

ABSTRACT

Imelda. 1998. *The Effectiveness of Teaching English Phonetic Symbols to Improve the Pronunciation of Tourism Department students at Sainte Monique Yogyakarta*. Yogyakarta: Department of Language and Arts Education, Faculty of Teachers Training and Education. Sanata Dharma University.

The study reported in this thesis attempted to investigate the effectiveness of teaching pronunciation through the introduction of English phonetic symbols to the tourism department students of 'cruise ship' program at Sainte Monique Yogyakarta.

According to Richards and Rodgers (1988: 52), phonetic symbols are important to be learned in order to speak English accurately. That is why the IPA was founded in 1889. The writer realizes the importance of teaching English Pronunciation.

In order to know the effectiveness of teaching English phonetic symbols, a non-random control group pretest and posttest experimental research design was employed. This was a *quasai* experimental research. In so doing, the students were assigned into the experimental group and control group, and were tested on the oral form of pronouncing certain English sounds (the pretest). During the experiment, each group received the same treatments, except on the introduction of English phonetic symbols in the experimental group. The number of meeting was 20. On the 3rd, 6th, 9th, 12th, 13th, 15th, and 18th, the experimental group received the introduction of phonetic symbols and the exercises, based on the IPA phonetic symbols. The texts were selected carefully by the writer. On the other hand, the control groups received only imitation technique in learning pronunciation. At the end of 'English matriculation,' the students were tested again on the oral form to pronounce English sounds. Then, the gain score of the experimental and control group was compared.

The result of the computation indicated that, there was a difference between learning pronunciation through the introduction of phonetic symbols and through imitation. The students who got the introduction of English phonetic symbols made fewer mistakes than the group that did not got the introduction of English phonetic symbols.

Statistically, the t-value of the experimental group was -11.17. The t-table used was t-table for two tailed test. The t-value in the table for 14 d.f. (n-1) required to reject Ho is smaller than -2.145 and larger than 2.145. Therefore, a t-value of -11.17 with 14 d.f. is indeed significant at the 0.025 level. On the other hand the t-value of the control group was -2.09. The t-table for 14 d.f. (n-1) required to reject Ho at the 0.025 level is smaller than -2.145 and larger than 2.145. Compared with the t-table, a value

Of -2.09 is between the t -observed. This means that the H_0 stating that there was no significant different between the mean score on the pretest and posttest is accepted.

To determine whether the use of phonetic symbols is more effective than that of imitation technique at Sainte Monique Yogyakarta, the t -test for independent samples was employed. The choice of the t -test was under consideration that the samples had a normal distribution and equal variances. To know whether the variance is equal or not, the p score (probability) is referred, If the p is larger than 0.05 , it means that the variances are equal. The result showed that the p score of the Levene's test for equality of variances was 0.310 . Since the p score is larger than 0.05 , the t -value applied for further comparison is the t -value for equal variances. For the normal distribution, Kolmogorov Smirnov Goodness of Fit Test was used. The result of the computation in the experimental group was 0.761 , and 0.510 in the control group. These two scores are larger than α for a two-tailed test ($\alpha = 0,025$). Therefore, the null hypothesis stating that the sample comes from a normal population was accepted. The result of the independent sample t -test showed that the t -value of for equal variances 7.76 is larger than 2.048 for 28 d.f. ($n-2$) at 0.025 level. This finding indicated that the gain score of the tourism students in the experimental group and that of the control group were significantly different. This finding implied that the use of "English phonetic symbols" to develop the tourism students' pronunciation was more effective than that of the imitation technique.

From the students' achievement above, it can be concluded that in teaching sounds for adult, besides imitation, it is a better technique if the teacher gives the students understanding about segmental phonemes, allophones and the explanation of the English sound system including the introduction of English phonetic symbols.

Based on the conclusion of the study, three recommendations are proposed. The first is concerned with the need to teach IPA phonetic symbols. The second is concerned with the need to learn English phonetic symbols since the goal of the course is effective speaking. The last is concerned with the need for further research on teaching pronunciation, especially the acquisition of English sounds for second language learner.