FIXING STUDENTS’ PRONUNCIATION THROUGH PHONETIC TRANSCRIPTION

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Abstract: Pronunciation cannot be separated from the English teaching and learning process students can study listening well by having good pronunciation. Students can speak well in their communication with their understandable pronunciation, in writing and reading as well. But the teaching of pronunciation could be boring because of the drilling or “repeat after me” method. Phonetic transcription nowadays can be one good way to remedy students’ pronunciation. It can show precisely how the sounds produced and how the words pronounced. This research is a descriptive research which describes in detail the class activities in teaching pronunciation with phonetic transcription. It was conducted during the even semester of 2017/2018 academic year in English Phonology class. As the result, it can be concluded that phonetic transcription can help students to correct their pronunciation. This method is better than drilling method, because students know in detail how the sounds should be pronounced from the symbols shown in the phonetic transcription.

Keywords: phonetic transcription, method in teaching pronunciation, pronunciation ability

Phonetic transcription nowadays can be one good way to remedy students’ pronunciation and change the drilling or “repeat after me” method that could be boring for students (Atkielski, 2005). It is because phonetic transcription of English uses the IPA (International Phonetics Alphabet). It can show precisely how the sounds produced and how the words pronounced. It is widely used in the activity of learning language. Beside that it can directly read and students can know the correct pronunciation as well (Pelttari, 2015)

To study pronunciation with phonetic transcription, students—of course—have to be accustomed and know the symbols of sounds shown in the IPA (Mompean & Lintunen, 2015). This paper presents the description of class practice with phonetic transcription. It shows some ways of teaching and remedy pronunciation using phonetic transcription with International Phonetic Alphabet (IPA)

REVIEW OF LITERATURE
Phonetic Symbols and Speech Sounds

Before studying with IPA (International Phonetics Alphabet), teachers have to accustoms them with the basic phonological concepts like vowels, conso-
nants and other speech sounds. The students have to comprehend the vowels, consonants and its accessories. Besides they also have to know the rules of using IPA symbols to transcribe the words into the sounds. Consonants and its accessories will be the first concept students must accept. Letters have b,c,d,f,g until z for consonants but it is different with the sounds. Some other sounds are introduced in IPA, here are the English consonant sounds in mostly many dialect of English used, (Odden: 2005):

Consonants are detected in a VPM. VPM is Voicing, Place of Articulation, Manner of Articulation. First, Voicing in which the consonants structure where voicing is the vibration of vocal cords, it is called voiced when it is vibrating when producing a consonant. But it is named voiceless if it is not vibrating when the consonant produced. Place of Articulation is the place of the sounds produced, it is connected with the speech organ. Some places known for consonants are fricatives, affricatives, dental, and palate alveolar. Manner of Articulation is how the sounds produced, how the speech organ works to make sounds, it is like nasal and stop (Hayes, 2005).

Vowels as the second part of IPA have twelve monophthongs in English sound, and eight diphthongs. If VPM is important to describe consonants, height, backness, and roundness are the vowels’ important part. The vowel height refers to the action of the tongue position which is higher when producing the vowel [i:] than when producing [e], it is also higher than in producing [æ], and tongue position will be in the same condition when producing [u], [o] and [a] (Odden, 2005). Furthermore, English also has 8 diphthongs, which are the combination of two monophthongs. They start in one place and glide to another place. In noun, vowel begins in /aʊ/ and glide towards /ʊ/, so it becomes /ɔʊ/. Hammam & Schmitz (2005) stated that the easiest way to memorize diphthongs is grouping three items as follows: (a) ending with /aʊ/, means the diphthongs begin with a vowel sound and glide toward the /aʊ/ sound, they are: /aʊ/, /eɪʊ/ and /əʊʊ/. (b) ending with /iɪ/, when it is a diphthong composed by a vowel sound and move into /iɪ/ sound, like: /eɪɪ/, /æɪɪ/, /əɪɪ/ then (c) ending with /ɪ/, the tongue position will glide to /ɪ/ as follows: /eɪɪ/ and /æɪɪ/.

Here are the vowels and consonants chart taken from Odden (2005):

**Image 1 Vowels Chart (Odden : 2005)**

**Image 2 Consonants (Odden : 2005)**

Transcribing with International Phonetic Alphabet (IPA)

The activity of transcribing is closely related with the International Phonetic Alphabet (IPA). IPA represents letter-like-symbols of the sounds. The rules of transcribing with letter-like symbols (Atkielski, 2005) are as follows: (a) some symbols represent the single consonant or single vowel like /b/ or /I/ ; it
the simplest symbol students get from IPA, so they can predict what sound it is although they have not know the IPA itself. (b) The colon symbols ‘:’ and ‘’ show that the vowel or consonant has a long sound duration. (c) The apostrophe symbols” ‘ ’ and ‘ ,’ preceed the stress of the syllable which the up symbol shows primary stress, and the low symbol shows secondary stress. The period ‘.’ shows a division between syllables. (d) The slashes // shows per sound of a word.

As mentioned on the rules, space has not meaning in phonetic transcription. We can use space to make the transcription clear and understandable, or we may omit it. With spaces or not, there is no changing in sounds represented by the transcription. For example we transcribe architect /a:kItOtkt/, it can use space if it is wished become /a : kItOtkt/, or still/ a:kItOtkt/ without space, it has no difference.

In transcribing with IPA, the types of transcription should be comprehended. There two types of transcribing, broad and narrow transcription. Mostly used transcription is broad transcription. This type represents how the sounds should be pronounced, it is usually used I class to teach pronunciation. It is closed by slashes side by side, but narrow transcription closed by square brackets. Here are the example of broad transcription:

**Table 1  Example of Broad Transcription**

<table>
<thead>
<tr>
<th>Words</th>
<th>transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>/gri:n/</td>
</tr>
<tr>
<td>Thirteen</td>
<td>/θɜːˈθɪzn/</td>
</tr>
<tr>
<td>Monkey</td>
<td>/mʌŋki/</td>
</tr>
</tbody>
</table>

**Phonetics and Pronunciation Relation**

Some research concerning to pronunciation and phonetics has been found. Lintunen (2004) concluded in his research that phonetics transcription was good to help Slovenian students study pronunciation. The students made less errors after knowing the symbols of the sounds. Winiewska (2010) stated that phonetic transcription is one of valuable method can be used for teaching pronunciation. Furthermore, students are accustomed to modern dictionary that also shown the phonetic transcription. It is very useful for them to know how the words pronounced although it is possible to learn pronunciation code but phonetic transcription still the favorite tool for studying the foreign language. According to Atkielski (2005) phonetic transcription can show sounds differences, especially for vowel sounds. English sounds are not regular so it is not enough for students to listen the sounds only then imitate them, but they need to know the actual sounds too.

In conclusion, there is a deep relationship or connection between pronunciation and phonetic transcription. To teach pronunciation we need phonetic symbols, to give students good example we need the phonetic transcription. The basic way in introducing phonetic transcription is from dictionary. Students do not feel forced to learn the phonetic notation when they look at the dictionary. The next step can be the real phonetic transcription exercises. From words to sounds, sounds to words, recording to English orthography and so on (Donegan, 2001)

**Advantages of Using Phonetic Transcription to Teach Pronunciation**

Here are the advantages we can get from using phonetic transcription in English class to remedy students’ pronunciation (Hesselwood, 2013), they are as the following:

- Phonetic transcription can represent clearly the sounds we have heard, because one symbol is one sound. It can avoid the ambiguity of the similar sounds heard by the listeners.
- A phonetic transcription can show students how word or phrase should be pronounced. The transcription can show a precise, standard pronunciation, independent of the individual or regional accent of any teacher or audirecording. It can help the students to have their independent precise pronunciation without being affected by the teachers’ accent.
- A phonetic transcription can be used to diagnose students’ pronunciation errors. They will understand their errors in pronunciation by the visual fact of transcription.
- Teachers can save the time effectively. No more “repeat after me” direction. Because students have known the visual precise transcription, so they will understand how to pronounce the words or phrases. Teachers will ask them directly to pronounce and correct their errors by using the transcription.

Furthermore (Atkielski (2005) stated the advantages students and teachers can get from using phonetic transcription as follows:

- Phonetic transcription can be used to analyze and recognize the English sounds easier than just listening from the repeating activity
• Students can correct their pronunciation errors after knowing the symbols of each sound
• It can be practiced both in oral and written activity

Types of Phonetic Transcription

Phonetic transcription is a written edition of sounds. It has connection to pronunciation similar with the song and the rhythm (Atkielski : 2005). The transcribing activity is as simple as writing a dictation, the students write the symbols of the sounds they heard or listened and from normal English orthography. English has irregular sounds therefore, sometimes the transcriber gets error or mistake in transcribing the sounds. The International Phonetic Alphabet has hundreds of symbols, fifty from them are English sounds which are needed to the English phonetic transcription (Wells, 2003).

There are two types of transcription that introduced to ESL/EFL classes. It is narrow transcription: it’s transcription that attempts to record every single phonological feature (sound) of an utterance, whether it is important to meaning or not. Narrow transcription is useful mainly when you are trying to show students their own foreign accents, or when you are contrasting accents of English or comparing pronunciation of English with pronunciation of other languages (Hesselwood, 2013).

Furthermore, Hesselwood (2013) stated that the second types of transcription is referred to broad transcription. It documents only the sounds that are important to meaning. This type of transcription is also called phonemic transcription. Broad transcription is used to show students how something should be pronounced. It emphasizes only the sound differences that serve to distinguish meaning; tiny pronunciation features that merely betray a foreign or regional accent are not transcribed (Hesselwood, 2013). Broad transcription is the type you would use in pronunciation keys, and indeed dictionaries use broad transcription to show the pronunciation of words.

METHOD

It is a descriptive method, the goal of descriptive research is to describe a phenomenon and its characteristics (Nassaji, 2015). This research is more concerned with what rather than how or why something has happened. Therefore, the data gained by the observation. In such research, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships.

METHOD

This research conducted in STKIP PGRI Pasuruan in Phonology class for the fourth semester students (2016 generation) of English Education Study Program in 2017/2018 academic year. There were 25 students studied English Phonology in class A. The tests were given to measure students’ capability in pronouncing the words or sentences after knowing the phonetic transcription. There were two kinds of test, first, students had to answer the practices given, it was changing the phonetic transcription into normal English orthography then pronounced the words, it was done in meeting 3 and 4. In meeting 5 and 6, the tests given were reading the text aloud, the texts were in the form of phonetic transcription, after that students were asked to read the text aloud one more time in the form of normal English orthography. The research observed in detail students activities and development in learning Phonetic and IPA transcription to fix their pronunciation. The research observed in detail students activities and development in learning Phonetic and IPA transcription to fix their pronunciation. The research observed in detail students activities and development in learning Phonetic and IPA transcription to fix their pronunciation.

FINDING AND DISCUSSION

Finding

There were six meetings observed and described in this research. The first and second meetings were the introduction of phonetic and IPA. In introducing the phonetic the teacher and students studied about consonants and its accessories, then vowels and its accessories. The first meeting, students were introduced with the consonants, how the consonants produce and the speech organs where the consonants produced. The IPA symbols of consonants also shown. It was the first time for students knowing the symbols of consonants. The teacher gave some example of consonant sounds and match it with the symbols. It made students accustomed to the symbols.

In meeting two, the vowels and its accessories were introduced. The activity in the class were almost the same, they were introducing the vowels, the speech organs where the vowels produce and the symbols of the vowels. It was rather difficult for students to memorize the vowels symbols, because in letter we have 5 vowels, but in sounds English has more than 12 vowels. /α/ can be sounded /æ/ or /ə/
or even /ʌ/. The first practice with vowel symbols were the word to sound practice. Teacher write the word in single syllable and emphasized into the vowels, like the following:


The students and teacher discussed the symbols of vowels. This activities made students knew and comprehended the symbols. They would not be confused when transcribing the words or in reading the transcription to the normal English orthography.

The next meeting was the practice of pronunciation with phonetic transcription. In this meeting, teacher gave students the exercise of phonetic transcription taken from https://agendaweb.org/phonetic.html. It was about phonetic transcription of numbers and colours. Here were the phonetic transcription given:

![Chart of Students' Result 1](image)

After filling the blanks given in the exercises, students and teacher discussed the result. How the sounds should be pronounced. Like in word *thirteen* it should be pronounce /θɜːˈtɪzn/, but most students have been pronouncing it with /ˈtɪzn/. They often pronounced /θ/ with /t/. Students were asked to pronounce the words then and here is the chart of students’ result in pronouncing those words using normal English orthography and phonetic transcription.
From the chart above it could be concluded that there was an improvement between reading aloud in English orthography with reading/pronouncing the words after knowing the transcription.

In the fourth meeting, the teacher gave other exercises of phonetic transcription. But before doing the exercises, students were pronouncing twenty-nine words about animals, fruits, and vegetables. The teacher then scored the pronunciation ability of pronouncing those words. Here were the exercises:

<table>
<thead>
<tr>
<th>1</th>
<th>'targa'</th>
<th>2</th>
<th>'pea'</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>'raebit'</td>
<td>4</td>
<td>'t'jeri'</td>
</tr>
<tr>
<td>5</td>
<td>'haemst'</td>
<td>6</td>
<td>'orandg'</td>
</tr>
<tr>
<td>7</td>
<td>'bitl'</td>
<td>8</td>
<td>'gretp'</td>
</tr>
<tr>
<td>9</td>
<td>'gu:s'</td>
<td>10</td>
<td>'pitf'</td>
</tr>
<tr>
<td>11</td>
<td>'kaus'</td>
<td>12</td>
<td>'kaenberi'</td>
</tr>
<tr>
<td>13</td>
<td>'manjki'</td>
<td>14</td>
<td>'gretfruit'</td>
</tr>
<tr>
<td>15</td>
<td>'maus'</td>
<td>16</td>
<td>'aepl'</td>
</tr>
<tr>
<td>17</td>
<td>'fip'</td>
<td>18</td>
<td>'plam'</td>
</tr>
<tr>
<td>19</td>
<td>'topsda'</td>
<td>20</td>
<td>'stroberi'</td>
</tr>
</tbody>
</table>

Here is the chart of students’ result in pronouncing those twenty-nine words:

![Chart 2 Students’ Result 2](chart2.png)
After knowing the transcription of each word, students could remedy their pronunciation. As stated before that students were asked to pronounce those twenty nine words about animals, fruits and vegetables.

For the last two meetings, teacher gave the longest transcription rather than the single syllable words. Teacher wanted to train them to read the longer phonetic transcription. In the fifth the teacher gave a paragraph of sentence. Here was the normal English orthography (taken from https://fonetika.ff.cuni.cz/studium/stranky-kurzu/english-phonetics-phonology/transcription-exercises/):

Here was the phonetic transcription:

```
/wen as: deə əfrə / at nju: ə wet /
/dət at hæt ən tʃiən ə ev gætn ə ːt əb dəə /
/dʒuərəŋ ə dʒəlvju:/ ət kətə ə jɪmpəs əv ə rɪːtʃ tɒʃt rəm /
/wɔd ət ʃuəd dəə ədərəd əv ə jə //
/at kɔnt ɪmæstʃən ədənt ɜnt mi: ən ədə tɜm /
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The sixth meeting the teacher gave sentences. Here was the normal English orthography(taken fromhttps://fonetika.ff.cuni.cz/studium/stranky-kurzu/english-phonetics-phonology/transcription-exercises/):

The activity of pronouncing the sentences were still the same with the previous meetings. Students pronounced the normal English orthography first, the teacher gave the phonetic transcriptions. Here is the result of students’ activities in pronouncing those texts:

```
<table>
<thead>
<tr>
<th>Chart 3 Students’ Result 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>before...</td>
</tr>
<tr>
<td>text 1</td>
</tr>
<tr>
<td>text 2</td>
</tr>
</tbody>
</table>
```

Students then remedy their pronunciation after knowing the phonetic transcription. Furthermore students could remedy their pronunciation and got better score in pronouncing the sentences.

From the data got from 4 meetings (meeting 3-6) there were significant improvement in students’ ability in pronouncing some words and short texts. Like in meeting 3, students were often fossilized in pronouncing “8” it was not /eIt/ but /eg/ before they knew the phonetic transcription, but after reading the phonetic transcription they could be more careful in pronouncing the word, they remembered the phonetic transcription then they could fix their pronunciation. In short text given in meeting 5 and 6, students were often get errors in pronouncing Europe it was not /ˈjʊərəp/ but sometimes /ˈjʌmp/ or /ˈʃʌmp/, so that was why, phonetic transcription is important to be used in English classes especially in pronunciation class not only to reduce students’ boredom in “repeat after me” session, but also to introduce them the correct sounds of the words.

Discussion

From the findings above, phonetic transcription could help students to correct their pronunciation. It is in line with Hesselwood (2013) that phonetic transcription showed the precise sounds production from the symbols. Because English words and sentences are irregular so the symbol of the sounds can help to get the better way to pronounce English words or sentences.
In the first and second meetings, teacher gave the introduction to the IPA for consonants and vowels and the rules of transcribing using broad transcription type. It is important for students before studying pronunciation using IPA or phonetic transcription because they have to be accustomed to the symbols and the rules of transcribing. It can be confusing for the first time but the activities of transcribing are interested while pronouncing the words or sentences. Atkielski (2005) said the activity of transcribing is closely related with the International Phonetic Alphabet (IPA). IPA represents letter-like symbols of the sounds. So, the first step teacher did is good for students in the beginning of using phonetic transcription to study pronunciation in the class. The students will be accustomed to the IPA and the symbols, then they will also be accustomed to the phonetic transcription. It also can help them to pronounce and differentiate the similar sound words like foot and food, sheep and ship.

In meeting three until meeting six, teacher gave some phonetic transcriptions for students. Students were given some words or sentences then gave them the phonetic transcription and remedy the pronunciation. Atkielski (2005) stated the correct pronunciation of a word can be indicated by simply writing its phonetic transcription on the whiteboard, instead of playing it over and over on a fuzzy-sounding cassette or repeating it over and over out loud for students. From the activities of using phonetic transcription in class it can be shown that teacher can manage the time better than applying drilling or “repeat after me” techniques, or playing the audio/visual recording to teach and drill students’ pronunciation. Students do not need to repeat some words or sentences to correct their pronunciation because the sounds of the words or sentences simply shown in the phonetic transcription.

Furthermore Donegan (2001) said using phonetic transcription in class can be varied. By using sounds to phonetic, or phonetic to sounds. Here, the teacher tried to have the varied techniques in using phonetic transcription in class. First from pronouncing and transcribing the single syllable words to two or more syllable words then the last, teacher gave sentences. The activities were also varied. The students pronounced the words, then transcribed, or transcribed the pronounced the words. Those were some application in using phonetic transcription, so students would be accustomed to phonetic transcription and eased to correct their pronunciation.

Lintunen and Mompean (2015) in their research stated that using phonetic transcription in English classes were potential to remedy the pronunciation of the English learners. It could give positive impact for the correction of students’ pronunciation, furthermore with good pronunciation students in Finland could be more confident to practice their English although they were EFL. Next Kuuti (2009) Finnish students were enthusiastic to study with phonetic transcription. It is because they liked and curious about how the English symbols were and how the sounds produced. The phonetic transcription could help students remember the symbol then pronounced the word better the only knowing the normal English orthography and imitating to teacher. It is in line with the finding of this research, where students could remedy their pronunciation after practicing and studying with phonetic transcription. Although it was hard for the first time, but students and teacher built an enthusiastic atmosphere in the class, so the curiosity and willing to pronounce better could be improved, the finally students could fix their pronunciation with the better way after knowing the phonetic transcription.

CONCLUSION

Phonetic transcription is good way to teach pronunciation, because of its precise written record of the words. It shows clearly how the words produced and pronounced. This way could help the fourth semester students of English Phonology class to remedy their pronunciation. With the varied techniques applied in the class. The researcher could find the advantages of using phonetic transcription.

Furthermore it could be a reference for other teachers who were reluctant to teach pronunciation, because it was wasting much time in drilling process. Phonetic transcription could help them simplify the teaching of pronunciation. Much time would be saved and students were in focus with the phonetic transcription did not get bored or wait more time like in drilling or playing audio method.

REFERENCES

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