

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Schedule**

This research was done on the 6<sup>th</sup> semester students of English Education Department of UIN Sunan Ampel Surabaya by several meetings in few days. It was undertaken through the following schedules:

15 July 2013 : The researcher started the research and collected the data.

19 July 2013: The researcher ended collected data.

23 July 2013: The researcher analyzes research result.

#### **B. Research Description**

##### **The Research Result on 23 July 2013**

The research was held on 23 July 2013 in order to know the competence of 6<sup>th</sup> semester students of English Education Department of UIN Sunan Ampel Surabaya in mastering English Pronunciation especially Sounds, Rhythm and Intonation. The students are 21 out of 30

sample planned by the researcher. The students consist of 5 males and 16 females. Most of them are Javanese tribe people from various cities and the others are Madurese (Madura) from some cities. The place students come makes the unique pattern of their pronunciation of language. Each place they came from brings the different accent of their language. It is also happened for the English they've learnt. Although they have learnt English since they were a little, but their hometown dialect and accent influence their pronunciation result. We can see these differences from the table on the section below. The students here learned English since they were Elementary school, but they learn about sounds, rhythm and intonation more focus since they took the lecturer of phonology and speaking in the college.

On that meeting, the researcher invited the students to be researched. The researcher asked the students to read the passage (*see the appendix 1*) that researcher had prepared before loudly, but the researcher did not give explanation about how are the sounds, rhythm and intonation used in the passage in order to know the real pronunciation ability of students. In order to keep the secret of their own individual, so the researcher hides their name and changes it into number represented by number 1 to 21.

### a. Preparation

The researcher prepared the passage that contains words of English which has factor of sounds, rhythm and intonation (*see appendix 1*). The sounds factor here is how we read a word in English. For example, the word hiccough in English has sound /'hɪkɒp, -kəp/. The rhythm and intonation here is how we make rhythm and intonation in words and sentence. For example, the sentence "I take it you already know" has rhythm and intonation as [I<sup>3</sup> take<sup>3</sup> it<sup>4</sup> you<sup>3</sup> already<sup>3</sup> know<sup>1</sup>]. The number represented in the sentence shows us the level of rhythm and intonation in the sentence. Researcher prepared also the recorder to record the voice of the students. The passage (*see appendix 1*) consists of one hundred questions of sounds (*see appendix 2*), and twenty questions of rhythm and intonation (*see appendix 3*). The researcher prepared and accounted the paper test.

### b. Implementation

#### 1. Opening

- a) The researcher met students during their classes' break time.

- b) The researcher introduced himself and explained what he was going to do.

## 2. During research

- a) The researcher gave the passage to the students.
- b) The researcher asked the students to learn the passage for about 2-3 minutes.
- c) Once the student was ready, the researcher asked them to read it loudly.
- d) The researcher recorded their voice.

## 3. Closing

- a) The researcher said thank you and ended the meeting.

## c. Observation result

When the researcher first asked the students to help the research as object, they felt confused, but when the researcher told them that this is part of the thesis' research, they looked enthusiastic following this research. As the researcher gave them the passage, they once more felt confused because it looks like they have never seen this passage before. After they had learned the passage, they seemed a little bit confidence. But not all of them felt confidence with the passage. Some of them felt that their ability in pronunciation not so good, so they felt shy when

researcher asked them to read the passage aloud. After the researcher convinced them that their name will be changed and no one will realize that this was their voice, the students decide to join the research researcher asked.

d. Reflection

After done the research, the researcher found the result of students' ability in pronunciation. The result of the research was analyzed according to the appendix 2 and 3, and also analysis chart on chapter three above. The sounds passage was scored by 100 items. These items are based on each word contained on the passage. Each word has its own characteristic of sounds (*see appendix 2*). The same word will not be scored twice because it has same characteristic of sounds so it was scored only once. The rhythm and intonation passage was scored by 20 items. These items were taken from the row's number of the passage. Each of the sentences contains its own characteristic of rhythm and intonation (*see appendix 3*).

The result of the research:

**Table 4.1****Students' Sounds Result**

<b>Students Number</b>	<b>Sounds score(100)</b>	<b>Rhythm and Intonation score (20)</b>
1.	86	13
2.	94	14
3.	93	16
4.	92	18
5.	93	13
6.	93	15
7.	86	14
8.	91	19
9.	92	18

10.	92	14
11.	94	16
12.	91	15
13.	93	20
14.	89	13
15.	87	13
16.	92	14
17.	90	15
18.	82	12
19.	87	16
20.	94	15
21.	90	13

From the table 4.1 above, researcher give 100 score of the sounds from the number of words tested to the students (*see appendix 1*). These 100 words come from the passage researcher tested to the students. The

same words with the same sounds would not be shown twice. And the researcher give 20 score of the rhythm and intonation from the sentences tested to the students (*see appendix 1*). Each sentence has difference of rhythm and intonation according to the context of the sentences.

Kind of error each student made in sounds (*number 1-21 represents students' arrangement*):

1. Know, hiccough, thorough, laugh, beware, bead, sake, deed, threat, straight, debt, dear, cork, font.
2. Dough, hiccough, these, beard, threat, fear
3. Cough, hiccough, thorough, beard, bead, threat, rose
4. Know, dough, hiccough, these, beware, goodness, straight, rose,
5. Though, dough, hiccough, these, goodness, bother, ward
6. Cough, hiccough, don't, threat, straight, bother, here
7. Cough, hiccough, these, beware, beard, goodness', sake, threat, straight, bother, cork, work, ward
8. Though, bough, dough, thorough, perhaps, bead, threat, they, bear,
9. Cough, hiccough, thorough, dead, deed, watch, great, ward
10. Though, bough, dough, perhaps, bead, threat, bear, pear,
11. Dough, hiccough, thorough, beware, great, bear,
12. Though, bough, dough, hiccough, thorough, beware, beard, bird, threat,



13. Know, cough, these, beard, threat, rose,
14. Cough, others, hiccough, beard, bead, threat, they, rhyme, mother,  
brother, just,
15. Cough, hiccough, thorough, these, beard, goodness', deed, great, threat,  
bother, bear, rose, goose,
16. Though, bough, dough, hiccough, these, beard, dead, brother,
17. Though, bough, dough, these, beard, threat, rhyme, suit, bear, pear,
18. Though, bough, cough, dough, others, hiccough, thorough, through,  
done, these, beard, bed, threat, rhyme, suit, bear, pear, goose, cork
19. Know, though, hiccough, thorough, familiar, beard, dead, threat, suit,  
bear, pear, goose
20. Bough, dough, hiccough, beware, beard, suit,
21. Bough, dough, these, beware, beard, threat, suit, fear, bear, pear

### **C. Data Analysis**

In this section, the researcher will analyze the result of the research to find the percentage of the result. According to the Miles and Hubberman's on Prof. Sugiono book that the researcher will analyze the data collected on the research through reduction data, display the data and concluding the data. In the reduction data, the researcher had reduced some

unnecessary data of the research. Researcher had omitted unnecessary recording of the students. Unnecessary recording here means the recording repeated by the students. During the research, researcher sometimes recorded students' voices twice or three times because sometimes they lost their reading of the passage during recording, or sometimes they don't speak with clear voice. And sometimes the recording went wrong during the research because of the error of the recording device or the mistakes from the researcher. It was happened because sometimes the device stopped by itself or the researcher coincidentally pushed the stop or the pause button of the recording device. After the researcher reduced unnecessary data it means the data is ready to display. Researcher displays the data through table and graphic below. The results are:

**Table 4.2**

**Students' Rhythm and Intonation Result**

<b>Students Number</b>	<b>Sounds score</b>	<b>Rhythm and Intonation score</b>	<b>Sounds Percentage (X1)</b>	<b>Rhythm and Intonation percentage (X2)</b>	<b>Average percentage (XA)</b>
1.	86	13	86%	65%	75,5%
2.	94	14	94%	70%	82%

3.	93	16	93%	80%	86,5%
4.	92	18	92%	90%	91%
5.	93	13	93%	65%	79%
6.	93	15	93%	75%	84%
7.	86	14	86%	70%	78%
8.	91	19	91%	95%	93%
9.	92	18	92%	90%	91%
10.	92	14	92%	70%	81%
11.	94	16	94%	80%	87%
12.	91	15	91%	75%	83%
13.	93	20	93%	100%	96,5%
14.	89	13	89%	65%	77%
15.	87	13	87%	65%	76%
16.	92	14	92%	70%	81%

17.	90	15	90%	75%	82,5%
18.	82	12	82%	60%	71%
19.	87	16	87%	80%	83,5%
20.	94	15	94%	75%	84,5%
21.	90	13	90%	65%	77,5%

The number of percentage above comes from the formula:

$$\frac{N}{\text{total}} \times 100\% = X$$

□<sup>37</sup>

N = correct answer

□ = total answer

X = percentage

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<sup>37</sup> <http://adirusmansenior.blogspot.com/2013/03/cara-menghitung-persen.html> accessed on: Friday, Dec 13<sup>th</sup> at 10:45 p.m.

$$X1 + X2 = XA$$

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<sup>2<sup>38</sup></sup>

X1 = sounds percentage
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X2 = Rhythm and Intonation percentage
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XA = Average Percentage
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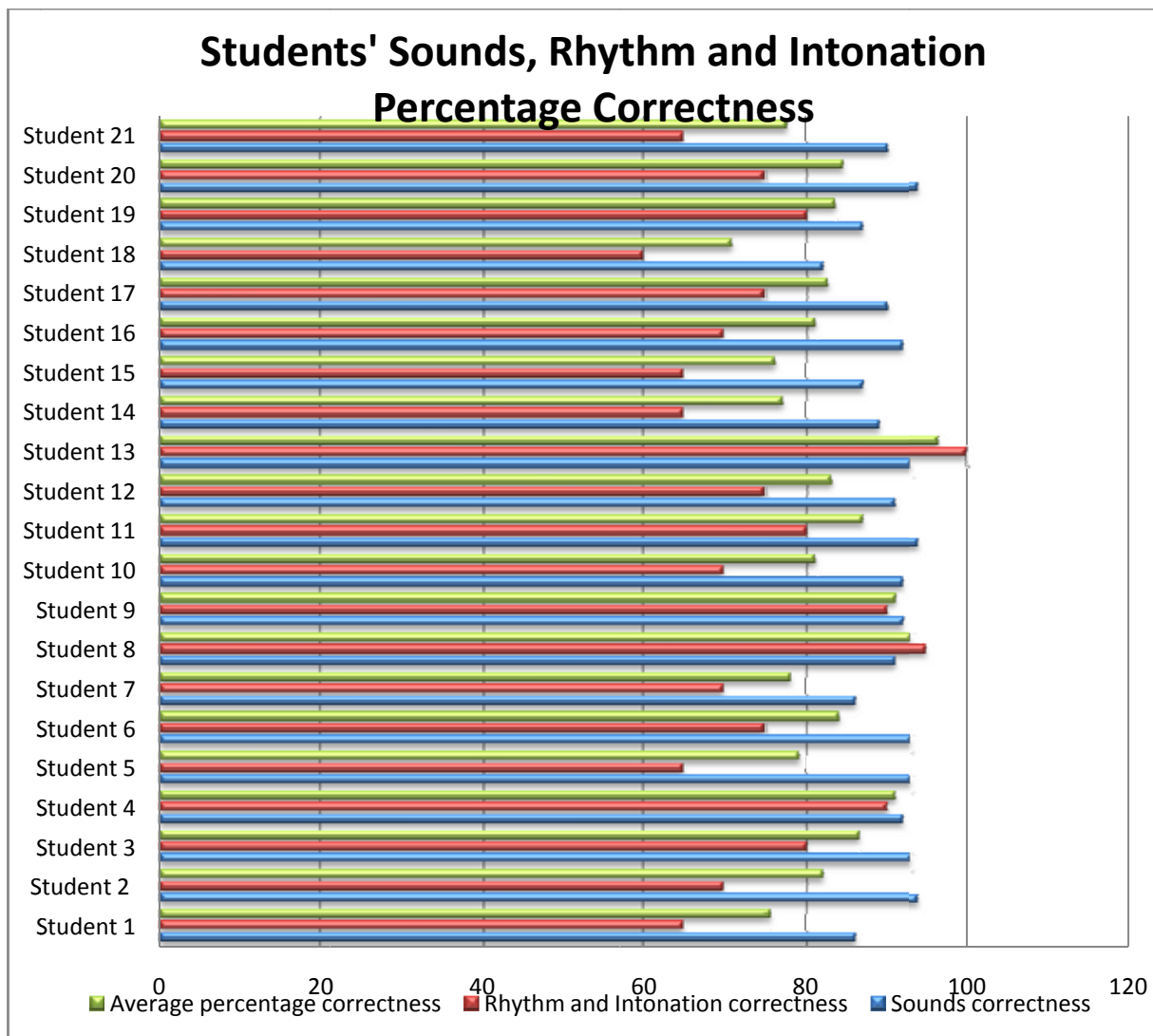
The table 4.2 above shows us the percentage of research result that researcher had already done. The table above shows the result of the research, which are:

1. Students with excellent ability in pronunciation is 0 (zero)
2. Students with very good ability in pronunciation are 4 (four)
3. Students with good ability in pronunciation are 16 (sixteen)
4. Students with poor ability in pronunciation is 1 (one)
5. Students with bad ability in pronunciation is 0 (zero)

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<sup>38</sup> <http://www.rumusstatistik.com/2013/08/rata-rata-hitung-data-berkelompok.html> accessed on: Friday, Dec 13<sup>th</sup> 2013 at 10:45 p.m.

Table 4.3



## **D. Discussion**

When researcher started his research, researcher found that not all of them get confidence when they were asked to read the passage for pronunciation aloud. They needed to be convinced for their confidence. Some of them even speak low and slowly so the researcher asked them to repeat it once more. The other problem came when not all of the students were coming into campus that day. Because researcher did the research during vacation, only few of them could show up even we were having appointment before. From the target of 30 students, researcher could only collect 21 students for the research. Indeed, they are 70% of the sample and that is enough for taking the sample of the students. During the research, students were following the research very good. Because the researcher took the research in natural circumstance, that is students felt enjoy with the research, because they can followed the research by doing something else they like.

After the research, researcher found that not all of the students have a very good ability in pronunciation especially sounds, rhythm, and intonation even there is a student who has got the best score than the other. This student also has good self confidence to follow the research. This student sounds the word very good and also has a very good

intonation and rhythm. It was seen that this student has followed the lesson of the college very well.

Students of 6<sup>th</sup> semester English Education Department of UIN Sunan Ampel Surabaya come from much different background whether it is hometown, tribes, culture, education, basic acquisition ability, family, and also gender. They have many differences ability in pronunciation especially sounds, rhythm, and intonation. Some students have good ability in acquiring pronunciation and some others have less ability. These differences may occur from many factors. It could be from their acquisition, study, or environment. And this will only focus on gender.

First, let discuss about gender. Male and female students have differences in sounds, rhythm and intonation. Most of the male students have less score of pronunciation than the female students. We can look back to the table 4.1 above. From the table 4.1 above we can see that the lower score of sounds, rhythm, and intonation was belong to the male students. Female students have better score in sounds, rhythm and intonation. They have better intonation, producing the sounds, and also better self confidence. Some of male students merely produce the pronunciation with a little influence of their dialect. For example, some male students produce the word /the/ a little bit thicker than it supposed to



be. And they sometimes produce the word /and/ a little bit thicker also. Female students were producing the words smoother and thinner than the male. Males and females differ little in stature before puberty, but post-pubescent males are about 8-9% taller. According to a database maintained by NIST, the male children in their sample averaged about 3% taller at age 2, and less than 1% taller at age 10, whereas males average about 9% taller at age 18. According to a 1977 publication from the National Center for Health Statistics, at age 2 the 50th percentiles for males and females are identical; at age 10, girls are .6% taller (in the 50th percentile), and at age 18, males are about 8% taller.

With respect to the length of the vocal folds (the tissue in the larynx that is responsible for producing voiced speech), this overall difference between the sexes is magnified by approximately a factor of seven: the vocal folds of post-pubescent males average about 50-60% longer than those of females of the same age.

As a result of these laryngeal changes, adult human males have significantly lower voices than females do, out of proportion to their rather small difference in average height. Though the pitch of anyone's speech depends very much on circumstances, under comparable conditions, (adult) human females' voices are likely to show pitches roughly 75%

higher than those of male voices. This difference reflects not only the difference in vocal cord length, but also a difference in vocal cord mass -- and perhaps some socially-conditioned factors as well.

Because the larynx also drops lower in the neck in post-pubescent males, the overall adult male vocal tract length is about 15% longer on average. This means that resonance frequencies (including the *formant* frequencies that determine vowel quality) are also about 15% lower in adult males as compared to females. This is about 175% of the difference expected on the basis of the average overall size differences (8-9%). This difference also means that adult males are even more subject to the risk of choking on aspirated food that is a price the human species pays for adapting its vocal organs to speech. None of the other species of apes shows a similar sexual dimorphism of the vocal organs, although overall size differences between the sexes tend to be larger in other apes than in *Homo sapiens*. Of course, the biological dimorphism in vocal-tract anatomy is often emphasized or exaggerated by cultural forces.

It has often been observed that (other things equal) female speech tends to be evaluated as more "correct" or more "prestigious", less slangy, etc. Men are more likely than women to use socially-stigmatized forms (like "ain't" or g-dropping in English). On the other hand, women are usually in

the lead in changes in pronunciation, typically producing new pronunciations sooner, more often, and in more extreme ways than men. A number of stylistic differences between female and male speech have been observed or claimed. Women's speech has been said to be more polite, more redundant, more formal, more clearly pronounced, and more elaborated or complex, while men's speech is less polite, more elliptical, more informal, less clearly pronounced, and simpler. In terms of conversational patterns, it has been observed or claimed that women use more verbal "support indicators" (like *mm-hmm*) than men do; that men interrupt women more than they interrupt other men, and more than women interrupt either men or other women; that women express uncertainty and hesitancy more than men; and that (at least in single-sex interactions) males are more likely to give direct orders than females are.<sup>39</sup>

Second, let discuss about hometown or cultural aspect of the students. Majority of the students are Javanese and Madurese. More than a half of them are Javanese and some of them are Madurese. Many of Javanese and Madurese students here had influenced from their culture of Javanese and Madurese accent. Their habit of speaking their dialect

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<sup>39</sup> <http://www.ling.upenn.edu/courses/ling001/gender.html> accessed on Sunday, January 26, 2014 at 04:35 a.m.

influences their productivity of pronunciation. Their culture, family, and basic acquisition of language might also influence their ability of pronunciation. Sometimes, students feel shy when they asked to show or practice their ability in pronunciation. It might become the largest factor that restricted them into improvement. This can happen because male students bring their dialect in their pronunciation more than female students. The dialect they brought made their pronunciation in English become worse than the female. However, female students didn't bring too much their dialect in their pronunciation. Within the domain of culture, two broad classes of explanations for such gender effects have been offered: *difference theories* and *dominance theories*.

According to *difference* theories (sometimes called *two-culture theories*), men and women inhabit different cultural (and therefore linguistic) worlds. To quote from the preface to Deborah Tannen's 1990 popularization: *You just don't understand*, "boys and girls grow up in what are essentially different cultures, so talk between women and men is cross-cultural communication."

According to *dominance* theories, men and women inhabit the same cultural and linguistic world, in which power and status are distributed unequally, and are expressed by linguistic as well as other

cultural markers. In principle, women and men have access to the same set of linguistic and conversational devices, and use them for the same purposes. Apparent differences in usage reflect differences in status and in goals.

The general consensus is that both sorts of explanations are appropriate to some degree, but the discussion is sometimes acrimonious and political. For instance, Tannen has been criticized by some feminist writers as a "deeply reactionary" "apologist for men", who "repeatedly excuses their insensitivities in her examples and justifies their outright rudeness as merely being part of their need for independence." Those who criticize Tannen in this way argue that the behavior of the men in her examples reflects a desire for domination rather than a different set of cultural norms.<sup>40</sup>

From the result based on table 4.3 above we can also see that some of students make some basic mistakes in pronunciation. These mistakes must actually be fixed in order to make them better in speaking English. If these basic mistakes are not fixed immediately, the researcher worried that they may be make another bigger mistakes in the future. They need more

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<sup>40</sup> <http://www.ling.upenn.edu/courses/ling001/gender.html> accessed on Sunday, January 26, 2014 at 04:35 a.m.

practice to develop their ability in pronunciation not only sound, but also rhythm and intonation. Many of students have difficulty in several words which some of them are simple word and sentence. These mistakes must not happen when they are a teacher and teach their students English. If these mistakes reveal when they teach their students, the researcher afraid that they will influence the ability of producing English pronunciation of their students. And if this continuously happen, they will make another mistakes and thing that English is difficult for them.