Cross University School of Education* (Southern Cross University, 2013)

Mbato, Concilianus Laos, and Paulus Yanuar Kharismawan, 'A Correlational Study between Language Attitudes and English Language Orientation of Indonesian EFL Learners', *LEARN Journal: Language Education and Acquisition Research Network*, 11.1 (2018), 150–69

McKay, Sandra Lee, *Teaching English as an International Language: Rethinking Goals and Perspectives* (New York: Oxford University Press, 2002)

Miles, Matthew B, and A Michael Huberman, *Analisi Data Kualitatif* (Jakarta: Universitas Indonesia Press, 1992)

Miller, Jessica Sertling, *Teaching French Pronunciation with Phonetics in College-Level Beginner French Course* (The NECTFL Review, 2012)

Moloeng, Lexy J, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: PT. Remaja Rosdakarya, 2007)

Mompean, Jose A., 'Phonetic Notation in Foreign Language Teaching and Learning: Potential Advantages and Learners' Views', *Research in Language*, 13.3 (2015), 292–314 <https://doi.org/10.1515/rela-2015-0026>

Mompean, Jose a, *Taking Advantage of Phonetic Symbols in the Foreign Language Classroom* (Spanish: The University of Murcia, 2005)

Najamudin, 'Teaching English Pronunciation through International Phonetic Alphabet Symbol at MAN - 1 Murung Raya.(1st)International Conference on English Language Teaching', *Indonesia: State Islamic Institute (IAIN) PAlangka Raya.*, 7.3 (2017), 85–91

Nassaji, Hossein, 'Qualitative and Descriptive Research: Data Type versus Data Analysis', *Language Teaching Research*, 19.2 (2015), 129–32

Nichols, Ryan, *Thomas Reid's Theory of Perception* (Clarendon Press, 2007)

Nikmah, Siska Hidayatin, Slamet Setiawan, and Ahmad Munir, 'Teachers' Practices of Integrated Pronunciation Instruction in Junior High School', 7.3 (2019), 181–85

Nock, Matthew K, Bethany D Michel, and Valerie I Photos, 'Single-Case Research Designs', *Handbook of Research Methods in Abnormal and Clinical Psychology*, 2007, 337–50

Nurteteng, Nurteteng, and Winarsih Winarsih, 'Penerapan Metode Find Someone Who Untuk Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa', *Jurnal Pendidikan*, 8.2 (2020), 145–52 <https://doi.org/10.36232/pendidikan.v8i2.486>

Olson, Linda L, and S Jay Samuels, 'The Relationship between Age and Accuracy of Foreign Language Pronunciation', *The Journal of Educational Research*, 66.6 (1973), 263–68

Purwaningsih, Nurdiawati, 'The Influence of Javanese Accent Toward the Students ' English Consonant Pronunciation At English Education Study Program', *Jurnal Pendidikan Bahasa Inggris*, 8.1 (2020), 55–68 <https://journal.peradaban.ac.id/index.php/jdpbi/article/view/540 >

Putri, Nikmah Sistia Eka, 'EFL Students' Perception towards Ipa

Symbols as Pronunciation Learning System' (State Islamic Institute of Palangka Raya, 2018)

Rahardjo, Susilo, and Gudnanto, *Pemahaman Individu Teknik Non-Tes* (Prenada Media, 2016)

Rini, Julia Eka, 'English in Indonesia', *Beyond Words*, 2.2 (2014), 19–39

Riza, A, and A N Kawakib, 'Utilizing the Phonetic Transcription of IPA (International Phonetic Alphabet) to Avoid EFL Students Miss-Pronunciation', in *Proceedings of the International Conference on Engineering* (529(Iconetos 2020: Technology and Social Science, 2021), pp. 464–68

Riza, Aning, 'The Implementation of IPA (International Phonetic Alphabet) Based Phonetic Transcription in Teaching Pronunciation for EFL Students' at Aphrodite English Club' (Universitas Islam Negeri Maulana Malik Ibrahim, 2021)

Sarapung, Smita Mariana, 'Improving Students' Abilty in Placing English Word Stress Through Hand Gesture Technique', *E-Journal of ELTS (English Language Teaching Society)*, 3.1 (2015), 1–15 <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/4408>

Saris, Willem E., and Irmtraud N. Gallhofer, *Design, Evaluation, and Analysis of Questionnaires for Survey Research*, *Design, Evaluation, and Analysis of Questionnaires for Survey Research* (John Wiley \& Sons, 2007) <https://doi.org/10.1002/9780470165195>

Sarwono, Sarlito Wirawan, *Pengantar Psikologi Umum Jakarta* (Yogyakarta: andi offset, 2010)

Satori, Djam'an, and Aan Komariah, 'Metodologi Penelitian Kualitatif', *Bandung: Alfabeta*, 22 (2009)

Setiyono, Mas Sulis, 'Using International Phonetic Alphabet (IPA) in Teaching Pronunciation: Linguistics in Present Century', *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 1.1 (2019), 25–29 <https://doi.org/10.32585/ijelle.v1i1.353>

Silvia, Dina, 'A STUDY ON THE TEACHING INTERNATIONAL PHONETIC ALPHABET', *Enreal: English Research and Literacy Journal*, 2.1 (2022), 146–54

Silvia, Dina, Ana Ahsana El-sulukiyyah, and Barotun Mabaroh, 'A STUDY ON THE TEACHING INTERNATIONAL PHONETIC ALPHABET', 2022, 1–9

Simanullang, Musrafidin, 'The Effect of Applying Video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training and Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018/', *International Journal of English Literature and Social Sciences*, 3.6 (2018), 268296

Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Bina Aksara, 2010)

Stanton, Alan, 'Teaching Pronunciation with Phonemic Symbols', *Teaching Resources*, 2020 <https://www.teachingenglish.org.uk/article/teaching-pronunciation-phonemic-symbols> [accessed 17 January 2023]

Sudijono, Anas, *Pengantar Evaluasi Pendidikan*, *Jakarta: Rajagrafindo* (PT. Raja Grafndo Persada, 2006), I

Sugihartono, Farida Harahap, Farida Agus Setiawati, and Siti Rohmah Nurhayati, *Psikologi Pendidikan* (Yogyakarta: UNY press, 2007)

Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D – MPKK*, 2nd edn (Bandung: CV. Alfabeta, 2022), XXV

———, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Tindakan)*, *Metode Penelitian Pendidikan*, 3rd edn (Bandung: CV. Alfabeta, 2021)

———, 'Statistika Untuk Penelitian', *Bandung: CV. Alfabeta*, 21 (2006)

Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011)

Suryaleksana, Blasius Banu, Margareta Novita Sari, Maria Nadilia, and Barli Bram, 'Utilizing the International Phonetic Alphabet To Improve Pronunciation of English Education Students', *English Education: Jurnal Tadris Bahasa Inggris*, 15.1 (2022), 148–67 <https://doi.org/10.24042/ee-jtbi.v15i1.11536>

Syah, Muhibbin, *Psikologi Belajar* (PT Rajagrafindo Persada, 2003)

Szcześniak, Konrad, and Andrzej Porzuczek, *Transcription Practice For the International Phonetic Alphabet* (Cambridge Scholars Publishing, 2020)

Szyszka, Magdalena, 'English Pronunciation Teaching at Different Educational Levels: Insights into Teachers' Perceptions and Actions', *Research in Language*, 14.2 (2016), 165–80 <https://doi.org/10.1515/rela-2016-0007>

Tambunan, Anna Riana Suryanti, and Tiarnita M. S Siregar, 'Students' Motivation in Learning English Language', *Journal of English Language Studies*, 1.2 (2016) <https://doi.org/10.30870/jels.v1i2.956>

Taryanto, Dwi, 'Sambutan Kepala Sekolah' <http://nuris-semarang.com/smp/home/sambutan_kepala_sekolah> [accessed 4 February 2023]

Tellis, Winston, 'Application of a Case Study Methodology', *The Qualitative Report*, 3.3 (1997), 1–19

<https://doi.org/10.46743/2160-3715/1997.2015>

Trinh, Quoc Lap, Thi Dieu Lien Nguyen, and Thanh Thao Le, 'Using Explicit Instruction of the International Phonetic Alphabet System in English as a Foreign Language Adult Classes', *European Journal of Educational Research*, 11.2 (2022), 749–61 <https://doi.org/10.12973/eu-jer.11.2.749>

Troudi, Salah, Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, *TESOL Quarterly* (Cambridge University Press, 1998), XXXII <https://doi.org/10.2307/3588013>

Ulfayanti, Nurul, and Maria Olga Jelimun, 'Contrastive Analysis of English and Indonesian Vowel Phoneme and Its Lesson Plan in Language Teaching', *Journal of Applied Studies in Language*, 2.2 (2018), 116–23 <https://doi.org/10.31940/jasl.v2i2.1030>

Umera-Okeke, Nneka, 'Spelling and Phonetic Inconsistencies in English: A Problem for Learners of English as a Foreign/Second Language', *African Research Review*, 2.1 (2008), 64–83 <https://doi.org/10.4314/afrrev.v2i1.41025>

Venezky, R L, *The Structure of English Orthography*, Janua Linguarum. Series Minor (De Gruyter, 2011) <https://books.google.co.id/books?id=Mrt%5C_G%5C_RrJykC>

Viljoen, Brigitte Maria Catherine, and others, 'The Influence of Source Feedback Perceptions on Motivation' (University of Pretoria, 2005)

Wei, Youfu, and Yalun Zhou, 'Insights into English Pronunciation Problems of Thai Students', 2002, 1–11

Wells, J.C., 'Phonetic Transcription and Analysis', *Encyclopedia of Language & Linguistics*, 1 (2006), 386–96

<https://doi.org/10.1016/b0-08-044854-2/00014-6>

Wells, John, 'Why Phonetic Transcription Is Important', in *The Journal of the Phonetic Society of Korea*, 1996, XXX, 239–42

Winiewska, Hanna, 'Methods and Techniques in Pronunciation Teaching', *Publikacje Edukacyjne* <http://www.publikacje.edu.pl/pdf/7039.pdf> [accessed 17 January 2023]

Wong, Rita, 'Pronunciation Myths and Facts', in *English Teaching Forum*, 1993, XXXI, 45–46

Yano, Yasukata, 'World Englishes in 2000 and Beyond', *World Englishes*, 20.2 (2001), 119–32 <https://doi.org/10.1111/1467-971X.00204>

Yasminto, Muhammad, 'The Comprehension of International Phonetic Alphabet Role Towards English Learners' Pronunciation in Achieving Successful Oral Communication', 05.36 (2020)

Yin, Robert K, *Case Study Research: Design and Methods* (sage, 2009), V

Yoshida, M, 'Understanding and Teaching the Pronunciation of English', *International Journal on English Language Education and Literature*, 11 (2020), 26 <https://www.pdfdrive.com/understanding-and-teaching-thePronunciation-of-english-e18826723.html>

Yusuf, Faidah, 'English Pronunciation Based on the Phonetic Transcription Application (Study of ToPhonetics.App)', *English and Literature Elite Journal*, 6.1 (2019), 60–69

Zulfikar, T, S Dahliana, and R A Sari, 'An Exploration of English Students' Attitude toward Learning English', *English Language Teaching Educational Journal*, 2.1 (2019), 1 <https://doi.org/10.12928/eltej.v2i1.947>

APPENDICES

A. Appendix 1: IPA Lesson Plan

YAYASAN NURUL ISLAMI SEMARANG
SMP NURUL ISLAMI SEMARANG
Rejosari - Wonolopo - Mijen ☎ 0851 0077 4477, 0851 0377 7077 Semarang

MODUL AJAR EKSTRAKULIKULER

1. Informasi Umum Perangkat Ajar

Nama Ekstrakulikuler	: Nuris English Conversation Club (NECC)
Nama Institusi	: SMP Nurul Islami Semarang
Tahun Penyusunan	: 2023
Jenjang Sekolah	: Sekolah Menengah Pertama (SMP)
Kelas / Semester	: VII & VIII / Genap
Materi Umum	: Pronunciation
Materi Khusus	: International Phonetic Alphabet (IPA)
Alokasi Waktu	: 4 Pertemuan x 60 menit = 240 menit

2. Tujuan Pembelajaran

Fase Capaian Pembelajaran (CP)	: Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Elemen/Domain CP	: Menyimak - Berbicara
Tujuan Pembelajaran	: Pada Akhir Pembelajaran, Siswa mampu:

1. Mengidentifikasi tiap-tiap symbol dalam *English International Phonetic Alphabet* secara benar menurut klasifikasinya.
2. Menggunakan *International Phonetic Alphabet* sebagai sarana dalam memperoleh pengucapan kata yang benar dalam Bahasa Inggris.
3. Mengucapkan pelafalan kata dalam Bahasa Inggris dengan benar.

1

Pertanyaan Pemantik	:	1. Bagaimana cara kalian mempelajari *pronunciation*?
		2. Bagaimana cara kalian mengetahui *pronunciation* yang benar dari sebuah kata?
Pengetahuan dan / atau Keterampilan atau Kompetensi Prasyarat	:	1. Sebelum mempelajari topik ini siswa diharapkan memiliki pengetahuan atau pemahaman tentang pengucapan beberapa kata dalam Bahasa Inggris secara benar.
		2. Siswa belum memiliki pengetahuan tentang *International Phonetic Alphabet*.
		3. Siswa memiliki karakteristik yang beragam (ada yang aktif, berani mengemukakan pendapat/bertanya, pendiam, pemalu, acuh tak acuh terhadap pembelajaran).
		4. Sebagian besar memiliki kemampuan belajar sedang, beberapa di bawah rata-rata, satu dua orang di atas rata-rata pengetahuan dan/atau keterampilan yang perlu dimiliki siswa sebelum mempelajari topik tertentu.

3. Profil Pelajar Pancasila

Religius	:	Bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia Berdo'a pada saat memulai dan mengakhiri pelajaran, serta santun dalam berdiskusi kelompok.
Mandiri	:	Mengidentifikasi tiap-tiap simbol dalam International Phonetic Alphabet secara benar dan mandiri tanpa bantuan orang lain.
Bernalar kritis	:	Memahami pentingnya pelafalan kata dalam Bahasa Inggris secara benar. Memahami konsep penggunaan *International Phonetic Alphabet* dalam meningkatkan *pronunciation skill*.

4. Sarana dan Prasarana

Fasilitas	:	1. LCD Projector
		2. Komputer/laptop
		3. Papan tulis, spidol, dan penghapus
		4. Disarankan: Oxford Advanced Learner's Dictionary
Media	:	1. Slide PPT
		2. Worksheet
Sumber Belajar	:	1. *https://www.zenius.net/blog/phonetic-symbols-contoh#Bunyi_masing-masing_phonetic_symbol*
		2. *https://pronunciationstudio.com/English-IPA-chart/*
		3. *https://agendaweb.org/phonetic-worksheets.html*

Lingkungan Belajar : Di dalam kelas

5. **Target dan Jumlah Peserta Didik**

Target Peserta Didik	: Semua siswa yang mengikuti Ekstrakulikuler NECC, tanpa perbedaan kemampuan akademis dan tanpa perbedaan tipikal siswa.
Jumlah Peserta Didik	: 20 siswa

6. **Pendekatan, Model dan Metode Pembelajaran**

Pendekatan Pembelajaran	: *Scientific Approach*
Model Pembelajaran	: (Tatap Muka)

Menggunakan Model Pembelajaran *Problem-based Learning* (PBL):
  a) Orientasi peserta didik pada masalah;
  b) Mengorganisasikan peserta didik untuk belajar;
  c) Membimbing penyelidikan individu maupun kelompok;
  d) Mengembangkan dan menyajikan hasil karya; dan
  e) Menganalisis dan mengevaluasi proses pemecahan masalah.

Metode Pembelajaran	: 1. Drill 2. Tanya-jawab

7. **Assessment**

Target Penilaian	: 1. Individu
Jenis Assessment	: 1. Performa pelajar pancasila 2. Formatif dalam bentuk lisan dan Sumatif dalam bentuk tertulis (Diagnosis Kognitif)

8. **Langkah-Langkah Pembelajaran**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru membuka pelajaran dengan diawali berdoa bersama. 2. Guru mengecek kesiapan siswa baik fisik maupun psikis untuk menerima pelajaran. 3. Guru memberikan pertanyaan pemantik. (khusus pertemuan 1) 4. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. (khusus pertemuan 1)	10 menit dalam setiap pertemuan

3

	5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan Siswa selama pembelajaran dan asesmennya.	
Inti	**(PERTEMUAN 1)** **Orientasi peserta didik pada masalah** 1. Guru menanyakan seberapa jauh siswa dapat mempresentasikan pengucapan kata dalam bahasa inggris secara benar. 2. Guru mengetes kemampuan beberapa siswa. 3. Siswa menyimpulkan kemampuan *pronunciation* mereka masih kurang. **Mengorganisasikan peserta didik untuk belajar** 1. Guru memberikan bahan ajar berupa *International Phonetic Alphabet*. **Membimbing penyelidikan individu maupun kelompok** 1. Siswa mempelajari penggunaan *International Phonetic Alphabet* dengan bimbingan guru menggunakan metode drill dan tanya-jawab. **(PERTEMUAN 2)** 2. Siswa mengklasifikasikan symbol-simbol IPA dalam kategori-kategori tertentu. **Mengembangkan dan menyajikan hasil karya** 1. Siswa mempresentasikan hasil belajar dengan cara membaca transkripsi fonetik secara berkelompok dengan benar. **(PERTEMUAN 3)** 2. Siswa mempresentasikan hasil belajar dengan cara membaca transkripsi fonetik secara mandiri dengan benar. **(PERTEMUAN 4)** **Menganalisis dan mengevaluasi proses pemecahan masalah** 1. Siswa mengerjakan asesmen sumatif dalam bentuk tertulis secara mandiri. 2. Siswa merefleksikan hasil belajar selama 4 minggu yang telah dilaluinya.	40 Menit dalam setiap pertemuan
Penutup	1. Guru melakukan refleksi terhadap materi yang dipelajari hari ini. 2. Guru menyampaikan materi yang akan dipelajari minggu depan. (khusus pertemuan 1, 2, dan 3) 3. Guru menutup kegiatan hari ini dengan berdoa.	10 menit dalam setiap pertemuan

4

9. **Penilaian**

a. Penilaian Performa Pelajar Pancasila
Teknik Penilaian   : Observasi/pengamatan
Bentuk Penilaian   : Jurnal guru
Format Penilaian   : Skala penilaian
Instrumen Penilaian: Terlampir
b. Penilaian Kognitif
Teknik Penilaian   : Tes lisan (formatif) dan tertulis (sumatif)
Bentuk Penilaian   : essai
Instrumen Penilaian : Terlampir

Semarang, 13 Februari 2023

Guru Pengampu
Ekstrakulikuler

Penyusun

Wahyu Wardani, S.Pd

Adrovvy Jonathan

Mengetahui,
Kepala Sekolah

Dwi Taryanto, S.S

5

LAMPIRAN

1. **Materi Pembelajaran:**
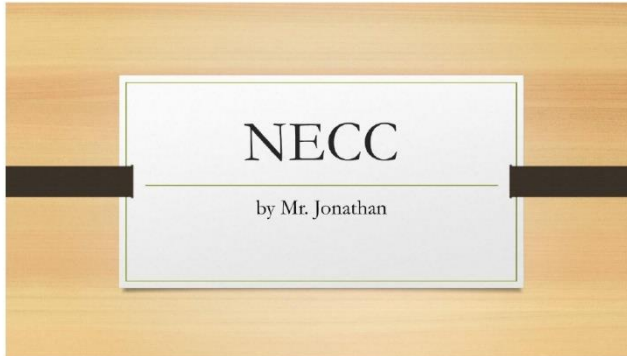
/'bæŋk/   /'baŋ/

PRONUNCIATION

Apakah **PENTING**?

Bagaimana cara kalian mempelajari *pronunciation*?

"Sering-seringlah mendengarkan *native speaker* ngomong"

Let's Practice

• Our	/ aʊər/		• Where	/weər/
• Pour	/por/		• Were	/war/
• Hour	/ aʊər/		• We're	/wɪər/
• Tour	/tʊr/		• Wear	/weər/
• Your	/jʊər/		• War	/wor/
• Sour	/ saʊər/		• Ware	/weər/
• Four	/for/		• Weir	/wɪər/

7

More Practice

Audio	/ˈɔːdɪˌəʊ/	Throw	/θrəʊ/
August	/ˈɔːgəst/	Threw	/θruː/
Aunt	/ɑːnt/	Through	/θruː/
Cause	/kɔːz/	Though	/ðəʊ/
Sauce	/sɔːs/	Tough	/tʌf/
Pause	/pɔːz/	Thought	/θɔːt/
Laugh	/lɑːf/	Thrown	/θrəʊn/
Launch	/lɔːntʃ/	Throne	/θrəʊn/

PRONUNCIATION

Bagaimana cara kalian mengetahui pronunciation yang benar
dari sebuah kata?

IPA

International Phonetic Alphabet

Apa itu?

ENGLISH IPA
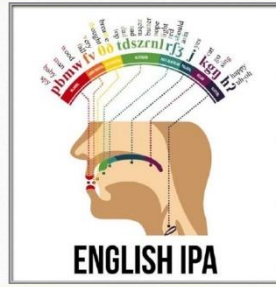
Pembagian IPA:

Consonant (Konsonan)
- Voiceless
- Voiced

Vowel (Vocal)
- Monophtong
- Diphtong

*Cluster = terdiri dari 2 *consonant* atau lebih

Perbedaan IPA

Versi OXFORD
&
Versi CAMBRIDGE

Example	Oxford English Dictionary IPA	Cambridge Dictionary IPA
m**e**t	/mɛt/	/met/
h**ai**r	/hɛː/	/heə/
p**a**n	/pan/	/pæn/
s**i**r	/sɜː/	/sɜː/
hide	/hʌɪd/	/haɪd/

Bisa Baca?

1. /ˈtiːtʃə/
2. /bɒk/
3. /pen/
4. /dɔː/
5. /ˈmʌndeɪ/
6. /həˈləʊ/
7. /ˈfraɪdeɪ/
8. /dɪˈsembə/

9. /neɪm/
10. /kiːz/
11. /ɡɜːl/
12. /ˈtjuːzdeɪ/
13. /ˈdɪkʃənəri/
14. /ˈtʃɪldrən/
15. /ˈbrʌðə/
16. /naɪs/

2. Penilaian Performa Pelajar Pancasila

Lembar Penilaian

No	Nama Siswa	Profil Pelajar Pancasila			Jumlah Skor	Rata-rata skor
		Religius	Bernalar kritis	Mandiri		
1						
2						
3						
4						
5						

Petunjuk Penskoran

1. Skor menggunakan skala 1 – 4
2. Skor 1 = Kurang, Skor 2 = Cukup, Skor 3 = Baik, Skor 4 = Sangat baik
3. Perhitungan skor akhir menggunakan rumus: Nilai = $\frac{total\ score}{skor\ maksimal}$ x 100
4. Siswa memperoleh nilai

Nilai	Score
Sangat Baik	80 – 100
Baik	70 – 79
Cukup	60 – 69
Kurang	Kurang dari 60

3. Formatif lisan

Ucapkan kata-kata atau simbol-simbol berikut dengan benar!

1. have
2. do
3. say
4. get
5. make
6. go
7. know
8. take
9. see
10. come
11. think
12. look
13. want
14. give
15. use
16. /faɪnd/
17. /tel/
18. /ɑːsk/
19. /wɜːk/
20. /siːm/
21. /fiːl/
22. /traɪ/
23. /liːv/
24. /kɔːl/
25. /ˈpɜːsn/
26. /mæn/
27. /ˈwʊmən/
28. /tʃaɪld/
29. /taɪm/
30. /jɪə/
31. week
32. day
33. way
34. thing
35. world
36. life
37. hand
38. part
39. eye
40. place
41. work
42. case
43. point
44. government
45. company

Kunci Jawaban :

1. /hæv/	16. find	31. /wiːk/
2. /duː/	17. tell	32. /deɪ/
3. /seɪ/	18. ask	33. /weɪ/
4. /gɛt/	19. work	34. /θɪŋ/
5. /meɪk/	20. seem	35. /wɜːld/
6. /gəʊ/	21. feel	36. /laɪf/
7. /nəʊ/	22. try	37. /hænd/
8. /teɪk/	23. leave	38. /pɑːt/
9. /siː/	24. call	39. /aɪ/
10. /kʌm/	25. person	40. /pleɪs/
11. /θɪŋk/	26. man	41. /wɜːk/
12. /lʊk/	27. woman	42. /keɪs/
13. /wɒnt/	28. child	43. /pɔɪnt/
14. /gɪv/	29. time	44. /ˈgʌvnmənt/
15. /juːz/	30. year	45. /ˈkʌmpəni/

4. Sumatif tertulis

A. Easy ones: Transcribe the phonetics into words.

1.	/bɛd/	= …………	6.	/mæn/	=…………
2.	/dɒg/	=…………	7.	/ˈwʊmən/	=…………
3.	/bɪg/	=…………	8.	/gɜːl/	=…………
4.	/sɔɪl/	=…………	9.	/deɪ/	=…………
5.	/deɪ/	=…………	10.	/meɪk/	=…………

.

B. Rosetta Stone: Use the examples to decipher the words.

EXAMPLE:

although	=	/ɔːlˈðəʊ/	James	=	/dʒeɪmz/
birthday	=	/ˈbɜːθdeɪ/	quiz	=	/kwɪz/
both	=	/bəʊθ/	television	=	/ˈtelɪˌvɪʒən/
charming	=	/ˈtʃɑːmɪŋ/	yes	=	/jes/

1. /ˈɔːlweɪz/	= …………	11. /faɪnd/	= …………
2. /əˈmeɪzɪŋ/	= …………	12. /fɒləʊd/	= …………
3. /ˈɔːfʊl/	= …………	13. /frɛndz/	= …………
4. /bɔːt/	= …………	14. /gɛst/	= …………
5. /kʌm/	= …………	15. /ˈhɛdeɪk/	= …………
6. /ˈkʌzn/	= …………	16. /aɪs/	= …………
7. /ˈdraɪvɪŋ/	= …………	17. /ˈɪntəvjuː/	= …………
8. /ɪgˈzɔːstɪd/	= …………	18. /ˈɪntrɪstɪŋ/	= …………
9. /aɪz/	= …………	19. /lɑːf/	= …………
10. /ˈfeɪvərɪt/	= …………	20. /lʌv/	= …………

13

C. Petunjuk Penilaian

No. Soal	Kunci Jawaban	Skor Jawaban Benar	Skor Jawaban Salah
A			
1.	bed	1	0
2.	dog	1	0
3.	big	1	0
4.	soil	1	0
5.	day	1	0
6.	man	1	0
7.	woman	1	0
8.	girl	1	0
9.	day	1	0
10.	make	1	0
B			
1.	always	1	0
2.	amazing	1	0
3.	awful	1	0
4.	bought	1	0
5.	come	1	0
6.	cousin	1	0
7.	driving	1	0
8.	exhausted	1	0
9.	eyes	1	0
10.	favorite	1	0
11.	find/fined	1	0
12.	followed	1	0
13.	friends	1	0
14.	guest	1	0
15.	headache	1	0
16.	ice	1	0
17.	interview	1	0
18.	interesting	1	0
19.	laugh	1	0
20.	love	1	0

$$\text{Nilai} = \frac{total\ score}{skor\ maksimal} \times 100$$

B. Appendix 2: Questionnaire Script

Nama:

Kelas:

Umur:

No	Pernyataan	Pilihan				
		Sangat Tidak Setuju	Tidak Setuju	Biasa Saja	Setuju	Sangat Setuju
1	Kamu dapat mengikuti pembelajaran IPA dengan baik					
2	Menurutmu pembelajaran IPA itu menyenangkan					
3	Menurutmu belajar IPA itu cukup mudah					
4	Menurutmu IPA adalah metode yang cocok untuk belajar *pronunciation*					
5	Kamu merasa kemampuan Bahasa Inggrismu meningkat setelah belajar IPA					

(Kuesioner Siswa)

No						
6	Untuk kedepannya, jamu akan membuka kamus untuk mengecek pronunciation yang benar dari kata yang menurutmu sulit diucapkan					
7	Kamu puas dengan pembelajaran IPA yang telah dilakukan					
8	Kamu merasa siswa SMP lain perlu mempelajari IPA juga					
9	Menurutmu siswa Nuris yang tidak ikut NECC akan kesulitan jika diajari IPA					
10	Menurutmu siswa di SMP lain akan kesulitan jika diajari IPA					

C. Appendix 3: Interview Guidelines

The researcher conducted interviews in order to supplement the questionnaire and gather more data regarding students' perspectives. Seven questions were posed during the researcher's interview, all of which were compliments on or responses to earlier questionnaire questions. The questions posed by the researcher in this interview were asked face-to-face with the person being interviewed. The answers obtained in the interviews had a causal relationship with the answers the researcher got from the questionnaire phase. The interviewee, however, is free to respond to questions whatever they choose in light of their feelings and experiences while participating in the IPA learning process.

1. Related to students' perceptions of their ability to understand IPA

    I1. Asked to all participants:

    "What are the conveniences and difficulties you faced when learning pronunciation using IPA?"

    I2. Asked to all participants:

    "Which letters do you think are the most difficult?"

2. Related to the students' perceptions regarding the improvement of their pronunciation ability

    I3. Asked to all participants:

    "Which letters do you think are the most difficult?"

    I4. Asked to participants who responded positively to Q5:

    "Why do you feel your English ability has improved after studying IPA?"

Asked to participants who responded negatively to Q5:

"Why do you feel your English ability has did not improve after studying IPA?"

3. Related to the students' perceptions regarding their satisfaction on IPA learning

I5. Asked to participants who responded positively to Q7:

"Why are you satisfied with the IPA learning that has been carried out?"

Asked to participants who responded negatively to Q7:

"Why are you dissatisfied with the IPA learning that has been carried out?"

I6. Asked to all participants:

"What are your suggestions and criticisms of the IPA learning that you have done?"

4. Related to the students' perceptions regarding IPA learning for other Junior High School Students

I7. Asked to participants who responded positively to Q8:

"Why do you feel that other Junior High School students need to study IPA too?"

Asked to participants who responded negatively to Q8:

"Why do you feel that other Junior High School students don't need to study IPA too?"

All interview questions were asked in Indonesian so that the participants could understand the question's meaning.

D. Appendix 4: Result of Questionnaire

Q1. *Kamu dapat mengikuti pembelajaran IPA dengan baik.*

You can take IPA lessons well.

Students Response to Q1

S1	*Setuju*	Agree
S2	*Setuju*	Agree
S3	*Setuju*	Agree
S4	*Sangat setuju*	Very agree
S5	*Biasa saja*	Neutral
S6	*Biasa saja*	Neutral
S7	*Setuju*	Agree
S8	*Setuju*	Agree
S9	*Setuju*	Agree
S10	*Setuju*	Agree
S11	*Tidak Setuju*	Disagree
S12	*Sangat setuju*	Very agree
S13	*Setuju*	Agree

Students Response to Q1

Students Response to Q1
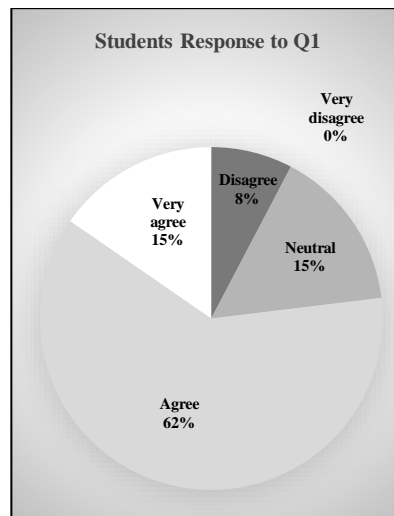
Students Response to Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.7	7.7	7.7
	Neutral	2	15.4	15.4	23.1
	Agree	8	61.5	61.5	84.6
	Very Agree	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

19

Q2.   *Menurutmu, belajar IPA itu menyenangkan.*

    According to you, learning IPA is fun.

Students' Response to Q2

S1	*Sangat setuju*	Very agree
S2	*Biasa saja*	Neutral
S3	*Setuju*	Agree
S4	*Sangat setuju*	Very agree
S5	*Setuju*	Agree
S6	*Setuju*	Agree
S7	*Setuju*	Agree
S8	*Biasa saja*	Neutral
S9	*Setuju*	Agree
S10	*Sangat setuju*	Very agree
S11	*Tidak Setuju*	Disagree
S12	*Biasa saja*	Neutral
S13	*Setuju*	Agree

Students' Response to Q2

Students Response to Q2

Very disagree 0%
Disagree 8%
Very agree 23%
Neutral 23%
Agree 46%
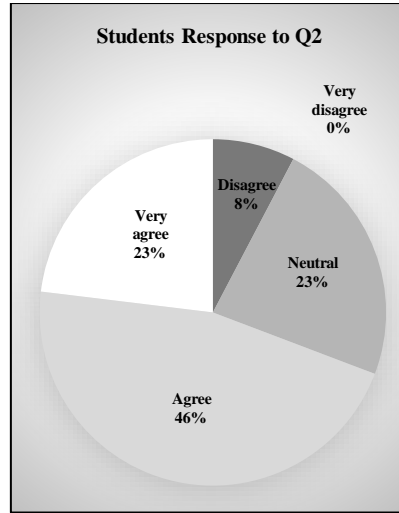
Students' Response to Q2

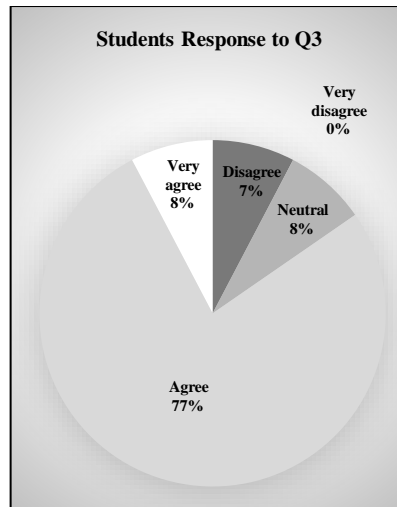|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.7	7.7	7.7
	Neutral	3	23.1	23.1	30.8
	Agree	6	46.2	46.2	76.9
	Very Agree	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

Q3. *Menurutmu, belajar IPA itu cukup mudah.*

According to you, studying IPA is quite easy.

Students' Response to Q3

S1	*Setuju*	Agree
S2	*Setuju*	Agree
S3	*Setuju*	Agree
S4	*Sangat setuju*	Very agree
S5	*Setuju*	Agree
S6	*Setuju*	Agree
S7	*Setuju*	Agree
S8	*Biasa saja*	Neutral
S9	*Setuju*	Agree
S10	*Setuju*	Agree
S11	*Tidak Setuju*	Disagree
S12	*Setuju*	Agree
S13	*Setuju*	Agree

Students' Response to Q3

Students Response to Q3

Students' Response to Q3

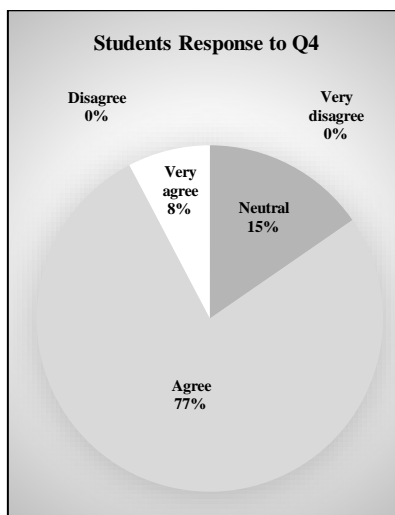|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.7	7.7	7.7
	Neutral	1	7.7	7.7	15.4
	Agree	10	76.9	76.9	92.3
	Very Agree	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

21

Q4. *Menurutmu, IPA merupakan metode yang cocok untuk mempelajari Pronunciation.*

According to you, IPA is a suitable method for learning Pronunciation.

Students' Response to Q4

S1	*Setuju*	Agree
S2	*Setuju*	Agree
S3	*Setuju*	Agree
S4	*Setuju*	Agree
S5	*Setuju*	Agree
S6	*Setuju*	Agree
S7	*Setuju*	Agree
S8	*Setuju*	Agree
S9	*Setuju*	Agree
S10	*Sangat setuju*	Very agree
S11	*Biasa saja*	Neutral
S12	*Setuju*	Agree
S13	*Biasa saja*	Neutral

Students' Response to Q4

Students' Response to Q4

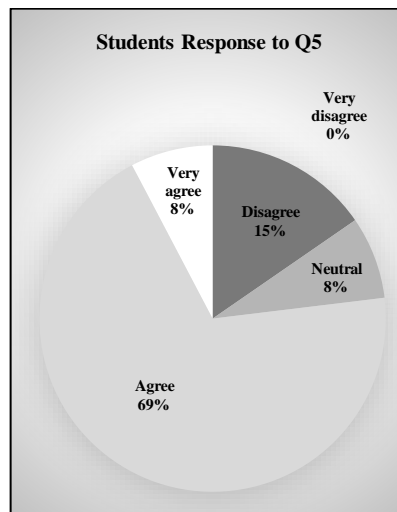|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	15.4	15.4	15.4
	Agree	10	76.9	76.9	92.3
	Very Agree	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

Q5. *kamu merasa kemampuan berbahasa inggrismu meningkat setelah mempelajari IPA.*

You feel your English ability has improved after learning IPA.

Students' Response to Q5

S1	*Setuju*	Agree
S2	*Setuju*	Agree
S3	*Setuju*	Agree
S4	*Setuju*	Agree
S5	*Tidak Setuju*	Disagree
S6	*Biasa saja*	Neutral
S7	*Setuju*	Agree
S8	*Setuju*	Agree
S9	*Setuju*	Agree
S10	*Sangat setuju*	Very agree
S11	*Tidak Setuju*	Disagree
S12	*Setuju*	Agree
S13	*Setuju*	Agree

Students' Response to Q5

Students Response to Q5

Students' Response to Q5

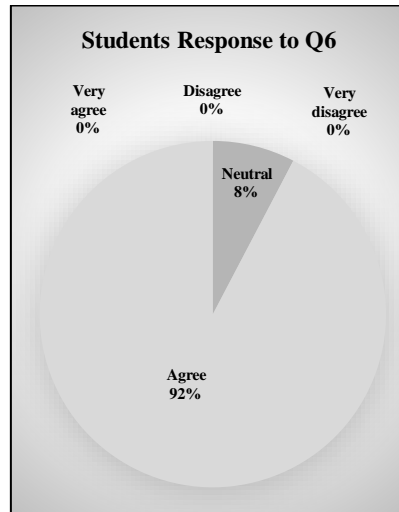|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	15.4	15.4	15.4
	Neutral	1	7.7	7.7	23.1
	Agree	9	69.2	69.2	92.3
	Very Agree	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

Q6. *Untuk kedepannya, kamu akan membuka kamus dan menggunakan IPA untuk mengecek kebenaran pengucapan kata yang menurutmu sulit untuk diucapkan.*

In the future, you will open a dictionary and use IPA to check the correct pronunciation of words that you find difficult to pronounce.

Students' Response to Q6

S1	*Setuju*	Agree
S2	*Setuju*	Agree
S3	*Setuju*	Agree
S4	*Setuju*	Agree
S5	*Setuju*	Agree
S6	*Setuju*	Agree
S7	*Setuju*	Agree
S8	*Setuju*	Agree
S9	*Setuju*	Agree
S10	*Setuju*	Agree
S11	*Biasa saja*	Neutral
S12	*Setuju*	Agree
S13	*Setuju*	Agree

Students' Response to Q6

Students Response to Q6

Students' Response to Q6

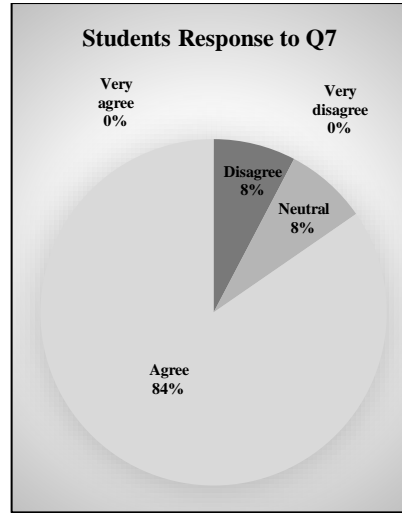|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	7.7	7.7	7.7
	Agree	12	92.3	92.3	100.0
	Total	13	100.0	100.0	

24

Q7. *Kamu puas dengan pembelajaran IPA yang telah dilakukan.*

You are satisfied with the IPA learning that has been done.

Students' Response to Q7

S1	*Setuju*	Agree
S2	*Setuju*	Agree
S3	*Setuju*	Agree
S4	*Setuju*	Agree
S5	*Setuju*	Agree
S6	*Biasa saja*	Neutral
S7	*Setuju*	Agree
S8	*Setuju*	Agree
S9	*Setuju*	Agree
S10	*Setuju*	Agree
S11	*Tidak Setuju*	Disagree
S12	*Setuju*	Agree
S13	*Setuju*	Agree

Students' Response to Q7

Students' Response to Q7

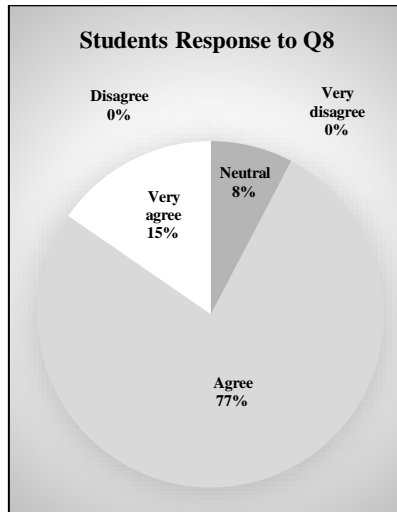|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.7	7.7	7.7
	Neutral	1	7.7	7.7	15.4
	Agree	11	84.6	84.6	100.0
	Total	13	100.0	100.0	

Q8.   *Kamu merasa bahwa siswa SMP lain perlu mempelajari IPA juga.*

You feel that other Junior High School students need to learn IPA too.

Students' Response to Q8

S1	*Setuju*	Agree
S2	*Setuju*	Agree
S3	*Setuju*	Agree
S4	*Setuju*	Agree
S5	*Setuju*	Agree
S6	*Setuju*	Agree
S7	*Setuju*	Agree
S8	*Sangat setuju*	Very agree
S9	*Setuju*	Agree
S10	*Sangat setuju*	Very agree
S11	*Biasa saja*	Neutral
S12	*Setuju*	Agree
S13	*Setuju*	Agree

Students' Response to Q8

Students Response to Q8

Students' Response to Q8

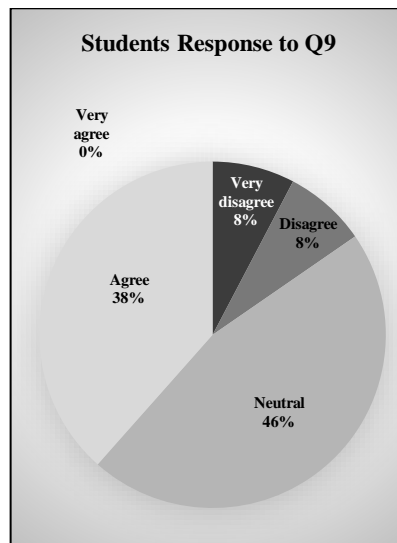|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	7.7	7.7	7.7
	Agree	10	76.9	76.9	84.6
	Very Agree	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

Q9. *Menurutmu, siswa di SMP Nuris yang tidak mengikuti NECC akan merasa kesulitan jika diajari IPA.*

According to you, students at Nuris Middle School who do not take NECC will find it difficult if they are taught IPA.

Students' Response to Q9

S1	*Biasa saja*	Neutral
S2	*Biasa saja*	Neutral
S3	*Setuju*	Agree
S4	*Biasa saja*	Neutral
S5	*Tidak Setuju*	Disagree
S6	*Biasa saja*	Neutral
S7	*Setuju*	Agree
S8	*Setuju*	Agree
S9	*Setuju*	Agree
S10	*Biasa saja*	Neutral
S11	*Sangat tidak setuju*	Very disagree
S12	*Setuju*	Agree
S13	*Biasa saja*	Neutral

Students' Response to Q9

Students Response to Q9

Students' Response to Q9

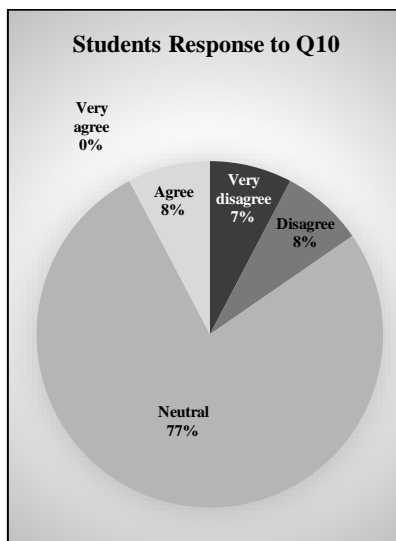|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	1	7.7	7.7	7.7
	Disagree	1	7.7	7.7	15.4
	Neutral	6	46.2	46.2	61.5
	Agree	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

27

Q10. *Menurutmu, siswa SMP lain akan kesulitan jika diajari IPA.*

According to you, students in other Junior High Schools will find it difficult if they are taught IPA.

Students' Response to Q10

S1	*Biasa saja*	Neutral
S2	*Biasa saja*	Neutral
S3	*Biasa saja*	Neutral
S4	*Biasa saja*	Neutral
S5	*Biasa saja*	Neutral
S6	*Biasa saja*	Neutral
S7	*Setuju*	Agree
S8	*Biasa saja*	Neutral
S9	*Biasa saja*	Neutral
S10	*Biasa saja*	Neutral
S11	*Sangat tidak setuju*	Very disagree
S12	*Tidak Setuju*	Disagree
S13	*Biasa saja*	Neutral

Students' Response to Q10

Students Response to Q10

Very agree 0%
Agree 8%
Very disagree 7%
Disagree 8%
Neutral 77%

Students' Response to Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	1	7.7	7.7	7.7
	Disagree	1	7.7	7.7	15.4
	Neutral	10	76.9	76.9	92.3
	Agree	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

28

In summary, during the process of responding to the researcher's questionnaire, students tended to answer with agree answers, while the answers that were rarely given by students were very disagree. More details can be seen in the table below.

The Results of Data Acquisition from the Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Agree	10	7.7	7.7	7.7
	Agree	82	63.1	63.1	70.8
	Neutral	28	21.5	21.5	92.3
	Disagree	8	6.2	6.2	98.5
	Very Disagree	2	1.5	1.5	100.0
	Total	**130**	**100.0**	**100.0**	

From a total of 10 questionnaire questions given to 13 students who took part in the NECC extracurricular, 82 agreed answers were obtained. This number is very high when compared to other responses, namely 28 neutral answers, 10 answers strongly agree, 8 answers disagree, and 2 answers strongly disagree. The tendency of students to answer with agree answers indicates how positive their perception of the learning that has been given is. Neutral answers became the second answer most often given by students. Students tend to give neutral answers when they don't know or are in doubt about the answer they will choose. Strongly agree answers are given by students if they really have no doubts about what they believe, and vice versa.
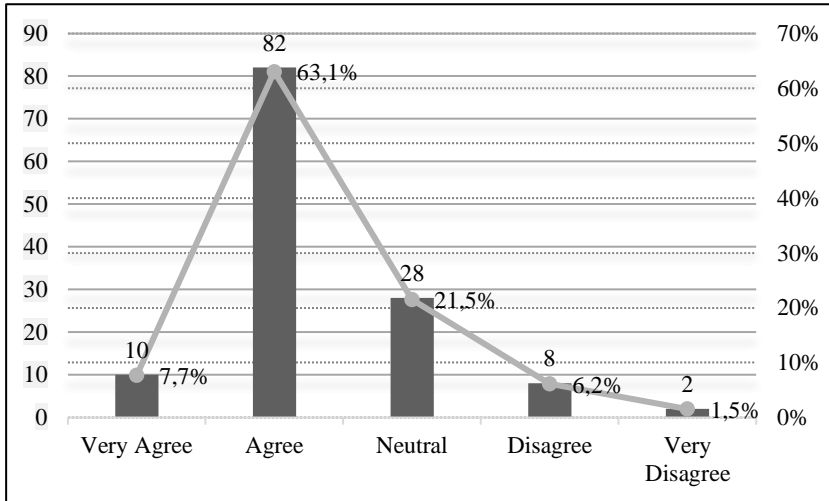
The Graph of Questionnaire Result

Apart from being presented in tabular form, the results of the questionnaire are also presented in a graph in the form of a chart. From the chart above, it is clear how the answers agree when compared with other answers. The answer "agree" occupies the first position as the answer most chosen by students with a percentage of 63.1%, followed by the answer "neutral" with a percentage of 21.5%, "very agree" occupies the third most answer with a percentage of 7.7%, followed by the answer "disagree" with a percentage of 6.2%. while the answer that students rarely chose was the answer "very disagree" with a percentage of only 1.5%. Apart from these answers, to answer the research questions, additional data is needed in the form of data obtained from the interview process.

E. Appendix 5: Result of Interviews

In the first category, related to students' perceptions of their ability to understand IPA, the researcher asked two interview questions. The first question of the interview (I1) relates to the statement that the participants gave in questionnaire number 1 (Q1): about whether they could follow IPA learning well or not. The researcher questioned what were the conveniences and difficulties they faced when learning pronunciation using IPA.

I1R: *Apa saja kemudahan dan kesulitan yang kamu hadapi saat mempelajari pronunciation menggunakan IPA?*

What are the conveniences and difficulties you faced when learning pronunciation using IPA?

I1S1: *Mudah untuk membaca, tapi untuk menulisnya agak sulit dan beberapa simbolnya sulit untuk diingat*

Easy to read, but difficult to write, and some of the symbols are hard to remember

I1S2: *Ada simbol yang mempermudah untuk kita membaca dengan benar, kesulitannya karena hurufnya aneh seperti bahasa dari luar angkasa.*

There are symbols that make it easier for us to read correctly, the difficulty is because the letters are weird like languages from outer space.

I1S3: *Saya merasa mudah karena simbol simbol yang menarik dan bisa membuat diri menjadi ingin belajar simbol*

simbol tersebut, namun susah untuk membaca simbol tersebut

I find it easy because the symbols are interesting and can make me want to learn the symbols, but it's hard to read the symbols

I1S4:   *Mempunyai catatan international phonetic alphabet untuk mempermudah cara pembacaan, namun melafalkannya terasa sulit.*

Having a record of the international phonetic alphabet makes it easier to read, but pronouncing it is difficult.

I1S5:   *Membaca kalimatnya mudah, namun sulit untuk menulisnya.*

Reading the sentences is easy, but difficult to write them.

I1S6:   *Ada simbol yang mudah di ucapkan seperti (sembari menunjuk p, ʌ, e, s, h), dll. Namun ada juga simbol yang susah diucapkan dan didengar (sembari menunjuk dʒ, ð, tʃ)*

There are symbols that are easy to pronounce like (while pointing to p, ʌ, e, s, h), etc. But there are also symbols that are difficult to pronounce and hear (while pointing at dʒ, ð, tʃ)

I1S7:   *Mudah dalam melafalkan, tapi sulit untuk membedakan bentuk alfabetnya.*

It's easy to pronounce, but hard to differentiate the shape of the alphabet apart.

I1S8:   *Mudah untuk di baca, namun agak sulit dipahami.*
        Easy to read, but a little difficult to understand.

I1S9:   *Mudah dalam melafalkan kata katanya, namun sulit menghafal karena bentuk alfabetnya*
        It's easy to pronounce the words, but hard to memorize because of the shape of the alphabet

I1S10: *Jika hurufnya sama dengan yang aslinya saya merasa mudah, namun sulit jika huruf dari IPA itu hamper sama*
        If the letters are the same as the original, I find it easy, but difficult if the letters from IPA are almost the same

I1S11: *Bisa membaca sedikit kata kata setelah kosakata, namun kadang terasa sulit dengan cara membacanya*
        I can read a few words after the vocabulary (in the dictionary), but sometimes it's hard to read it

I1S12: *Dalam menghafalkan lumayan mudah, namun agak susah mengucapkan karena huruf dan cara bacanya beda, seperti huruf j yang dibaca y*
        Memorizing is quite easy, but it's a bit difficult to pronounce because the letters and ways of reading are different, like the letter j which is pronounced y

I1S13: *Cara pengucapan sebagian huruf mudah, tapi beberapa darinya juga sulit, karena berbeda dengan pengucapan Bahasa inggris yang biasanya. Saya juga kesulitan menghafalkannya.*

The way to pronounce some of the letters is easy, but some of them are also difficult because they are different from the usual English pronunciation. I also have a hard time memorizing it.

The second question of the interview (I2) relates to the statement that the participants gave in questionnaire number 3 (Q3): about whether they think learning IPA is easy or difficult enough. The researcher questioned which letters they found difficult. On this occasion, the researcher brought the IPA table for the students to be used in identifying the letters they found challenging.

I2R: *(sembari membawa tabel IPA) coba kamu tunjukkan huruf mana saja yang menurutmu sulit!*

(While carrying the IPA table) show me which letters are difficult for you!

I2S1: ɔː and ɔɪ

I2S2: tʃ, dʒ, ʃ, ʒ, θ, ð, and ŋ

I2S3: dʒ, æ, and ð

I2S4: dʒ and æ

I2S5: v, ʊ, and æ

I2S6: æ, tʃ, ð, and dʒ

I2S7: ɔː

I2S8: *dʒ kadang lupa, ʒ kadang kebalik sama ʃ, ð dan θ kadang lupa cara bacanya.*

dʒ sometimes forgets, ʒ is sometimes confused with ʃ, ð and θ sometimes forgets how to read it.

I2S9:   ɔː

I2S10:   ʒ, ð, and j

I2S11:   iː, uː, ɜː, ɔː, and ɑː

I2S12:   eə and ɪə

I2S13:   eə and ɪə

In general, it can be seen that students have difficulty pronouncing symbols that they have never known before. Sometimes they mistakenly identify these symbols with other symbols. In order to better understand which symbols students find difficult to learn, the researcher has analyzed these symbols through the answers given by students in the chart and table below.

Chart of Symbols that Students Found Difficult
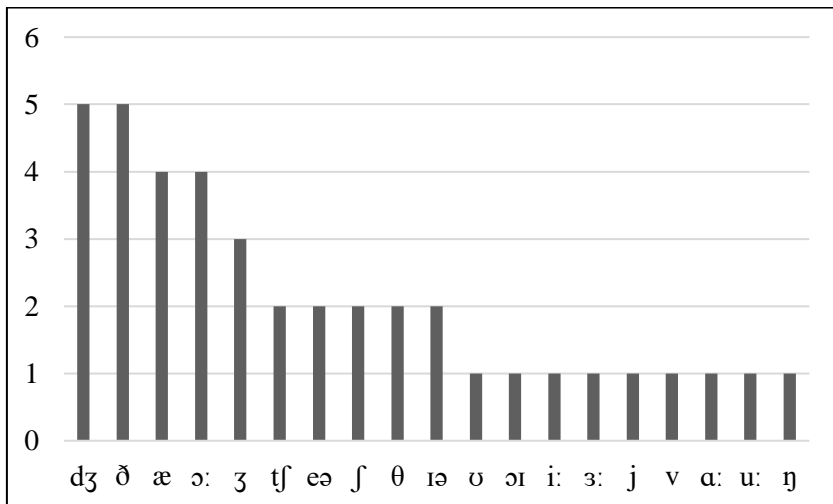
From the chart above, we can see that the symbols /dʒ/ and /ð/ are the two symbols that appear most often in students' answers. In addition to these two symbols, two vowels also appear in the second

order that appears most frequently in student answers, namely /æ/ and
/ɔ:/. According to the students, consonants are more difficult than
vowels. For more details regarding the percentage of appearance of the
IPA symbol in student answers, see the table below.

IPA Symbols that Students Found Difficult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dʒ	5	12.5	12.5	12.5
	ð	5	12.5	12.5	25.0
	æ	4	10.0	10.0	35.0
	ɔː	4	10.0	10.0	45.0
	ʒ	3	7.5	7.5	52.5
	tʃ	2	5.0	5.0	57.5
	eə	2	5.0	5.0	62.5
	ʃ	2	5.0	5.0	67.5
	θ	2	5.0	5.0	72.5
	ɪə	2	5.0	5.0	77.5
	ʊ	1	2.5	2.5	80.0
	ɔɪ	1	2.5	2.5	82.5
	iː	1	2.5	2.5	85.0
	ɜː	1	2.5	2.5	87.5
	j	1	2.5	2.5	90.0
	v	1	2.5	2.5	92.5
	ɑː	1	2.5	2.5	95.0
	uː	1	2.5	2.5	97.5
	ŋ	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

In the second category, related to the students' perceptions
regarding the improvement of their pronunciation ability, the researcher
asked two interview questions. These two questions are for the third and
fourth questions of the interview. The third question of the interview

(I3) relates to the statement that the participants gave in questionnaire number 4 (Q4): about whether they think IPA is a suitable method for learning Pronunciation or not. The researcher questioned what are the advantages and disadvantages of learning pronunciation using IPA.

I3R: *Apa saja kelebihan dan kekurangan mempelajari pronunciation menggunakan IPA?*

What are the advantages and disadvantages of learning pronunciation using IPA?

I3S1: *IPA itu gampang diucap, tapi susah diinget dan membuat kata.*

IPA is easy to pronounce, but hard to remember and make up the word for.

I3S2: *Kelebihannya ada di simbol, kata, dan saat bicara, sedangkan kekurangannya tulisan susah dimengerti.*

The advantages are in the symbols, words, and pronunciation, while the disadvantage is that the writing is difficult to understand.

I3S3: *IPA itu menyenangkan, tetapi simbol-simbol yang aneh menjadi kekurangannya.*

IPAs are fun, but the odd symbols are the downside.

I3S4: *Kelebihannya adalah kita menjadi dapat mengucap dengan benar dan cepat, tapi huruf-hurufnya yang susah di ingat menjadi kekurangannya.*

The advantage is that we can pronounce it correctly and quickly, but the letters that are hard to remember are the drawbacks.

I3S5: *Kelebihannya karena memudahkan saya membaca kalimat. Kekurangannya susah dipahami.*

The advantage is that it makes it easier for me to read sentences. The disadvantage is hard to understand.

I3S6: *Kelebihan IPA adalah metode pembelajaran secara betul yang bisa digunakan untuk pengucapan suatu kata. Kekurangannya itu sulit dihafal dan dibaca.*

The advantage of IPA is the correct learning method that can be used for pronouncing a word. The disadvantage is that it is difficult to memorize and read.

I3S7: *Kelebihannya mempermudah dalam pelafalan kata. Kekurangannya: membingungkan karena terlalu banyak macam alphabet.*

The advantage is that it makes it easier to pronounce words. Disadvantage: confusing because there are too many kinds of the alphabet.

I3S8: *Kelebihannya: tidak tahu, kekurangannya: tulisannya apa dibacanya apa?*

Pros: don't know, cons: ways of writing and how to read is different.

I3S9:   *Kelebihannya adalah mempermudah dan memperbaiki pelafalan kata per kata, kekurangan IPA adalah membingungkan karena beragam alphabet yang asing.*

The advantage is that it makes it easier and improves pronunciation word for word, the disadvantage of IPA is that it is confusing because of the various strange alphabets.

I3S10:   *Kelebihannya dapat membantu mengucapkan pronoun dengan mudah, kekurangannya adalah sulit diucapkan bagi yang belum terbiasa.*

The advantage is that it can help pronounce pronouns easily, the disadvantage is that it is difficult to pronounce for those who are not used to it.

I3S11:   *Saya suka karena membaca dengan cara yang unik, tapi sulit untuk dibaca.*

I like it because it reads in a unique way, but it's hard to read.

I3S12:   *Saya menjadi lebih tau cara pengucapan dengan benar dan tepat, tapi sulit karena huruf dan cara bacanya berbeda dari huruf yang biasanya.*

I became more aware of how to pronounce correctly and precisely, but it was difficult because the letters and how to read them were different from the usual letters.

I3S13: *Kelebihannya kita jadi tau cara yang benar untuk mengucapkan kata bahasa inggris. Kekurangannya huruf dan pengucapannya beda.*

The advantage is that we know the correct way to pronounce English words. The drawback is that the letters and pronunciation are different.

The fourth question of the interview (I4) relates to the statement that the participants gave in questionnaire number 5 (Q5): about whether they feel their English ability has improved after learning IPA or not. The researcher questioned the reasons why they feel their English ability has improved/didn't improve after studying IPA.

I4R: *Mengapa kamu merasa kemampuan berbahasa inggrismu meningkat/tidak meningkat setelah mempelajari IPA?*

Why do you feel your English ability has improved/didn't improve after studying IPA

I4S1: *Karena awalnya aku gak mudeng apa apa.*

Because at first I didn't understand anything.

I4S2: *Karena dijelaskan.*

Because explained.

I4S3: *Karena mempelajari IPA, saya mulai sedikit bisa mempelajari aksen british.*

Because by studying IPA, I started to learn a little British accent.

I4S4: *Karena bahasa inggris ada 2 (American dan British).*

Because there are 2 English (American and British).

I4S5:   *Karena sulit dipahami.*

Because it's hard to understand.

I4S6:   *Karena IPA lumayan sulit.*

Because IPA is quite difficult.

I4S7:   *Karena dapat meteri baru yang dapat meningkatkan kemampuan.*

Because I get new material that can increase my abilities.

I4S8:   *Mengerti cara membaca yang benar.*

Understand how to read correctly.

I4S9:   *Karena terdapat materi baru.*

Because there is new material.

I4S10:   *Karena dari saya belajar IPA saya dapat mengucap pronounciation dengan tepat dan dapat mengoreksi teman teman saya.*

Because from learning IPA I can pronounce correctly and can correct my friends.

I4S11:   *Karena saya tidak terlalu paham dengan IPA.*

Because I don't really understand IPA.

I4S12:   *Karena lebih memahami cara pengucapan dalam bahasa inggris.*

Because I understand better how to pronounce it in English.

I4S13:   *Karena kita belajar pengucapan bahasa inggris dan kita jadi tahu pengucapan yang benar.*

Because we learn English pronunciation and we know the correct pronunciation.

In the third category, related to the students' perceptions regarding their satisfaction with IPA learning, the researcher asked two interview questions. These two questions are for the fifth and sixth questions of the interview. Both the fifth question of the interview (I5) and the sixth question of the interview (I6) relate to the statement that the participants gave in questionnaire number 7 (Q7): about whether they are satisfied with the IPA learning that has been done or not. In the fifth question of the interview (I5), researcher questioned the reasons why they are satisfied/dissatisfied with the IPA learning that has been carried out.

I5R: *Mengapa kamu puas/tidak puas dengan pembelajaran IPA yang telah dilakukan?*
        Why are you satisfied/dissatisfied with the IPA learning that has been carried out?

I5S1:   *Karena sudah diulang-ulang sampai mudeng.*
        Because it was repeated until I understood.

I5S2:   *Karena (teman-teman saya) sering dapat hadiah jajan/kamus dalam game walau saya belum pernah dapat.*
        Because (my friends) often get snacks/dictionaries in the game even though I've never gotten one.

I5S3:   *Karena dapat mamahami simbol-simbol baru.*
        Because I can understand the new symbols.

I5S4:   *Bisa menambah cara berbicara.*
        Can add a way of talking.

I5S5:   *Karena asik.*

Because it is fun.

I5S6: *Karena lumayan menyenangkan dan asik.*

Because it's pretty fun and cool.

I5S7: *Pembelajarannya baik.*

The learning is good.

I5S8: *Dapat mengerti cara membacan kata kata yang benar.*

I can understand how to read the correct words.

I5S9: *Puas karena menambah wawasan dan memperbaiki pelafalan yang masih belum benar.*

Satisfied for adding to my insight and improving my pronunciation which is still not correct.

I5S10: *Karena saya merasa terbantu saat mempelajari pronunciation.*

Because I feel helped when learning pronunciation.

I5S11: *Karena beberapa saya paham dan beberapa saya tidak paham.*

Because some I understand and some I don't understand.

I5S12: *Puas karena menjadi lebih mudah cara membacanya dan pengucapannya.*

Satisfied because it became easier to read and pronounce.

I5S13: *Karena penjelasannya mudah dimengerti.*

Because the explanation is easy to understand.

In the sixth question of the interview (I6), researcher questioned what are their suggestions and criticisms of the IPA learning that they have done.

I6R: *Apa saran dan kritik kamu terhadap pembelajaran IPA yang telah kamu lakukan?*

What are your suggestions and criticisms of the IPA learning that you have done?

I6S1:   *IPA ini di NECC sangat bagus, untuk siswa nuris yang ikut mempelajari IPA di NECC, untuk kedepannya harus sholat dulu sebelum mulai NECC.*

This IPA at NECC is very good, for nuris students who are taking part in studying IPA at NECC, in the future they must pray before starting NECC.

I6S2:   *Kritik saya, tidak boleh jajan dulu. Saran saya, ditambah kipas dan gratisin jajan saja.*

My criticism does not snack first. My advice is just to add a fan and free snacks.

I6S3:   *Tidak ada kritik. Saran saya materi yang dibawakan jangan terlalu susah.*

No criticism. My suggestion is that the material presented is hoped not too difficult.

I6S4:   *Kritik saya, kekurangan game. Saran saya, dibawain jajan, agar siswa-siswi lain semangat.*

My criticism is the lack of games. My suggestion, bring snacks so that other students are enthusiastic.

I6S5:   *Kritiknya: susah dipahami, saran saya, diperbolehkan makan dulu sebelum pembelajaran.*

The criticism: difficult to understand, my suggestion is to allow to eat before learning.

I6S6: *Tidak ada kritik. Saran saya, jika ingin melakukan pembelajaran ipa lagi, saya harap dilakukan dengan game yang berkelompok atau lainnya.*

No criticism. My suggestion, if you want to do IPA learning again, I hope it's done with group games or something else.

I6S7: *Kritik saya, pembelajaran sedikit membosankan dan susah. Saran saya agar guru bisa menjelaskan dengan lebih kompleks.*

My criticism, the learning is a little boring and difficult. My suggestion is that the teacher can explain more complexly.

I6S8: *Pembelajarannya sulit di pahami. Saran saya mencontohkan dengan kata yang lebih mudah.*

The lesson is difficult to understand. My suggestion exemplifies in easier words.

I6S9: *Pembelajarannya sedikit memusingkan dan membosankan. Saran saya guru menjelaskan dengan lebih mendetail.*

The learning is a little confusing and boring. My suggestion is the teacher explain in more detail.

I6S10: *Kritik saya, lebih baik jangan membawa hadiah atau iming iming karena belum tentu dengan hadiah murid dapat tergiur dengan hadiah tersebut dan ingin menjawab. Saran saya, murid-murid di indonesia harus diajarkan IPA agar*

benar mengucapkan pronunciation, tidak hanya di Nuris saja.

My criticism is that it is better not to bring gifts or lures because it is not certain that with gifts students will be tempted by these gifts and want to answer. My suggestion is that students in Indonesia should be taught IPA so that they can pronounce correctly, not only in Nuris.

I6S11:   *Jika beberapa anak tidak paham dengan ipa tapi mereka sudah diberi perhatian dan penjelasan menurut saya percuma. Saran saya, menanyakan satu per satu anak tentang membaca IPA.*

If some students have been given attention and explanation but they don't understand IPA, I think it's useless. My suggestion is to ask each student one by one about reading IPA.

I6S12:   *Kritik saya, waktu yang dibutuhkan untuk pembelajaran IPA kurang, karena butuh waktu untuk lebih memahaminya. Saran saya agar diperbolehkan makan dan minum sebelum pembelajaran IPA.*

My criticism is that the time needed for learning IPA is less, because it takes time to understand it better. My suggestion is to be allowed to eat and drink before learning IPA.

I6S13:   *Waktu pembahasan IPA kurang fokus karena kita dalam keadaan lapar. Dan waktu pembahasannya terlalu cepat, padahal kita butuh waktu yang cukup lama untuk*

memahaminya. Saran saya, diperbolehkan makan dulu sebelum pelajaran.

During the IPA discussion, there was less focus because we were hungry. And the discussion time is too fast, even though we need quite a long time to understand it. My advice, allowed to eat before class.

In the last category, related to the students' perceptions regarding IPA learning for other Junior High School Students, the researcher asked only one interview question. This last question of the interview (I7) relates to the statement that the participants gave in questionnaire number 8 (Q8): about whether they feel that other Junior High School students need to learn IPA too or not. In this seventh question of the interview (I7), the researcher questioned the reasons why they feel that other Junior High School students need/don't need to study IPA too.

I7R: *Mengapa kamu merasa bahwa siswa SMP lain perlu/tidak perlu mempelajari IPA juga?*

Why do you feel that other Junior High School students need/don't need to study IPA too?

I7S1: *Agar mengerti dan tidak bingung (ketika berada) di luar negeri.*

In order to understand and not be confused (when they are) abroad.

I7S2: *Karena agar paham.*

Because in order to understand.

I7S3: *Karena dapat meningkatkan cara Bahasa Inggris.*

47

Because it can improve the way of speaking English.

I7S4: *Agar lebih mudah untuk speaking.*

Because it can improve the way of speaking English.

To make it easier for English speaking.

I7S5: *Karena agar mempelajarinya juga.*

Because in order to learn it too.

I7S6: *Karena mungkin siswa/siswi lainnya akan kesusahan ketika membaca tanpa IPA.*

Because maybe other students will have trouble reading without IPA.

I7S7: *Agar semua murid dapat paham dengan pronounciation, tetapi jangan dipaksakan jika belum bisa.*

So that all students can understand the pronunciation, but don't force them if they can't.

I7S8: *Dapat menambah kemampuan siswa dan siswi.*

Can increase the ability of students.

I7S9: *Karena beberapa siswa SMP lain pasti ada yang ingin mempelajari IPA.*

Because some other Junior High School students must have wanted to study IPA.

I7S10: *Agar dapat mengucapkan pronounciation dengan benar.*

In order to be able to pronounce correctly.

I7S11: *Karena agar lebih lancar membacanya.*

Because in order to read more fluently

I7S12: *Supaya siswa SMP lain lebih tau cara pengucapannya dan lebih memahaminnya.*

So that other Junior High School students know more about how to pronounce and understand it better.

I7S13:   *Agar tahu pengucapan yang benar.*

In order to know the correct pronunciation.

F. Appendix 6: Documentation

G. Appendix 7: Advisor Appointment Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185 www.walisongo.ac.id

Semarang, 8 September 2022

Nomor   : 4451/Un.10.3/J4/DA.04./09/2022
Lampiran   : -
Hal   : **Penunjukan Pembimbing Skripsi**

Kepada Yth.
Dr. Muhammad Nafi Annury, M.Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa Inggris

(PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama   :   Adrovvy Jonathan
NIM   :   1903046103
Judul   :   **Evaluating Junior High School Students' Experience and Perspective on Pronunciation Learning using International Phonetic Alphabet (IPA)**

Dan menunjuk :

     Dr. Muhammad Nafi Annury, M.Pd

     Sebagai Pembimbing.

Demikian Surat Penunjukan Pembimbing Skripsi ini disampaikan dan atas kerja samanya

yang diberikan kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,
Ketua Jurusan Pendidikan Bahasa Inggris

Sayyidatul Fadhilah, M.Pd.
NIP. 19810908 200710 2 001

Tembusan :
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip

53

H. Appendix 8: Research Permit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: 511/Un.10.3/D1/TA.00.01/02/2023   Semarang,9 Februari 2023
Lamp   : -
Hal   : Mohon Izin Riset
a.n.   : Adrovvy Jonathan
NIM   : 1903046103

Yth.
Kepala Sekolah SMP Nurul Islami
di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Adrovvy Jonathan
NIM   : 1903046103
Alamat   : Jalan Pintu Air No. 5 Desa Weleri, Kec. Weleri, Kab. Kendal
Judul skripsi   : The International Phonetic Alphabet in English Pronunciation
                   Learning: Perceptions of Junior High School Students

Pembimbing   :
1. Dr. Muhammad Nafi Annury, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 43
Hari, mulai tanggal 13 Februari 2023 sampai dengan tanggal 27 Maret 2023
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

54

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: 510/Un.10.3/D1/TA.00.01/02/2023   Semarang,9 Februari 2023
Lamp : -
Hal   : Pengantar Pra Riset
a.n. : Adrovvy Jonathan
NIM   : 1903046103

Yth.
Kepalah Sekolah SMP Nurul Islami
di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Adrovvy Jonathan
NIM   : 1903046103
Alamat   : Jalan Pintu Air No. 5 Desa Weleri, Kec. Weleri, Kab. Kendal
Judul skripsi : The International Phonetic Alphabet in English Pronunciation
                Learning: Perceptions of Junior High School Students

Pembimbing   :
1. Dr. Muhammad Nafi Annury, M.Pd

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 43 hari, mulai tanggal 13 Februari 2023 sampai dengan tanggal 27 Maret 2023
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

55

I. Appendix 9: Certificate of Conducting Research

YAYASAN NURUL ISLAMI
SMP NURUL ISLAMI SEMARANG
Rejosari Wonolopo Kec. Mijen Kota Semarang 50215
Telp. : 0851 0077 4477

SURAT KETERANGAN

Nomor : 265/L/SMP Nuris/IV/2023

Yang bertanda tangan dibawah ini Kepala SMP Nurul Islami Semarang menyatakan bahwa :

Nama : Adrovvy Jonathan

NIM : 1903046103

Jurusan : Pendidikan Bahasa Inggris   UIN Walisongo Semarang

Judul Skripsi: The Internasional Phonetik Alphabet in English Pronunciation Learning Perceptions of Junior High School Students

Telah melaksanakan penelitian di sekolah kami, pada tanggal 20 Februari s.d 13 Maret 2023. Demikian surat keterangan ini kami sampaikan untuk digunakan sebagaimana mestinya.

Semarang, 4 April 2023
Kepala Sekolah,

Dwi Haryanto, S.S.,

56

CURRICULUM VITAE

Name	:	Adrovvy Jonathan
Place and Date of Birth	:	Kendal, May 17th, 1994
Student Number	:	1903046103
Major	:	English Education Department
Address	:	Weleri, Kendal, Central Java
Phone	:	087700123457
E-mail	:	adrovvy@gmail.com
Education Background	:	1. TK Tarbiyatul Athfal
		2. SDN 01 Penaruban
		3. SMPN 01 Weleri
		4. MA Ma'arif NU Kepung

Semarang, 4 April 2023

Researcher,

Adrovvy Jonathan
1903046103