**CHAPTER IV**

**RESEARCH FINDING AND DIDCUSSION**

In this chapter present the finding and discussing of the study that consist of the research finding and discussion.

1. **Research Finding**

In this data presentation presents the students’ pronunciation problems and lectures’ strategies use in public speaking class.

1. The Students’ Pronunciation Problem in Public Speaking Class.
2. Vowel

Students find difficulties when pronounce some vowel, this table show the incorrect pronunciation in vowel by students of public speaking class.

1). Vowel [ɔ]

1.1 Table of students’ incorrect pronunciation in vowel [ɔ]

|  |  |  |  |
| --- | --- | --- | --- |
| No | Word | Students’ pronunciation | Correct pronunciation |
| 1. | Now | [nɔ] → vowel [ɔ] | [naʊ] → dipthongs [aʊ] |
| 2. | Cloudy | [clɔdi] → vowel [ɔ] | [claʊdi] → dipthongs [aʊ] |
| 3. | Coat | [kɔt] → vowel [ɔ] | [kəʊt] → dipthongs [əʊ] |
| 4. | down | [dɔn]→ vowel [ɔ] | [daʊn]→ dipthongs [aʊ] |
| 5. | program | [prɔgrʌm)]→ vowel [ɔ] | [prəʊgræm]→dipthongs[əʊ] |
| 6. | Company | [kɔmpəni]→ vowel [ɔ] | [kʌmpəni]→ vowel [ʌ] |
| 7. | about | [əbɔt]→vowel[ɔ] | [əbaʊt] →dipthongs [aʊ] |
| 8. | Sound | [sɔnd] ]→vowel[ɔ] | [saʊnd] →dipthongs [aʊ] |
| 9. | Cow | [kɔw] → vowel [ɔ] | [kaʊ] →dipthongs [aʊ] |

2). Vowel [ʊ]

1.2. Table of students’ incorrect pronunciation in vowel [ʊ]

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Word** | **Students’ pronunciation** | **Correct pronunciation** |
| 1. | Convey | [kʊnvəI] →vowel [ʊ] | [kən’vəI] → vowel [ə] |
| 2. | Could | [kʊld] →vowel [ʊ] | [kəd] → vowel [ə] |

3). Vowel [ɔ:]

1.3Table of students’ pronunciation mistake in vowel [ɔ:]

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Word** | **Students’ pronunciation** | **Correct pronunciation** |
| 1. | information | [infɔ:məsn] → vowel [ɔ:] | [infəməiʃn] → vowel [ə] |

4). Vowel [ə]

1.4 Table of students’ pronunciation mistake in vowel [ə]

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Word** | **Students’ pronunciation** | **Correct pronunciation** |
| 1. | information | [infɔ:məsn] → vowel [ə] | [infəməiʃn]→dipthongs [əi] |
| 2. | debate | [dəbet] →vowel [ə] | [dibet]→ vowel [i] |
| 3. | Selection | [səlekʃn] →vowel [ə] | [silekʃn] → vowel [i] |

5. Vowel [ʌ]

1.5 Table of students’ pronunciation mistake in vowel [ʌ]

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Word** | **Students’ pronunciation** | **Correct pronunciation** |
| 1. | Program | [prɔgrʌm)]→ vowel [ʌ] | [prəʊgræm]→vowel[æ] |
| 2. | Introduce | [intrədjʌs]→ vowel [ʌ] | [intrədjʊ:s]→ vowel[æ] |
| 3. | cigarette | [sigʌret]→ vowel [ʌ] | [sigəret]→ vowel [ə] |
| 4. | Same | [sʌm ]→vowel [ʌ] | [seim]→ dipthongs [ei] |
| 5. | Character | [kʌrəktə(r)]→ vowel [ʌ] | [kærəktə(r)]→vowel[æ] |
| 6. | Famous | [fʌməs]→ vowel [ʌ] | [feiməs]→dipthongs [ei] |
| 7. | Abortion | [ʌbɔ:ʃn] →vowel [ʌ] | [əbɔ:ʃn]→ vowel [ə] |

1. Consonant

Students find difficulties when pronounce some consonant, this table show the incorrect pronunciation in consonant by students of public speaking class.

1). Consonant [s]

2.1 Table of students’ pronunciation mistake in consonant [s]

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Word** | **Students’ pronunciation** | **Correct pronunciation** |
| 1. | season | [si:sn ]→consonant [s] | [si:zn]→consonant [z] |
| 2. | please | [pli:s ] → consonant [s] | [pli:z] →consonant [z] |
| 3. | applause | [əplɔ:s] → consonant [s] | [əplɔ:z] → consonant [z] |
| 4. | Shy | [sai]→ consonant [s] | [ʃai] → consonant [ʃ] |
| 5. | apologize | [əpɒlədƷais]→consonant[s] | [əpɒlədƷaiz]→consonant[z] |
| 6. | expulsion | [ikspʌlsn ]→ consonant [s] | [ikspʌlʃn]→ consonant [ʃ] |
| 7. | Disaster | [di’sɑ:stə(r)]→consonant[s] | [di’zɑ:stə(r)]→consonant[z] |

2). Consonant [f]

2.2 Table of students’ pronunciation mistake in consonant [f]

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Word** | **Students’ pronunciation** | **Correct pronunciation** |
| 1. | arrived | [əraifd]→consonant [f] | [əraivd]→consonant [v] |
| 2. | leave | [li:f] → consonant [f] | [li:v] →consonant [v] |
| 3. | Give | [gif] → consonant [f] | [giv] → consonant [v] |

1. Dipthongs

Students find difficulties when pronounce some dipthongs, this table show the incorrect pronunciation in dipthongs by students of public speaking class.

1). Dipthongs [əʊ]

3.1 Table of students’ pronunciation mistake in dipthongs [əʊ]

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Word** | **Students’ pronunciation** | **Correct pronunciation** |
| 1. | about | [əbəʊt]→dipthongs [əʊ] | [əbaʊt]→dipthongs [aʊ] |

2). Dipthongs [ai]

3.2 Table of students’ pronunciation mistake in dipthongs [ai]

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Word** | **Students’ pronunciation** | **Correct pronunciation** |
| 1. | Say | [sai] →dipthongs [ai] | [sei] →dipthongs [ei] |
| 2. | party | [pɑ:tai] → dipthongs [ai] | [pɑ:ti] →vowel[i] |

3). Dipthongs [ei]

3.3 Table of students’ pronunciation mistake in dipthongs [ei]

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Word** | **Students’ pronunciation** | **Correct pronunciation** |
| 1. | people | [piepl]→ dipthongs [ei] | [pi:pl ] → vowel[i:] |
| 2. | child | [tʃeild ] → dipthongs [ei] | [tʃaild] →dipthongs[ai] |
| 3. | explanation | [ekspləineiʃn]→dipthongs [ei] | [ekspləneiʃn]→vowel [ə] |

Beside analyze the students speech, the writer also interview some students’ and lecture of public speaking class to get more valid data.

1. *Informant: Mrs. Erna Iftanty ( Lecture of public speaking class)*

Mrs. Erna said: “Actually, every student have different problem in pronounce word. There are students difficult to pronounce vowel, consonant and dipthongs. During I teach them I often find students can’t differentiate vowel [ʌ] and [ə], may be it caused by our language. Besides, they also often say [s] in consonant [z]”.

1. *Informant: Laila Rosyida*

Laila said: “My difficulty in pronunciation is I can’t differentiate vowel [ɔ] and dipthong [aʊ] also consonant [f] and [v]”.

1. *Informant: Khaziqun Nuha*

Khdiq said: “ I often find difficulties in pronounce [s] and [z]”.

*Informant: Ulum*

Ulum said: “ in pronunciation, I can’t differentiate dipthong [ei]and [ai] also vowel [ʌ] and [ə]”.

1. *Informant: Nur Fika*

Fika said: “My problems in pronunciation, I often pronounce dipthong [ei] with vowel [i:], consonant [v] with [f] and also consonant [z] with [s]”.

1. *Informant: Luluk Nur Hamidah*

Luluk said: “Pronunciation is difficult I think we must able to differentiate two or more similar pronounce. I often do mistake in pronounce vowel [ə], in consonant [v] dan [f] , [s] dan [z], and also in dipthong [ei] dan [ai]”.

1. *Informant: Isnaili Khiptiyah*

Isnaili said: “I think pronunciation is difficult in every aspect,I couldn’t pronounce well in vowel [æ], [ə] , consonant [f] dan [v], [s] [z], dipthongs [ai] dan [ei]”.

1. *Informant: Nur Fatima*

Fatima said: “I often find difficulties in pronounce [s] sama [z] and also vowel [ʌ] dan [ə]”.

1. Lecture’ Strategy to Overcome Students Problem in Pronunciation
2. *Informant: Mrs. Erna Iftanty ( Lecture of public speaking class)*

Mrs. Erna said: “I know that they was get pronunciation lesson, so I didn’t give specific strategy in every aspect. If students can’t pronounce well I always correct it directly, sometimes I also write the correct pronunciation in the white board and teach them how to pronounce it well”.

1. *Informant:Laila Rosida*

Laila said: “In pronunciation, lecture doesn’t not give strategy in every aspect. If students can’t pronounce well, the lecture correct it directly”.

1. *Informant: Khaziqun Nuha*

Khaziq said: “Lecture just teach how to pronounce well, she doesn’t give specific strategy in every aspect of pronunciation”.

1. *Informant: Ulum*

Ulum said: “lecture doesn’t have specific strategy, she just correct students’ pronunciation when they do mistake. Sometimes, the lecture write the correct pronunciation and ask students to read it together”.

1. *Informant: Nurfika wahida*

Fika said: “when students can’t pronounce well, the lecture correct it directly “.

1. *Informant: Luluk Nur Hamidah*

Luluk said: “If students do mistake in pronunciation, the lecture teach them how to pronounce well”.

1. *Informant: Isnaili khiptiyah*

Isnaili said: “the lecture doesn’t have specific strategy in every aspect of pronunciation, she just teaches how to pronounce well and sometimes she also writes in white board”.

1. *Informant: Nur Fatima*

Fatima said: “The lecture just correct and teach how to pronounce well”.

1. **Discussion**

Speaking English is sometimes difficult for ESL students. It also happens in students of public speaking class at fourth semester of English department in State College for Islamic Studies (STAIN) Tulungagung. Although they are now in the higest level of learning speaking, they also have some problems in speaking. The problems come from many aspect of speaking. Especially in pronunciation, some ESL students have problems in this aspect. We know that pronunciation is one of the important aspect in speaking. If we can’t pronounce well it will also influence our quality in speaking.

Besides, pronunciation also influences the meaning of word because many words in English have similar pronunciation. For example in pronunciation “Bag” [bæg] and “Back” [bæk] if we can’t differentiate [g] and [k] it will make our speaking have different meaning. Many people also measure our speaking from how we can pronounce well. So, we must study hard to pronounce well if we want to be a good speaker.

Many students of public speaking class can’t pronounce well. It caused by the way to pronounce of English is different from Indonesian language. They are not costumed to speak English and also they could pronounce well when the class word is changing.

There are four aspect of pronunciation that are: vowel, consonant, dipthongs and tripthongs. In this study, the writer just analyze in three aspect in vowel, consonant and dipthongs because tripthong just appear in a few English pronunciation. According to Kusuma ( 1993:14) there are 12 kind of vowel [i: ], [ i ], [ e ], [ æ ], [ ɑ: ], [ ɔ ], [ ɔ: ], [ ʊ ], [ ʊ: ], [ ʌ ], [ə:], [ə]. From observation, interview and documentation the writer find that students has difficulty in pronounce letter “a”, “O” and couldn’t differentiate vowel [i] and [e]. We know that letter in English just not has one pronunciation. Likes letter “a” can be pronounce with vowel [æ], [ə], [ʌ] and [ɑ]. For example: “Cigarret” some students often do mistake to pronounce this word, they often pronounce [sigʌret] not [sigəret]. Other example in word “program”[prəʊgræm], they often pronounce vowel [æ] with vowel [ʌ]. Then, in letter “O” they also find difficulties to pronounce letter “O”. We know that letter “O” can be pronounce with vowel [ɔ], [ʊ] or with dipthongs [aʊ]. The last students’ problem in vowel is difficult to differentiate pronounce [i] and [ə], they often pronounce [i] in vowel [ə], for example: “debate” they often pronounce they should pronounce [dibate] not [dəbet]. It’s all vowel problems in public speaking class, may be it caused by pronunciation in our language is different from English pronunciation, in Indonesian we pronounce letter “a” just with vowel [ʌ], and letter “O” with vowel [ɔ] but in English letter “a“ and “O” has many pronunciation.

Consonant is consist of 28 kind that are: [ p ], [ b ], [ t ], [ d ], [ k ], [ g ], [ tʃ ], [ dƷ ], [ tr ], [ dr ], [ ts ], [ dz ], [ f ], [ v ], [ Ɵ ], [ ð ], [ s ], [ z ], [ ʃ ], [ Ʒ ], [ r ], [ h ], [ m ] [ n ], [ Ƞ ], [ L ], [ w ], [ j ]. From the kind of consonant, students of public speaking just find problem in differentiate consonant [s] with [z] and [f] with [v]. For example, “please” [pli:z], they often pronounce [pli:s], then in word “give”, they should pronounce [giv] not [gif].

The last is dipthongs, dipthongs is consist of 10 kinds: [ ei ], [ əʊ ], [ ai ], [ aʊ ], [ ɔi ], [ iə ], [ ɛi ], [ ɔə ], [ ʊə ]. In this aspect some students also find difficulties to differentiate some pronounce. They often confuse to pronounce dipthongs or vowel. For example: in word “party”, they should pronounce [pɑ:ti] not [pɑ:tai] using vowel [i] not dipthongs [ai]. Then they also can’t differentiate dipthongs [ei] and [ai]. For example in word “say” they should pronounce [sei] not [sai].

Lectures’ strategy is very important for students in teaching and learning process. Especially, in teaching and learning speaking. Without the lectures’ strategy, the students can’t improve their speaking well. As a lecture of public speaking class, Mrs. Erna also has many strategies to overcome students’ problems Especially in pronunciation, the lecture also gives some strategies to overcome their problem. When students’ can’t pronounce well, she directly corrected their pronunciation. Sometimes, she also make list of word then, taught how to pronounce correctly. Although, she hasn’t specific strategy in every aspect, her strategy was make students enjoy and know how to pronounce well.

From all the data above the writer know that the students have problem in pronunciation, but the lecture also has strategy to overcome the students’ pronunciation problems. So, the students can follow the teaching and learning process well.